



Aysgarth School

Curriculum Policy

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Responsible Member of Staff: Ed Canning
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CURRICULUM POLICY

At Aysgarth, we believe that one of our strengths is the acknowledgement that the pupils in our care are individuals and have their own unique set of gifts and talents. This applies to our staff as well and so at no stage do we wish to prescribe how teachers are to teach, nor how children are to learn. We believe that a classroom built around trust and encouragement, with positive relationships between staff and pupils is foremost in allowing our pupils to thrive and reach their full potential. This curriculum policy aims to provide an overview of the education provision at Aysgarth.

Values

Aysgarth provides its pupils with the opportunity to develop into confident, kind, ambitious and resilient children who will thrive here, at their next school and in the wider world.

The statement of purpose is underpinned by the School's values of respect, endeavour and courage.

Aysgarth is home to a close, happy and thriving community of children and staff. We develop the best in each individual child by providing a caring, stimulating and safe environment. We believe strongly in the value of boarding as a means of developing a child in every aspect. The chapel is at the very heart of the school reflecting the importance of faith and service.

In teaching our curriculum, based on these values we aim to:-

- Allow every individual to flourish and reach their potential.
- Develop confidence, allowing each child to be an effective communicator.
- Maintain a child's natural inquisitiveness and desire to learn through the delivery of engaging lessons.
- Provide opportunities for children to develop their thinking skills.
- Provide a broad and balanced education.
- Provide appropriate teaching provision for each child dependent on their abilities, including where a pupil has an Educational Health Care (EHC) plan, which includes the use of streaming and setting in the Prep School.
- Develop an appreciation in the children of their responsibilities to themselves and others in our own and the wider community, and the tolerance of those with different faiths and beliefs.
- Promote the importance of democracy and the rule of law, alongside that of individual liberty.
- Provide an environment which prohibits political indoctrination through the presentation of opposing views, and precludes the promotion of a particular political agenda.
- Ensure that all children are comfortable with the understanding and use of ICT and their online safety. (Technology and E-Safety Policy).
- Provide RSE and PSHE education appropriate to the age of the pupils.

- Provide appropriate careers guidance.

Curriculum - Whole school

In order to meet our aim of ensuring that every child, whether day or boarding, fulfils their potential and is able to learn, our classrooms need to be friendly, secure, encouraging and challenging. The children in our care should be encouraged by staff to aim high and made to feel valued whatever their ability. The understanding and acknowledgement of their many and varied talents, by themselves and their peers, should be supported by teachers and form tutors to help build self-confidence and belief. Strategies are in place to reward effort and attainment within school life and reporting to parents involves a rolling program of weekly assessments, end of term reports, exam reports and parent-teacher meetings, all of which are discussed in greater detail later. Throughout all, the aim of Aysgarth is to ensure all our pupils retain the joy of learning and are able to develop their own interests in whichever area of the curriculum their natural abilities lie, and to be engaged in all. At all times, teaching must not undermine the fundamental British values or discriminate against pupils contrary to the Equality Act, that is, on the basis of the Protected Characteristics.

The school, although a single entity, is divided into two units, Oak House combining Early Years and the Pre-Prep, and Aysgarth Prep School with its boarding focus. Together, we provide a full-time supervised education to pupils between the ages of 3 and 13.

Curriculum - Oak House

Throughout Oak House, there are daily phonics lessons as well as regular guided reading and handwriting sessions. Most additional support will take place in the classroom and will be carried out by the class teacher as part of daily lessons. Our dedicated Skills Development department works in Oak House delivering 1-1 and small group sessions according to specific needs. We also aim to develop and promote the following areas of learning across the curriculum.

- Spiritual, moral and cultural development
- Personal, Social and Health Education and Citizenship
- Key skills and thinking skills

Early Years Foundation Stage

The Early Years Foundation Stage, which underpins the curriculum in the Nursery and Reception classes, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this Key Stage, is planned in accordance with the revised 'Statutory Framework for the Early Years Foundation Stage' (September 2023) outlined in 'Development Matters'.

Our practice is shaped by the guiding principles of 'a unique child', 'positive relationships', 'enabling environments' and a recognition that children 'develop and learn in different ways and at different rates'.

Our provision comprises the seven areas of learning and development with a focus on the prime areas of:-

- Communication and language;
- Physical development;
- Personal, social and emotional development.

This is supported by the specific areas of:-

- Literacy
- Mathematics
- Understanding the World;
- Expressive arts and design.

Our provision supports and enables children to reach the Early Learning Goals by the end of their reception year. Assessments are made to inform the provision on offer and to accurately inform parents about their child's progress.

Reception children receive specialist teaching for French and all EYFS have specialist teaching for swimming and games.

PP 1 (Year 1) and PP 2 (Year 2)

Key Stage 1 of the National Curriculum is covered over these two years, with the National Curriculum an important point of reference for the teaching of literacy and numeracy. There is scope for class teachers to extend this and to devise a syllabus that reflects personal interests, news and the child in the local environment. Class teachers are responsible for teaching all subjects except music, swimming, French and games where specialist teachers are used. Cross-curricular links are made and subjects are taught through 'themes' or 'topics' when this is appropriate, to enable children to make links in their learning.

PP3 (Year 3)

Year 3 is part of our pre-prep, and the curriculum is carefully structured to enable pupils to make a smooth transition to their next school, either the prep department at Aysgarth, or other local schools. Transition is carefully planned for and integrated into curriculum provision where appropriate. Class teachers are responsible for teaching all subjects except music, swimming, French, ADT and games where specialist teachers are used

In the Pre-Prep, children have a reading book which is used at school and at home in which teachers and parents record the amount and quality of reading that the child engages with each day. A list of weekly spelling words is also sent home for children to learn.

Curriculum - Prep School

The Prep school is organised into five year groups. Our Juniors are Forms 1, 2 and 3, with Forms 4 and 5 being our Seniors. The academic subjects taught at Aysgarth are English, maths, science, French, history, geography, Latin, and religious education and wellbeing. The pupils at Aysgarth also receive lessons in music, art, CDT, ICT, drama, verbal reasoning, PE and games. In Forms 4 and 5, study skills is also included within the timetable. PSHE, which covers the RSE provision at Aysgarth, is delivered by a specialist teacher in the Prep school. It is supported by Form Tutors as part of their pastoral responsibility for their tutor group, alongside delivery by the religious education and wellbeing teacher, the science department and through daily chapel services and assemblies. The individual syllabus for each subject is written by the Head of Department in consultation with the other teachers within the department, with reference to the ISEB Common Entrance syllabus, the National Curriculum (2014), The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 (Statutory guidance, 2025) and the individual requirements of senior schools.

Form 1 is taught predominantly by their class teacher with specialist input for French, science, art, drama, music and PE. Classes are taught in mixed ability groups but are set within maths and English so as to better support individual needs in these areas. From Form 2, subjects tend to be taught by subject specialists and the year continues to be set for English and Maths. This situation continues to develop through Forms 3, 4 and 5 where pupils begin their preparation for 13+ Common Entrance and 13+ Scholarship exams, so by Form 4 all lessons are taught by subject specialists. Aysgarth acknowledges the difference between cohorts and as such seeks to support our pupils with a combination of setting and streaming within English, maths, French and Latin. Aysgarth prepares pupils for CE exams in English, maths, science, French, history, geography and Latin. Religious education is taught as part of Aysgarth's religious education and wellbeing curriculum and is examined internally.

Pupils aiming for Scholarship exams are gradually accelerated through the final two years of schooling to ensure they are able to tackle the more demanding work required by these sets of exams and the earlier examination dates these involve.

In the Prep school, a summer timetable operates from the second half of the spring term through to the first half of the autumn term. From the second half of the autumn term and for the first half of the spring term, a winter timetable is followed where games is timetabled earlier in the day to maximise available light. This approach enables the whole school to access facilities and specialist coaching throughout the year.

Lessons in the Prep school are 40 minutes in length and the daily schedule incorporates a 5 minute window for movement between lessons. Double periods are made use of to allow for practical and extended study where necessary. There are nine timetabled lessons during the weekdays and three on Saturday. Each day there are two lessons of games. Independent study and prep sessions are timetabled within the day's schedule.

Lesson allocation Prep school

Lesson	Form 1	Form 2	Form 3	Form 4	Form 5
Art	80 min	80 min	80 min	80 min	
DT			80 min	80 min	80 min
Drama	80 min	40 min	40 min		
English	240 min	240 min	200 min	200 min	200 min
Guided Reading	100 min	100 min	100 min		
Independent study/course work			40 min	40 min	40 min
French	80 min	120 min	120 min	160 min	160 min
Games	480 min	480 min	480 min	480 min	480 min
Geography	80 min	80 min	80 min	80 min	80 min
History	80 min	80 min	80 min	80 min	80 min
ICT	40 min	80 min	40 min	40 min	40 min
Latin/Classics			40 min	120 min	120 min
Maths	240 min	240 min	200 min	200 min	200 min
Music	40 min	80 min	80 min	40 min	40 min
PE	80 min	40 min	40 min		
PSHE & RSE	40 min	40 min	40 min	40 min	40 min
Religious education and wellbeing	40 min	40 min	40 min	40 min	40 min
Science	120 min	120 min	160 min	200 min	200 min
Spelling	40 min	40 min	40 min		
Verbal reasoning	40 min	40 min			
Form tutor	80 min	40 min	40 min	80 min	80 min
Pupil numbers '26-'27	19	34	38	40	40

Where further support is required to ensure the development of speaking, listening, literacy and numeracy skills, individual or specific time-limited intervention is put into place. Early intervention through timetabled, guided reading sessions in Forms 1, 2 and 3 helps develop literacy skills, though such groups continue throughout the school if required. Support for numeracy skills is also provided through individual and group work.

Skills Development

Aysgarth School is committed to providing skills development throughout the curriculum for pupils with special educational needs and learning difficulties.

Our aim is to try to ensure that all pupils, regardless of ability, have equal access to a broad, balanced and relevant curriculum.

We identify pupils who may have a learning difficulty, as early as possible in their time with us in school. Aysgarth School's SEND policy takes into account the measures set out in the Children and Families Act 2014 and the SEN and Disability Code of Practice, 2015.

A child is described as having special educational needs and disabilities (SEND) if they have much more difficulty in learning than most pupils of the same age, or have a disability which prevents them from making use of the full range of educational opportunities available for pupils of the same age in the school.

Children will be screened for numeracy and literacy skills upon entry to the school, and again at any point in their time in Oak House and Prep School following any initial concern report being provided by their teacher. If a child is considered to be experiencing learning difficulties, our Skills Development Department are involved in carrying out assessments of needs, with the use of external agencies where necessary. It is possible for most learning difficulties to be catered for in class by the teacher through differentiated learning. Further support may be offered where necessary through the Skills Development Department and a comprehensive Personalised Learning Provision Plan (PLPP) is maintained and shared with all teaching staff. All areas of school life pay attention to these PLPPs and any necessary adjustments are made to reflect the pupil's needs.

At all times, the involvement of parents is vital and they are kept informed about progress and intervention strategies being employed. A provision map gives an ongoing record of interventions and allows for an assessment of impact to be made. Positive links between school and home play an important part in building self-confidence and belief in pupils with specific learning difficulties. Due regard is given to the views, wishes and feelings of pupils. For further information, please refer to the Special Educational Needs Policy.

EAL

Aysgarth School supports a small number of children with English as an additional language (EAL). A few join the school with the intention of progressing their education within the UK, whereas others join for a limited duration before returning to their home country to continue their education.

For further information, please refer to the EAL policy.

More able, Gifted and Talented

More able, gifted and talented children are supported within the school to ensure they are provided with the opportunities they are entitled to. In the Prep, at any one time, we have a number of pupils who achieve CAT test scores that place them within the top 4% of children nationally. This data, alongside teacher-based assessment used throughout the school, may suggest that an individual should be considered as able, gifted or talented.

Aysgarth encourages the development and nurturing of talents in all areas of our school life. Teachers aim to identify talent at as early a stage as possible and through differentiated learning and the provision of additional small or individual lessons seek to nurture, encourage and above all give importance to these areas. Sporting talent is encouraged through an intensive fixture list and opportunities for involvement in competitions, and representation at county and national team levels is encouraged and supported. Art, technology and performing arts all ensure individuals with talent are encouraged and recognised through the provision of targeted support and access to opportunities beyond the classroom.

A more able, gifted and talented register is maintained to which all staff contribute.

For further information please refer to the More Able, Gifted and Talented Policy.

PSHE

To engage pupils with our core values of respect, endeavour and courage, PSHE is a timetabled provision throughout the school and encourages the understanding behind the Equality Act 2010, with particular regard to the protected characteristics, and as a central pillar of our provision of The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 (Statutory guidance 2025), supporting work in other subject areas such as economic understanding. PSHE is led by a specialist teacher. PSHE provision is also supported by REW and science departments and allows the children to learn and discuss within a safe and supportive environment. Our planned PSHE programme encourages pupils to be aware of the needs of others and find ways to support them; it plays a crucial role in our effort to deliver preventative education and equip our pupils for life within modern Britain. Pupils are involved in making decisions and partaking

in activities that allow them to show this care and understanding as well as being involved in decision-making that influences the PSHE provision and the life of the school.

For further information, please refer to the PSHE Policy.

Careers

The decision to withdraw from Religious Education as an examined subject at Aysgarth has enabled us to adapt our teaching to support the values of the school and encourage reflection on events around the world and within British society. As part of this awareness of our pupils' place within a wider community, REW provides early impartial career education, developing an understanding and awareness of the many exciting opportunities that lie ahead, and how their own particular interests and strengths may be reflected in their future careers. A regular lecture programme introduces pupils to a range of career pathways and enrichment lectures by staff continues to expose pupils to a wide variety of interests and opportunities beyond the timetabled provision. Through the classroom provision and extra-curricular opportunities provided at Aysgarth, the important character of resilience is encouraged and its importance in future careers and life emphasised. Further information can be found in 'Careers Guidance and Inspiration in Schools, March 2015'.

British values and tackling radicalisation

In preparing our pupils for Public school and life beyond, the values that underpin our curriculum enable us to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs as set out in the Government's Prevent Strategy, 2011.

Throughout the school, through the curriculum, extra-curricular activities and boarding, opportunities are explored and developed to ensure the understanding and promotion of these values. Our active school council, voted for by all pupils, meets regularly with the Senior Deputy Head, and class representatives actively discuss and represent the views, concerns and wishes of their peers.

The school has clear rules that are understood and consistently reinforced which alongside our reward and sanction system help us teach the reasons behind laws, that they govern and protect us as well as the responsibilities and consequences associated with them. The differences between religious law and the law of the country are discussed and explored in REW, for example in the exploration of Just War Theory.

Pupils at Aysgarth are well-prepared for their future schools. Many leave for boarding school where independence and the ability to make good decisions and choices are paramount. As a school, we educate and provide boundaries that enable our pupils to take risks and make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised and supported to use these safely and with respect. The school is aware of its own obligations as laid out in the Human Rights Act, 1998. The large

number of extra-curricular activities offered alongside the boarding structure of the school provide opportunities and freedom for choices and decisions to be made.

Respect is at the heart of our values. To 'love our neighbours', 'standing up for beliefs and values' and 'supporting all those around us' are consistent messages shown in how staff care for pupils and through assemblies. Our regular daily collective worship reinforces this message for all members of our community and as a whole we actively promote British Values. Aysgarth is not very culturally diverse, but the understanding and support of pupils of different faiths by pupils is a testament to the respect our pupils are encouraged to develop. Work on cultural awareness supports the values of Aysgarth and is reflected in ongoing work across the whole curriculum with opportunities being identified and explicitly taught, as well as through identified whole school opportunities during the year. We aim to help all pupils broaden their understanding of the world and their needs in relation to the needs of others.

Safeguarding our pupils is uppermost in our concerns and safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability as detailed in Keeping Children Safe in Education 2025. All staff are expected to uphold and promote the fundamental principles of British values; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Further information can be found in the Spiritual, Moral, Social and Cultural chapter in the Guide to Boarding Parent Handbook and our Safeguarding policy.

Teaching and Learning

At the heart of Aysgarth School is effective teaching and learning. To ensure this there are common strands that run through all our teaching

1. Positive relationships between teacher and pupil. During lessons, teacher contact with pupils is vital, helping to develop respect and the understanding and belief in the pupil that our staff is here to support and help them learn. All pupils at Aysgarth are encouraged to share any academic concerns they may have with a staff member of their choice.
2. Support and co-operation. Within classes, support and cooperation between teacher and pupils is vital for effective learning. In class, pupils should be encouraged to work together and support each other's learning and successes, and to show endeavour and courage during times when learning is more challenging. Our classes should be places of security where mistakes are seen as learning opportunities and not things to be ashamed of, and where everyone's ideas are welcomed and valued.
3. Assessment, whether this is through standardised testing, or ongoing classroom assessment and marking is integral to ensuring pupils make good progress. Progress is regularly assessed as part of the school's rolling assessment programme.
4. Lessons should be properly prepared and planned. All lessons should be clearly structured to enable pupils to understand and follow what is required of them and allow meaningful learning with good use of available resources. This is supported by

the use of departmental checklists in the Prep school providing learning objectives for the children.

5. Aysgarth has a policy of maintaining small class sizes but even with streaming and setting this does not alter the fact that within any class there will still be a range of abilities. There is still a need to adapt teaching throughout the class. This may involve appropriate questioning, differentiation of tasks or outcomes, or the use of well-chosen teaching strategies. We expect all individual pupils to have a positive learning experience in all their lessons. We have a policy on the teaching of children with learning difficulties and provide as much support as possible for these children in the classroom setting.
6. The use of a wide range of teaching strategies. As a school, we understand how the needs of an individual vary and as such a range of strategies should be employed during lessons to ensure all pupils have a positive and active learning experience whatever their ability. Self-assessment is a skill that requires time and practice and is integral to all areas of our curriculum.
7. Preps are set for all pupils from Form 3 of the Prep school and should be relevant and purposeful. These times are designed to encourage independent working and support the transition to Public School.
8. Written tasks. Written tasks set by teachers should always be meaningful exercises. These may be set for assessment purposes or for pupils' own personal use and learning. Feedback should be given following the school marking policy.
9. A reward and sanction system is run throughout the school. These are reviewed as part of the rolling assessment program and recognised through contact with parents and the awarding of certificates.

Prep and independent work

Prep is set for all pupils from Form 3 onwards and, throughout their career at Aysgarth, is gradually increased. Form 3 has four sessions each week, covering the core subjects of English, maths, science and French. In Forms 4 and 5, pupils receive weekly prep in all academic subjects.

The aim of prep at Aysgarth is twofold. It provides both pupils and staff with a means of assessing learning and reinforcing work covered in class but is also a means to develop independent learning skills in the pupils prior to commencing their time at their next schools. Both in the class and in prep, Aysgarth aims to develop an ability to learn and think independently and to this end preps should be carefully chosen to allow pupils to productively use their time. Preps should be set during lessons by teachers so there is an opportunity for the pupils to question exactly what is required of them. Prep set should be sufficient to occupy the time available and be carefully planned to promote positive study habits. It is the belief of the school that the development of the pupils' independent study skills and their understanding of how they learn is essential for their success both at Aysgarth and beyond.

Day pupils are expected to complete preps at home or leave following the evening prep session.

Head of Department

The role of the Head of Department is to ensure that their subject is delivered to the highest standards and to plan for its improvement within the school. This will involve providing support and advice to colleagues who teach within their department, monitoring the progress of pupils within their subject and monitoring teaching within the school as subject specialists.

All Heads of Department are expected to maintain a departmental file to support their responsibility for ensuring the successful delivery of their subject.

Beyond their own subject, they are expected to provide input into the development of whole-school objectives and then support their implementation within their departments.

Within the Pre-Prep, the class teacher takes responsibility for teaching and learning within PP1, 2 and 3 under the guidance of the Heads of Departments. Learning within the EYFS is the responsibility of the Head of EYFS.

Presentation

Layout, handwriting and presentation of work in the Prep School should meet the following standards. We believe pupils benefit from consistency and that this is the best way to ensure that on entry to their next school they are able to organise their own work to high standards.

Work in exercise books should be laid out as below:-

<u>Date</u> (long or short)
<u>Title</u>
<u>Book, page and exercise (where appropriate)</u>
<ul style="list-style-type: none">• Drawings must be in pencil
<ul style="list-style-type: none">• One straight line through mistakes, no rubbers or correction fluid

- | |
|---|
| <ul style="list-style-type: none"> • A ruler should be used for all straight lines |
| |

The development of a neat and legible handwriting style is the responsibility of all teachers. Guidelines for all written work throughout the school are as follows:-

- Cursive script should be developed throughout the school.
- Handwriting books and “white” boards should be used for handwriting lessons.
- The correct “hold” of a pencil is important and will be corrected.

Where problems are highlighted, it is the responsibility of all teachers to ensure that referral to the English department and Skills Development Department takes place, where advice can be sought and if necessary, programmes to support handwriting can be provided.

The use of good-quality writing equipment is vital for the development of handwriting. A range of approved pens and pencils is available through the school stationery shop, and the use of fountain pens is encouraged.

Exams, Assessments and Tracking

Assessment throughout the entire school is important not only to show how a child is performing but also to identify areas of strength and weakness. Assessments in class should be used as both a summative assessment of learning and also as a formative assessment of what a pupil requires next in their learning. Pupils’ understanding and participation in this process is important to help develop lifelong learning skills.

Each year in the Prep School the pupils’ Verbal Reasoning, Non-Verbal Reasoning, Quantitative Reasoning and Spatial Reasoning scores are tested. Once a year English, spelling, science and maths skills are assessed; these tests draw attention to specific areas of strength and weakness, with standardised scores being provided. In the Pre-Prep, standardised tests in maths and English are sat for PP2 and PP3. All standardised scores are maintained on the school database and are accessible to all staff to help in their lesson planning and to gain a fuller understanding of their pupils as well as guiding Heads of Departments in decision-making. Tracking is maintained for each individual and staff and Heads of Departments are required to use this facility to ensure pupils are making expected progress in their learning and that the abilities of individuals are better understood. Graphical representation allows for mismatches in attainment to be quickly identified. The database allows for tracking information to be accessed for specific cohorts of pupils.

All pupils are screened on entry by our Skills Development Department to help identify any learning difficulties that may require some form of additional support.

Marking and feedback

Providing feedback to the pupils at Aysgarth is an essential aspect of each child achieving their full potential. This policy sets out a whole school approach to marking pupils' work that is uniform and consistent across the Aysgarth curriculum and all age ranges.

The purpose of marking at Aysgarth is twofold: to encourage self-assessment, where the child can recognise their successes, difficulties and mistakes, and promote the acceptance of help and guidance from others; to inform the teacher of a child's progress and aid their future planning.

Formal Marking must be set out in the following way

- A title, that clearly sets out the purpose of the work, must be written
- The pupil must have self-assessed their work, using the school self-assessment stamp, before handing this in to be marked.
- Any misspelled subject-specific vocabulary should be corrected in green pen.
- Examples of good or positive work should be indicated in pink, using pen and highlighter.
- Work identified for development should be indicated in green, using pen and highlighter.
- The school marking stamp should direct feedback to show how the work could be developed.
- Once the work has been handed back, all pupils must respond to the marking using a purple pen.
- The school marking stamp should finally be used to direct feedback explaining what was good about the work.
- A final effort and attainment mark may be given relating to the school assessment system and CE in Forms 4 and 5.

Intermediate marking

Marking should also, whenever possible, take place with the pupil present, and as such, marking of work in lessons is encouraged. Verbal feedback (VF) is vital in encouraging the development of an open and honest dialogue between staff and pupils. When provided, details of this should be recorded alongside work, indicated by VF, to help the next step in learning to be understood and taken. If greater support is required, this should be indicated as verbal support (VS)

Other work can be marked/acknowledged by the teacher as shown in the appendix.

School Exams

School exams in the Prep School take place for Forms 1, 2, 3 and 4 in the spring and summer terms. These exams tend to be written internally, with some of the core subjects using relevant 11+ and 13+ Common Entrance papers. Form 5 sit Common Entrance or

Scholarship trial papers in the autumn and spring before taking their final exams in the summer. Exam results are recorded on the database as a percentage for each subject along with the median mark within each Form or Set.

After each set of school exams, departments and the teaching staff as a whole review the progress of pupils using all available data to support them in this process.

	Form 1	Form 2	Form 3	Form 4	Form 5
Autumn	PTE SWST CAT testing Science PTS	PTE SWST CAT testing Science PTS	PTE SWST CAT testing Science PTS	PTE SWST CAT testing Science PTS	PTE SWST CAT testing Science PTS CE trials
Spring	Spring exams	Spring exams	Spring exams	Spring exams	CE trials
Summer	Maths PTM English PTE	Maths PTM English PTE	Maths PTM English PTE	Maths PTM English PTE	Maths PTM English PTE
	Summer exams	Summer exams	Summer exams	Summer exams	CE exams

Scholarship exams are sat at various times during the final year at Aysgarth depending on the target school.

Reporting to parents and target-setting

Aysgarth employs various methods to keep parents fully informed about their child's progress whilst at Aysgarth.

Oak House

- Parents regularly have the opportunity to discuss their child's progress with the class teacher through informal meetings at the beginning and end of the school day. Parents are also encouraged to make appointments to meet with the child's teacher or the Headmaster at any stage if they have any concerns.
- There is one formal parent-teacher meeting each term, and these are supported by two written reports which are provided at the end of Autumn and Summer terms.
- Written reports are provided at the end of autumn and summer terms.

Prep School

A parent's first port of call should always be with their child's Form Tutor whose responsibility it is to take an active interest in how each pupil in their tutor group is performing both academically and socially and this contact is strongly encouraged by the school.

Once a year, each year group has a parent-teacher meeting where teachers are available for parents to discuss their child's progress.

Assessment

The Aysgarth Assessment Scheme is aimed at giving parents and pupils a regular and detailed view of a pupil's progress in every aspect of their life at Aysgarth. It is designed to achieve the following:-

- Recognise what he has achieved and identify areas for improvement.
- Include academic subjects, non-examined subjects and behaviour to ensure that any and every area of strength receives recognition.
- Motivate and agree on targets.
- Enable better monitoring of progress over time.

Rolling assessments

Aysgarth operates a rolling five-week assessment to help the school better understand and support individual pupils and to keep parents well-informed of their child's progress. In Forms 1, 2 and 3 effort grades are published for every subject and in Forms 4 and 5 these are supplemented with attainment grades. Each member of the teaching staff adopts the same standards with regard to Effort and Attainment with definitions of each grade clearly explained and published to pupils and parents. We aim to use the full range of marks. At each assessment period, form tutors lead the whole staff in a review of the pupils in their tutor group and any necessary steps to recognise or support individuals are agreed upon. This process is supported by the Deputy Head Academic to ensure that the skills available within the school are best deployed to help individuals in need of extra support. The form tutor writes a short report as part of this assessment that parents then access online.

The Rolling Assessment Form can be found in the Appendix.

Written reports

At the end of the Autumn term, all pupils receive a full written report for every subject they study. This enables teaching staff to provide more detail on the strengths and future needs of each individual as well as providing information on the areas of study in the coming term. Reports should give an honest assessment of each individual pupil and where issues exist constructive support should be a key element of the report.

In the Spring term, school exams are sat by Forms 1, 2, 3 and 4 and these year groups receive a midterm report focused squarely on exam performance. Strengths in each subject are detailed along with clear targets to support progress in the run-up to the Summer exams. Form 5 receives a standard end-of-term report which includes information on the mock CE exams sat towards the end of the Spring term.

Once again all year groups receive end-of-term reports in the Summer term following whole school exams and looking forward to the start of the new academic year in September.

Parents receive written reports for all musical instruments, speech and drama or Skills Development tuition at the end of each term.

It is the duty of Heads of Department in the Prep School to ensure all staff responsible for report writing within their departments are aware of their responsibilities in providing accurate, honest and informative reports to parents.

Checklists

To ensure that teaching and learning are as effective as possible, work should be purposeful. To encourage the pupils in the Prep School to make a connection between lessons and learning, all subjects should make use of subject checklists. These should provide pupils with a clear statement of what is required of them within a given subject, and encourage and provide a foundation for independent learning through the development of self-assessment skills.

Structure of checklists

- Checklists do not have a standard format but are developed independently by departments and are the responsibility of the heads of department
- Checklists will provide a means for children to engage in self-assessment activities, supported where necessary by the member of staff.
- Where appropriate, checklists may include objectives and provide a means for the pupil to indicate when an objective is met.
- Heads of department are responsible for developing checklists that support children in their learning.

To support parental involvement and understanding of syllabus coverage an online version of departmental checklists is available for all subjects.

Preparation for Public School

The vast majority of Aysgarth pupils progress to boarding public schools. Our aim as a school is to ensure that they are prepared for this by the time they leave. We aim to make this transition a smooth and stress-free one. The specific focus is:

- Academic preparation through preparation for Common Entrance or Scholarships which are set and marked by the Public Schools.
- Development of independent work patterns so that pupils can work independently when at Public School.
- Boarding so that pupils can adjust to being away from home in a small, friendly and familiar environment.
- Developing the independence, confidence, interpersonal awareness and tolerance that will be essential to settling in at Public School.
- Introduction to a wide range of activities so that they can make the most of the opportunities at Public School.
- Ensuring that they are aware of the relationship and personal development issues that will occur as they grow up.

During their time at Aysgarth, pupils receive support and guidance from external providers to help them as they grow and mature into young adults. The school has a school counsellor for those who require additional support and all have access to an independent listener to develop self-awareness and an ability to seek and ask for support when and if it is needed in the future.

Pupils leaving for other destinations

Some pupils leave to go to independent and maintained day schools and often they will not have boarded at Aysgarth. Nevertheless, they benefit from the same focus as the pupils going to boarding schools.

Appendix



Aysgarth School

Assessment Sheet 2014-15

Tutor:

	06/10/14	10/11/14	08/12/14	02/02/15	09/03/15	08/05/15	26/06/15	TBC 8
Subjects	E1	E2	E3	E4	E5	E6	E7	E8
English	4-	4-	4-	4-	4+	4-	4-	
Mathematics	4-	4-	4-	4-	4-	4-	4-	
Science	3+	3+	3+	4-	4-	4-	4-	
French	4-	4-	4-	3+	3+	3+	3+	
Latin / Non-Latin	3+	4-	4-	4-	4-	4+	4+	
History	4-	4+	4-	4-	4-	4-	4-	
Geography	4-	4-	4-	4-	4-	4-	4-	
Religious Education & Wellbeing	4-	4-	4-	4+	5	4+	4-	
Music	4+	4+	4+	4+	5	4+	4+	
Art, Design and Technology	4-	4-	4-	4-	4+	4-	4-	
ICT	4+	4+	5	4+	4+	4+	4+	
Cricket							4+	
Drama	3+	3+	3+	3+	3+	3+	4-	
Football	4-	4-						
Rugby	3+	3+	3+					

Effort	1 Unsatisfactory, 2 Effort concern, 3- Attention needed, 3+ Satisfactory, 4- Good, 4+ Excellent, 5 Outstanding											
Pupil	Pluses	6.0	Minuses	0.0	Credits	2.0	Detentions	0.0	Penalties	0.0	Sent Up For Goods	1.0
Form Avg	Avg Pluses	3.7	Avg Minuses	0.2	Avg Credits	1.7	Avg Detentions	0.0	Avg Penalties	0.1	Avg Sent Up For G	0.3

Form Tutor Comment

26/06/15: Please see end of term report for details.

08/05/15: has worked well throughout this term and has started to prepare well for his end of term exams. I trust that he will continue to work hard and to fulfil his undoubted potential.

09/03/15: fully deserved his Under 11H team player of the year award and also recognition for gaining the most marks in the 'House Quiz'. A superb term, well done.

02/02/15: has continued to apply himself well and gained some good examination grades as a result. I was thrilled for him when he scored three goals against Bronte House, even with a plaster cast on his arm!

08/12/14: has settled quickly into school after the break and he should be very pleased with this set of grades, he continues to apply himself well and to work hard during his lessons. I look forward to watching with interest as he develops his skills during football sessions.

10/11/14: has worked well to improve his grades in history and Latin and he deserves recognition and praise for his efforts. He has also adapted well to boarding and he should be applauded for the maturity with which he has tackled his diminishing bouts of homesickness.

06/10/14: has made an excellent start to life at Aysgarth, despite understandable episodes of homesickness. He has impressed his teachers with a diligent approach to his work and he has shown that he is a very capable young man. I encourage to strive even harder in the very few subjects that he did not secure a Level 4. Extremely well done!

Marking symbols

Symbol	Meaning
✓	Correct answer
x	Incorrect answer
Sp	Incorrect spelling
CL	Capital Letters
VF	Verbal Feedback given and recorded
VS	Verbal support provided
P	Punctuation
//	New Paragraph
Pink Pen	Indicating good work
Green Pen	Indicating work that needs developing