Boundary Oak School

# Curriculum Policy

## 2026 - 2028

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| **PERSON RESPONSIBLE FOR THE LATEST REVISION** | Head of School, Senior Management Team |
| **LAST REVIEW** | January 2026 |
| **NEXT REVIEW** | January 2028 |

# 1) OVERVIEW

*"Through our curriculum we aim to equip our pupils for life by promoting key competencies. We want our pupils to be critical thinkers, problem solvers, imaginative and innovative and from this stems a multitude of achievements both inside and outside of the classroom."*

## Introduction

We are committed to fostering an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-being underpin academic, co-curricular and sporting achievements. The majority of our pupils are day pupils but we are also a thriving boarding community, which enriches the educational opportunity and experience for all.

The curriculum encompasses all the planned activities which we organise in order to promote learning, personal growth and development. It includes not only the formal lessons taught, but also the range of co-curricular and extra-curricular activities that the school organises in order to enrich the experience for the pupil. It also includes the 'hidden curriculum', that which pupil intuit from the expectations placed on them and from the way in which they are treated. The curriculum, whilst paying due regard to achieving high standards in all curriculum areas, is also broad, relevant, exciting and challenging.

## School Aims and Objectives

- To ensure that the pupils at our school are provided with a high-quality curriculum that leads to consistently high levels of pupil achievement.
- To ensure that a differentiated and progressive curriculum is consistently delivered.
- Provide pupils with experience in a range of co-curricular and enrichment activities.
- To enable each pupil to be successful and to enable them to learn and develop their skills to the best of their ability.
- To teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- To enable pupils to be creative and to develop their own thinking.
- To teach pupils about their developing world, including how their environment and society have changed over time.

- To enable pupils to be positive citizens in society and respect the views of each individual pupil, as well as for people of all cultures.
- To teach pupils to have an awareness of their own spiritual, moral, social and cultural development as well as their intellectual and physical growth.
- To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in Britain.
- To provide access to up-to-date, impartial, wide-ranging careers guidance that enables pupils to fulfil their potential.
- To equip our pupils for life by promoting key competencies: we want pupils who excel at critical thinking and problem solving, who are imaginative and innovative, who can communicate well, work in teams, and are flexible, adaptable, resilient and self-confident.
- To promote our key character skills and values, we want our pupils and staff to be: respectful, responsible, resilient, relentless, resourceful, reflective and responsive.
- To provide a personal, social, health and economic education which:
- Reflects the school's aim and ethos: Boundary Oak recognises that everybody is different. Each member of our family community is valued as an individual. Our collective aim is to encourage every pupil to follow their passions, develop a love learning and approach life here and beyond with a growth mindset.
- Encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

## 2) ORGANISATION & PLANNING

At Boundary Oak School we plan our curriculum in three phases. We agree a long-term plan for each year group and present it in a curriculum map to ensure curriculum coherence. This indicates what topics are to be taught in each term. We review our long-term plan / curriculum map on an annual basis.

In our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic and that connections within and across subjects are highlighted.

Short-term plans are those which our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

## 3) TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES

The curriculum in our school is designed to provide access and opportunity for all pupils who attend. We recognise the fact that there are pupils of different abilities in all classes and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We try to achieve this by:

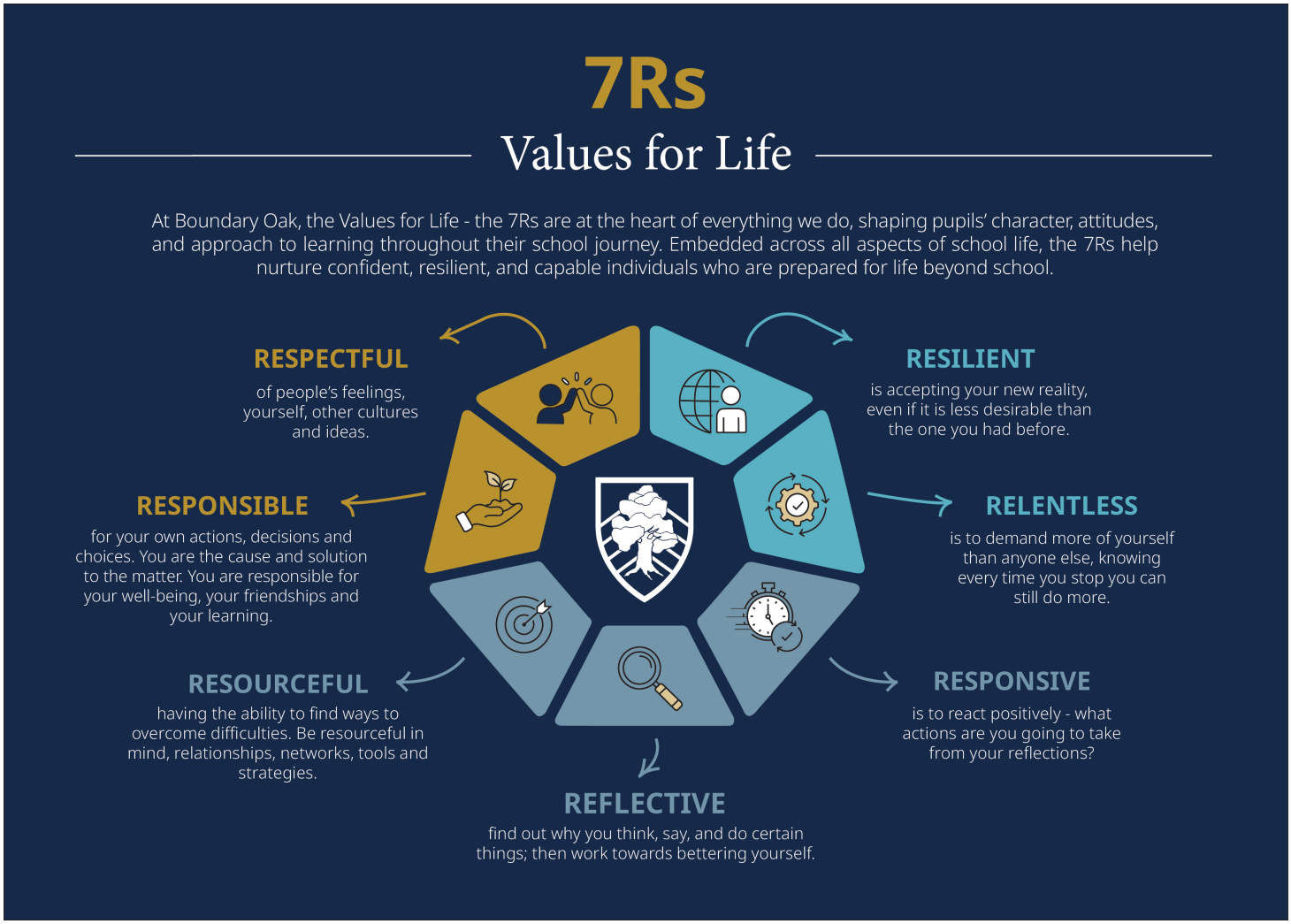
- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks that are differentiated to meet the pupil's different ability levels;
- providing resources of different complexity according to the ability of the pupil;
- using Teaching Assistants, where appropriate, to support the work of individual pupils or groups of pupils;
- teachers liaise with our Learning Support and EAL departments to ensure we meet the needs of all our pupils.

## 4) ENGLISH AS AN ADDITIONAL LANGUAGE TEACHING

We provide a full support programme, both cultural and linguistic for international pupils. The EAL framework provides a comprehensive set of progressive learning objectives for learners of English as an Additional Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR). The CEFR is used widely both within and beyond Europe to map learners' progression in English across the four skills: reading, listening, speaking and writing. The framework comprises six levels ranging from A1 & A2 (Basic User) to B1 & B2 (Independent User) and C1 & C2 (Proficient User). Learning outcomes in each skill for each successive level are defined in terms of what learners are able to do in English. This framing of learning objectives as a progressive can-do sequence encourages the use of a learning-centred, activity-based approach. Pupils are assessed regularly through the Anglia examination series and EAL pupils can enter EAL IGCSE.

## 5) 7Rs: VALUES FOR LIFE

Central to our ethos at Boundary Oak, is the promotion of our 7Rs; the values and skills we deem to be important to our pupils' lives:




## 6) QUALITY OF EDUCATION PROVIDED

The school provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in a variety of learning environments. The key skills we cover are:

## Linguistic

Literacy skills in reading, writing, speaking and listening are given high priority throughout the whole school. All pupils from EYFS upwards receive literacy lessons where these skills are developed. Reading ages, spelling ages and literacy levels are formally assessed at the end of a year to provide data on pupil progress and inform teaching. Half term writing assessments are used to set targets for the pupils. The MFL curriculum presents Year 4 pupils with the opportunity to study either French OR Spanish, Year 7 pupils are provided with the opportunity to experience three languages (French, Spanish and German) prioritising one from January to continue throughout Key Stage 3. All three languages are available at GCSE.

## Mathematical

Numeracy skills are also a core priority with numeracy lessons for all pupils and yearly formal assessments of numeracy levels. The pupils sit end of unit maths tests in order to monitor progress throughout the year. The school follows the principles of the EYFS framework which encourages learning Mathematics through practical investigation however the school is committed to activity, exploration and discussion for all age groups.

## Scientific

The school values science as a core subject. In Pre-School to Year 5, Science is taught by the form tutor and in Years 6 onwards by a subject specialist. We are fortunate to have science laboratories and pupils often conduct experiments, observing, forming hypotheses and recording their findings. Practical investigations are also carried out around our grounds and woodland. Scientific curriculum connections are targeted in Outdoor Learning.

## Technological

The school has three ICT suites which have 20 computers, two 3D printers, 3 x 20 pupil Chromebook stations; in addition to numerous PCs in several classrooms. All pupils receive weekly ICT and Computing lessons from Year 4 through to Year 9. Computer coding is taught both in Computing lessons and in extra-curricular clubs. All classrooms are fitted with a projector or IWB or Interactive Projector which can be utilised by teacher or pupil in the learning process. Many pupils complete their prep at school and laptops or the ICT suite is used as a resource to support the pupils. In Years 4 upwards pupils are taught Food and Nutrition in the purpose-built teaching classroom by a specialist teacher. In Years 7 upwards pupils are taught Design Technology in a custom-built DT suite by a specialist teacher. In Year 9 pupils are introduced to Photography.

## Human and social

Humanities subjects make a large contribution to pupils understanding of human and social issues. Geography and History are taught as specific subjects from Year 1 upwards and by subject specialists from Year 6 upwards. The schemes of work provide a local, national and international context to the world around them; field trips and museum visits serve to solidify this understanding. Pupils from Pre-School up to Year 8 participate in weekly Outdoor Learning lessons which aim to make them environmentally aware, empower them to make changes to the school site and landscape and improve a range of skills, both technical (survival, horticultural,

environmental) as well as character driven (resilience, cooperation, empathy and responsibility. Activities include winter greenhouse planting, animal identification, building shelters for animals, making natural medicines, water sourcing, filtering and purification, landscape design and Eco Brick projects. Pupils in Year 9 can continue with Outdoor Learning and introduced to Entrepreneurship and Finance.

### Physical

All pupils receive physical education taught by subject specialists. In Year 3 and above pupils also have Games lessons where they are coached in specific team sports such as rugby and netball and take part in competitive matches against other schools. Our Sports Hall, Theatre Hall, AstroTurf and swimming pool are all well utilised resources in allowing our pupils to develop physically. In the warmer months, pupils have weekly swimming lessons from Reception upwards. There are various extra-curricular clubs that cater for a variety or sports and physical activities.

### Aesthetic and Creative

The school supports the EYFS principles of allowing pupils to learn through role play and creativity. In Year 1 and above, pupils are taught Art and Music by subject specialists. Pupils in Year 4 and above receive weekly Drama lessons. All pupils are offered Peri Drama lessons. All pupils perform an annual form assembly to the school community. There is a Pre-Prep nativity play at Christmas, as well as a various whole school and division plays in the Easter and Summer terms. Pupils in Years 1 and above receive Art lessons in the purpose-built Art block. Pupils are able to attend extra instrumental or acting lessons during school hours.

Speaking, listening, literacy and numeracy are embedded throughout the curriculum.

## 7) SCHOOL DETAILS

The school provides subject-matter appropriate for the ages and aptitudes of our pupils. All year groups are mixed ability, although from Year 4 upwards, depending on pupil numbers, some core subject may be streamed. The specialist Learning Support teachers have created a Learning Support folder, all IEPs, pupil profiles and relevant information regarding any pupils with SEND are accessible to all teachers. Regular updates are then sent out to staff. Planning documents should include differentiation where staff are expected to outline how they will support different abilities during the lesson.

- The school ensures that pupils acquire speaking, listening, literacy and numeracy skills through a differentiated curriculum.
- The principal language of instruction at the school is English.
- Pupils in Years 1 and above receive a PSHE lesson each week thus ensuring a high level of pastoral care where pupils feel safe and confident to talk about any issues. The PSHE Scheme is taken from JIGSAW. In EYFS PSHE education is built into the framework.

- The school ensures that all pupils have the opportunity to learn and make progress. This is the most fundamental role of the school and so is linked to all practices and paperwork. Staff training, planning, small mixed ability classes and strong learning support allow for an environment where all teachers have an in-depth knowledge and understanding of all the pupils they teach and their current and potential levels. Pupils are involved in their learning and targets for progress are made clear and achievable. The school's fulfilment of this regulation can be evidenced in planning documents but is best evidenced through the observation of lessons and culture.
- Pupils progress is monitored through baseline testing using CAT 4 and NGRT assessments, and standardised summative tests (termly in some subjects and yearly in all).

## 8) SCHOOL DIVISIONS

### EYFS

Our Early Years Foundation Stage is taught across the Little Acorns Pre-School and Reception years. We provide a broad and balanced curriculum that gives our younger pupils the opportunity to build a strong foundation for the transition into Pre-Prep.

We work hard to help develop the pupils' confidence and self-esteem, through a rich and stimulating learning environment.

The EYFS curriculum is fluid and bespoke, catering for each new cohort passing through our Boundary Oak Early Years department. It is devised with the child at the heart of all planning, follows the pupils' interests and shows progression, from Pre-school to Reception. It focuses on each child's personal development, offering opportunities for a deep understanding in all learning areas.

We aim to stimulate and harness our youngest pupils' natural curiosity and enthusiasm in order to build from the very beginning an interest and confidence in learning. At this early stage learning is based on wide-ranging experience, much of it through play and exploration, focusing on the following areas:

- Communication and Language
- Physical Development
- Personal Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

The pupils have specialist teachers for French, PE and Music each week and have the opportunity of learning outside each day in their purpose-built play area which includes an assortment of bikes and trikes to aid physical development. In addition, Little Acorns and Reception have their own secure outside learning area which includes a chicken coop, guinea pigs, growing stations and a mud kitchen. The pupils also frequently use the woods and its outdoor classroom as part of their outdoor learning programme.

Reception should be seen as, essentially, a transitional phase during which the foundations are established and a move towards the more structured approach to learning of the National Curriculum begins to take place. By the end of the Reception year most pupils will have completed the Early Learning goals and as their timetable has become more structured, they will make the transition into Year 1.

## Pre-Prep

Pre-Prep covers all pupils in Years 1, 2 and 3. As the pupils transition into Pre-Prep they will broadly follow the National Curriculum at Key Stage 1 with the addition of PE, Art, French and Music taught by specialist teachers. There are daily lessons of English and Mathematics, the content of which takes into account the latest Primary Curriculum. Lessons take a variety of forms that may begin with a focused teaching session and lead on to group and/or individual tasks designed to reinforce, enhance and extend the pupils' learning. Differentiation allows for personalised learning for each individual where appropriate.

Outside the areas of English and Mathematics, much of the pupil's learning in Science, History, Geography, Art, Digital Learning and Religious Studies is through half-termly topics. Classes have their own space for outdoor learning and regularly spend time in our Woodland School.

Pre-Prep teachers ensure that each pupil makes a smooth transition to the Prep Department by working closely with the Prep staff.

The pupils in Year 3 have the best of both worlds; making the transition to meet KS2 academic requirements, whilst retaining the security and support of a single class teacher within Pre-Prep. They are given areas of responsibility, one of the most sort after being a 'Playground Friend' where they are expected to set a good example for pupils in the younger years.

## Prep

Year 4 benefit from the stability of a class teacher who, usually, teaches pupils for Maths, English, Science, Humanities, PSHE and Computier Science as they settle into the main school while also experiencing specialist teachers for French, Spanish, Food Technology, Music, Outdoor Learning, Drama, Sport and Art.

Differentiation occurs in all lessons in order to stretch the most able and provide support where needed.

In Year 5 pupils still benefit from the regular contact of a form tutor while teaching is enhanced by further subject specialists where staffing timetable allows. They may also have specialist Lab-based Science lessons.

In Year 6, whilst still retaining a form tutor, all subjects are taught by subject specialists.

The curriculum in Prep is supported by an array of co-curricular activities, including regular field trips, residential trips and visits to the theatre, museums, art galleries and places of cultural interest as well as a host of clubs, usually 30-40 a term, on a rotation basis, which can include Chess club, Community Action club, Coding club, 3D printing, Electric car building, Fauna club, Imagineering club, Public speaking and Debating and a variety of other hobby and sports clubs.

The school ensures adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life in context with their age.

Pupils, when numbers allow it, are set for Maths and English; and other selected subjects where appropriate. This enables the teachers to direct the learning of their pupils as specifically as possible and support and challenge as appropriate. The pace of lessons and expectations are also adjusted in these circumstances and allows all pupils to flourish.

## Senior School

Senior pupils in Years 7-11 are given increasing responsibility as school prefects, heads of houses and committee/council leaders. We believe this gives them good preparation for skills in organisation, decision making and responsibility needed to be successful in adult life. This is further supplemented through careers advice and work experience.

The broad and exciting curriculum on offer in Prep continues into Year 7, where pupils will be introduced to almost all of our GCSE subjects. For Year 9, pupils are able to make subject selections from Drama, Music, Art, Food, DT, and Outdoor Learning, increasing pupil agency ahead of Year 10 GCSE or iGCSE Options.

In Years 10 and 11 all pupils study the core subjects: Mathematics, English Language, English Literature and double or triple Science. Curriculum breadth is provided through the choice of a wide range of more than fifteen GCSE options or iGCSE options.

GCSE option choices are made in blocks to ensure pupils select a broad and balanced mix of subjects. The blocks are designed to both meet as many pupil preferences as possible, as well as ensuring that

they are well prepared for the next stage of their academic journey, with as many opportunities and career paths open to them as possible. In addition to their GCSEs pupils will study a range of non-examined PSHE and receive comprehensive career and college guidance.

The curriculum will naturally be supplemented by an array of co-curricular activities, clubs, sports and trips.

Pupils and parents need to be aware that once they have embarked on a GCSE subject in Year 10 they will be expected to complete it. It is therefore very important that they chose a course and subject which is within their capabilities. Our experienced staff will provide advice and guidance when pupils need to make these decisions.

## 9) TIMETABLE

Pupils follow a common curriculum in which the time allocation for each subject is carefully balanced to give all an appropriate exposure to the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative domains.

The school provides subject matter appropriate of all ages and abilities. The construction of the timetable enables setting or banding on a flexible departmental basis, and schemes of work include references to material for pupils with learning support as well as extension opportunities for the most able.

## 10) MONITORING & REVIEW

The Deputy Head is responsible for the day to day organisation of the curriculum. The Headteacher and/or SMT monitor the planning for all teachers, ensuring that all classes are taught a broad and balanced curriculum.

Pupils progress in reported regularly via Parents Evenings and Reports which use clear diagnostic work criteria and current performance versus potential, as an effective means of communication.

Reports and grade cards: (Taken from the Parental Portal)

Grade cards are released at the end of the Autumn and Spring Terms for pupils in Years 1-9, in February for Years 10 & 11. These provide pupils, parents, and guardians with grades for attainment and effort and are accompanied by tutor comments.

At the end of the Summer Term, a full written report (including grades) is shared across all subjects for pupils in Years 1-9, and at the end of the Spring Term for Years 10 & 11.

## Attainment Grades

Attainment grades are awarded holistically with reference to both formative and summative assessments as well as nationally standardised testing.

- Formative assessment strategies include insights from teaching, in-class questioning and homework. Employing these strategies effectively helps to monitor pupil learning and provide ongoing feedback. Furthermore, it can be used by teachers to improve their teaching and by pupils to improve their learning.
- Summative assessments are typically tests carried out at the end of a topic or term as well as formal assessments conducted at the end of each academic year. These are complemented by nationally standardised testing carried out with pupils where appropriate.

## EYFS Reporting

Early Years (Pre-School and Reception) development summaries and progress reports are published via Tapestry.

## Reporting for Years 1-5:

Attainment grades are holistic, drawing on both formative and summative teacher assessments. Attainment will use five assessment bands to reflect children's attainment relative to age-related expectations: "Mastering, Deepening, Meeting, Developing and Emerging".

A pupil making expected progress should expect to stay within their attainment band as they advance through school.

End-of-key-stage assessments will be aligned to national standards, supported by internal moderation.

## Years 1-5 Report Grades and Descriptors

- Mastering - Your child demonstrates a deeper and more advanced understanding of the concepts and skills outlined in the curriculum. They are also able to apply their knowledge in more complex, sophisticated ways across a range of contexts with confidence.
- Deepening - Your child is performing beyond the expected standard for their age or year group. They are beginning to demonstrate a deeper understanding and the ability to apply their learning in different contexts
- Meeting - This indicates that your child is meeting the curriculum expectations for their age group at this point in the year. Overall, they have demonstrated a secure understanding of the curriculum taught.

- Developing - Your child is working hard to develop their understanding and skills in line with age-appropriate expectations. They have mastered some areas of the curriculum, but there are some areas where they may need additional support to fully meet the expected standard.

- Emerging - Your child is beginning to master some age-related objectives but in some areas are working at a level below that expected for their age and year group. For example, a child in Year 2 may be working on securing some objectives from Year 1. Your teacher will have discussed this with you so that you understand your child´s attainment in relation to curriculum standards.

## Years 1-5 Effort Grades and Descriptors

- Excellent - The pupil is consistently going above and beyond the commitment to learning expected at Boundary Oak.

- Good - The pupil is consistently demonstrating the commitment to learning expected at Boundary Oak.

- Satisfactory - The pupil demonstrates the commitment to learning expected at Boundary Oak, but can be inconsistent in their efforts.

- Below Satisfactory - The pupil is consistently falling below the commitment to learning expected at Boundary Oak.

- Poor - The pupil does not demonstrate a commitment to their learning and is a cause for concern.

Pupils who contribute positively to their learning and demonstrate our 7R values are also recognised via Class Charts and a range of celebratory events.

## Reporting for Years 6-9

Attainment grades are holistic, drawing on both formative and summative teacher assessments. Attainment will use five assessment bands to reflect a pupil's attainment relative to age-related expectations: "Mastering, Deepening, Meeting, Developing and Emerging".

A pupil making expected progress should expect to stay within their attainment band as they advance through school.

## Years 6-9 Report Grades and Descriptors

- Mastering - The pupil demonstrates a mastery of the curriculum and skills taught. They recall and apply knowledge effortlessly, showing confidence, independence and adaptability across a range of familiar and unfamiliar contexts.

- Deepening - The pupil is developing a deeper understanding of the curriculum and applies knowledge and skills independently. They recall key information confidently and apply it in a range of contexts, making connections across different areas of learning.

- Meeting - The pupil shows a secure understanding of the taught curriculum and is applying skills with growing independence. They recall and apply key information with increasing consistency and demonstrate a knowledge of prior learning in familiar contexts, meeting expectations with growing confidence.

- Developing - The pupil is developing a basic understanding of the curriculum and beginning to demonstrate taught skills. They are improving their ability to recall key information but still require support to meet expectations.

- Emerging - The pupil is beginning to show some understanding of the curriculum and the skills that have been taught. They regularly need support to recall and apply prior learning but are starting to engage with their studies and make progress.

GAMES AND PHYSICAL EDUCATION

Given the broad and changing Games and PE curricula, attainment grades may fluctuate more so than in other academic subjects. Finally, please note that in Years 7 to 9, grades do not necessarily translate to GCSE PE which has a 60% theory component.

## Years 6-9 Effort Grades and Descriptors

Each subject teacher and form tutor will report on three aspects of engagement:

- Preparation for Learning: the extent to which pupils consistently arrive to lessons punctually, are dressed correctly and have the necessary items and equipment to allow them to take a full and active role within lessons; pupils who are quick to settle and respond well to the prompts of the teacher.
- Attitude to Learning: the extent to which pupils show a consistent ability to remain focused during lessons. This grade also reflects the extent to which pupils are actively engaged in, and contribute to lessons. This may be reflected in asking questions, contributing to discussions, as well as displaying a willingness to seek out and take on extension tasks.
- Homework: the extent to which homework is reliably completed and handed in on time; the quality of the work being commensurate with the pupil's ability.

Effort grades are awarded school wide using five descriptors.

- Excellent - The pupil is consistently going above and beyond the commitment to learning expected at Boundary Oak.

- Good - The pupil is consistently demonstrating the commitment to learning expected at Boundary Oak.

- Satisfactory - The pupil demonstrates the commitment to learning expected at Boundary Oak, but can be inconsistent in their efforts.

- Below Satisfactory - The pupil is consistently falling below the commitment to learning expected at Boundary Oak.

- Poor - The pupil does not demonstrate a commitment to their learning and is a cause for concern.

Pupils who contribute positively to their learning and demonstrate our 7R values are also recognised via Class Charts and a range of celebratory events.

## Year 7 Baseline Assessments

These assess how well your child can think about tasks and problem solve using a range of question styles. Some tasks involve thinking about shapes and patterns (Non-verbal Reasoning), some with words (Verbal Reasoning) or numbers (Quantitative Reasoning) and, finally, some questions are answered by thinking about shape and space together and imagining a shape being changed and moving (Spatial Ability).

CAT4 is used in many schools across the UK to provide information to teachers, students and parents that forms the basis for discussion about how best an individual can learn and reach his or her potential in

school. The results help teachers decide about the pace of learning that is right for an individual and whether additional support or challenge is needed.

Year 7 baseline data obtained from a GL Assessment's CAT4 will be made available to parents during the Autumn term.

## Reporting for Years 10 & 11

Attainment grades are awarded using a 9-1 system, that corresponds to the current system of GCSE grading, based on a pupil's current working level.

Attainment grades are based on performance in assessments mapped to GCSE objectives (e.g. knowledge, skills, reasoning), using GCSE style questions and thresholds.

- 9 - The pupil is demonstrating mastery of the GCSE curriculum. They recall and synthesise information effortlessly and apply knowledge and skills with creativity, insight, and flexibility across all contexts, including complex and unfamiliar situations.

- 8 - The pupil is demonstrating a high level of understanding of the GCSE curriculum and can apply their knowledge and skills independently and confidently in a range of familiar and unfamiliar contexts. They recall information fluently and use it effectively to solve problems and make connections.

- 7 - The pupil is demonstrating a deep understanding of the GCSE curriculum and can apply their skills independently and accurately. They recall information with confidence and make meaningful connections across topics.

- 6 - The pupil is beginning to demonstrate a deeper understanding of the GCSE curriculum that has been taught. They can apply the required skills with increasing accuracy. They recall key information confidently and are beginning to use it flexibly across topics.

- 5 - The pupil is demonstrating a sound understanding of the GCSE curriculum that has been taught and can apply the required skills with increasing independence. They recall and apply prior learning with growing consistency and accuracy in familiar contexts.

- 4 - The pupil is demonstrating an understanding of the GCSE curriculum that has been taught and can apply the required skills with some independence. They recall and apply key information with growing confidence in familiar contexts.

- 3 - The pupil is showing a developing understanding of the GCSE curriculum and can apply some of the taught skills in familiar contexts. They are beginning to recall and use prior learning but often require support.

- 2 - The pupil is developing a basic understanding of the parts of the GCSE curriculum that have been taught and is beginning to apply a few of the expected skills with guidance. They require support to recall and use information.

- 1 - The pupil is showing a limited understanding of the GCSE curriculum and required skills. Their recall of content is minimal and inconsistent.

- U - The pupil is not yet demonstrating an understanding of the GCSE curriculum or the skills that have been taught. They are unable to recall prior learning and require significant support.

GAMES AND PHYSICAL EDUCATION

Given the broad and changing Games and PE curricula, attainment grades may fluctuate more so than in other academic subjects.

## Years 10-11 Effort Grades and Descriptors

Each subject teacher and form tutor will report on three aspects of engagement:

- Preparation for Learning: the extent to which pupils consistently arrive to lessons punctually, are dressed correctly and have the necessary items and equipment to allow them to take a full and active role within lessons; pupils who are quick to settle and respond well to the prompts of the teacher.
- Attitude to Learning: the extent to which pupils show a consistent ability to remain focused during lessons. This grade also reflects the extent to which pupils are actively engaged in, and contribute to lessons. This may be reflected in asking questions, contributing to discussions, as well as displaying a willingness to seek out and take on extension tasks.
- Homework: the extent to which homework is reliably completed and handed in on time; the quality of the work being commensurate with the pupil's ability.

Effort grades are awarded school wide using five descriptors.

- Excellent - The pupil is consistently going above and beyond the commitment to learning expected at Boundary Oak.
- Good - The pupil is consistently demonstrating the commitment to learning expected at Boundary Oak.
- Satisfactory - The pupil demonstrates the commitment to learning expected at Boundary Oak, but can be inconsistent in their efforts.
- Below Satisfactory - The pupil is consistently falling below the commitment to learning expected at Boundary Oak.
- Poor - The pupil does not demonstrate a commitment to their learning and is a cause for concern.

Pupils who contribute positively to their learning and demonstrate our 7R values are also recognised via Class Charts and a range of celebratory events.

## Year 10 Aspirational Grades

We are introducing a new way of setting aspirations for our Year 10 pupils this year.

Pupils will be presented with individually tailored information detailing their aspirational grade for each subject. This information has been gained using a combination of CAT4 baseline data, prior attainment and teacher's professional judgement.

Pupils will have the opportunity to discuss with a member of staff their individual skills and talents and confirm their aspirational grade for each of the subjects they have chosen to study.

The aspirational grades agreed by the pupil and the school will be displayed on future grade cards and reports. This will allow pupils and parents to compare and monitor progress to self-selected, aspirational grades. There will be opportunities for teachers to raise the aspirational grade if more challenge is required. Remember, these grades carry a percentage of risk and chance; they should never be seen as an upper limit, nor the guarantee of any particular outcome and the journey of progress is not always linear.

## Aspirational Target Grade & Tracking

- Exceeding - Pupil is consistently working above their aspirational grade
- Meeting - Pupil is consistently working in line with their aspirational grade
- Nearing - Pupil is consistently working a single grade below their aspirational grade
- Below - Pupil is consistently working more than one grade below their aspirational grade