

# BELLEVUE | EDUCATION

## THE CURRICULUM POLICY

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by

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Checked by John Floyd

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**Legal Status:** Regulatory Requirements Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum)(teaching) of the Education (Independent School Standards Compliance Record) (England)(Amendment) Regulations.

This policy applies to all pupils in the school.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our subject leads are committed to reviewing any updates to National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum up to Y6 aims to marry together the strengths of the revised National Curriculum in the Primary Years with the entrance requirements of the selective senior schools to which pupils apply/ next phase of their education alongside the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and inline with its obligations in regard to the SEND Code of Practice.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 8-13. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is

committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect as well as the welfare and safeguarding of children at all times.

Applies to:

The Whole School inclusive of activities outside of the normal hours;

All staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability: this policy is made available to parents/guardians/carers, carers, staff and pupils from the school office and website.

Monitoring and Review: this policy will be subject to continuous monitoring, refinement and audit by the Headmaster and Assistant Head (Academic).

### **Curriculum aims:**

#### **Aims of the curriculum:**

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim for each child in our school to develop the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCEE, RSHE and e-safety programmes.

#### **Objectives of the curriculum:**

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- **is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.**
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
  - Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
  - Provides opportunities for collaboration with other schools in the group to enhance learning
  - Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
  - Enables our pupils to work collaboratively and successfully develop broader needed to equip them for life
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil

partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Please see Equal Opportunities Policy.

- Enables senior pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. (Further details in PSHEE Policy)

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. The curriculum is delivered through a range of auditory, kinaesthetic and visual teaching styles to suit the special educational needs of our pupils, thus enabling progress to be made by all. The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. Thus, we ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. The curriculum encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). The curriculum also enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.

At Bruern Abbey School, across key stages two and three, pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science,

Linguistic – French (most pupils)

Human and Social - history, geography, religious education

Aesthetic and creative education - art, music, drama

Life Skills – general studies, personal education and personal, social, health and citizenship education

Philosophy for Children, Critical thinking and Study Skills

Physical – Individual and Team Sports, Gymnastics, Clubs

Technological - Computing, Coding, Computational Thinking, Information Technology, digital literacy and Design and technology.

### **Equal Opportunities:**

The curriculum at Bruern Abbey School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

### **Safeguarding:**

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils.

The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and PSHE lead oversees this.

Additionally, our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020 (and implemented from Summer 2021) The principles underpinning our PSHCEE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty. Further details can be found in the **Relationships and Sex and Relationship Education (RSE) Policy**. Relationship and Relationship and Sex Education, are a mandatory part of the school curriculum from September 2020 (delayed until Summer 2021) and the school **has consulted with parents during the devising of its curriculum in these areas** ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE). (Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019)

### **English as an Additional Language (EAL)**

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

### **Careers Information Provision**

The Ignite programme provides children with opportunities to consider future career paths, through visiting speakers and organised trips. The Headmaster gives regular guidance to parents and pupils on the selection of senior schools and provides interview preparation and practice.

## **I. OVERVIEW**

- 1.1 Curriculum planning is the responsibility of the Headmaster and Assistant Head (Academic). All members of the teaching staff are consulted at the planning stage.
- 1.2 Organisation and planning: The curriculum is planned in three phases: long, medium and short-term plans. The long term plans/schemes of work indicate what topics are to be taught in each term and to which boys; they are reviewed regularly. It is the responsibility of all teaching staff to upload the LTPs and MTPs to the Google Drive at the start of each half term. The Assistant Head (Academic) oversees all planning and offers guidance when necessary.
- 1.3 All teaching staff are responsible for ensuring their medium terms plans contain clear objectives, teaching strategies and differentiation appropriate for all boys in their class during a specific term.
- 1.4 The pro forma for LTPs and MTPs are accessible for all staff on the Google Drive.
- 1.5 Short term plans are those that our teachers write on a weekly/daily basis. There is no common format for the short-term planning as it is viewed that, as professionals, teachers should use a format that suits their own style of planning and delivery.
- 1.6 All planning is referred to during lesson observations and feedback, and as such should be reviewed and updated throughout the academic year. Planning is also reviewed according to results of formative and summative assessments.
- 1.7 The curriculum is weighted towards literacy and numerical work in recognition of the fact that most, if not all, pupils have specific learning difficulties, albeit to varying degrees;
- 1.8 To this end, there are at least seven, forty-minute periods of English and mathematics a week in the sixth form, and seven forty-minute periods a week of both subjects in the junior school, with a proportion of the English classes being taught by a mainstream subject specialist and a proportion being taught by qualified and experienced teachers in the field of special needs. Part of this allowance is daily literacy lesson is in place in the junior school where boys are set according to their appropriate reading and/or spelling age.
- 1.9 Other timetabled subjects are science, French, history, geography, religious studies, music, drama, design and technology and art. All of these subjects are taught to Common Entrance level. Touch typing and ICT is taught discretely across all year groups in all subjects, with a focus on typing in literacy lessons in the junior school. All juniors have a weekly study skills lesson and interview practice.
- 1.10 PSHEE is taught as one lesson per week in the junior school and within the curriculum for the senior school. Throughout the school elements of the PSHEE syllabus are included, most notably in the English, science and religious studies syllabi. It is taught in line with our whole school values and further details of the PSHEE syllabus can be found in the PSHEE policy.
- 1.11 Occasionally boys who require additional intervention may not learn French, but this is not encouraged.
- 1.12 Where there is an identified need, individual children are withdrawn on a rolling rota basis from subject classes for speech and language therapy and/or occupational therapy.
- 1.13 Sport plays a large part in the ethos of the school and is played for approximately an hour on four afternoons of the week (Mon-Thurs) with regular competitive matches against other schools mostly on Wednesday afternoons.

- 1.14 Homework, referred to as 'prep', is set every week for classes in the upper and lower sixth which is completed at the weekend. The upper sixth have an additional prep session on Tuesday from 6.05-6.35pm to ready them a little more for senior school life. Junior weekend prep is in the form of reading, Lexia and occasional mathematics. The Headmaster's weekly e-newsletter details each class's prep homework.
- 1.15 The seventh form, often known as 'Grandeas' made up of boys 're-visiting' the upper sixth, most of whom will be 14 years old when they leave Bruern Abbey, follows the upper sixth curriculum. The boys are taught in one or other of the three upper sixth sets.
- 1.16 In the course of their subject teaching, teachers at Bruern Abbey strive to effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society. Senior boys are given support and guidance on choosing senior schools and career paths through visiting speakers, trips and extra curricular activities, in line with our Ignite programme. Boys are also advised and supported with choices regarding adapting their timetable to suit their needs, E.g. taking extra literacy classes in lieu of French.

## **2. ENGLISH AND MATHEMATICS IN THE CURRICULUM**

- 2.1 That 'proportion' referred to in 1.3 above depends upon the age of the pupil and upon the nature and severity of the difficulty or difficulties as diagnosed and documented through EP reports and assessments.
- 2.2 Boys in the junior school (aged 8-11) will have some their English and mathematics classes taught by staff with special educational needs experience and qualifications, either within a whole-class approach or within smaller groups or, if deemed necessary by the SENCO, on a 1:1 or small group basis.
- 2.3 Generally, boys in the sixth form (NC years 7 and 8) will have only a proportion of their English classes structured in the way described in 1.3 above. Again, the special needs provision may be delivered by a whole-class approach, but more likely by intervention, either on a 1:1 or in small groups.

## **3. SETTING IN THE JUNIOR SCHOOL**

- 3.1 Following the strong recommendation of the late Dorian Yeo, the guru of special needs mathematics, the junior school is set according to ability and potential in mathematics and English. This is also combined with considering other factors such as the collective behaviour of pupils and their maturity. The sets are named after birds and the names change most years.
- 3.2 By the very nature of this arrangement, classes in all subjects in the junior school are likely to be of mixed ages. This will require subject teachers to plan accordingly and to have the means of differentiation within their schemes of work.

## **4. SETTING IN THE SIXTH FORM**

- 4.1 Lower sixth and upper sixth are distinct entities corresponding with National Curriculum Years 7 and 8 respectively. The year groups are often set on both their English and mathematical ability. The curriculum followed is the syllabi for the Common Entrance exam to senior schools.
- 4.2 In both years there is setting in English and mathematics according to achievement, attainment and consultation with staff. Boys are taught in these groups across the whole curriculum. An equal number in each set is a desirable outcome.

## **5. THE EXTRA-CURRICULAR PROGRAMME**

- 5.1 The extra-curricular programme gives children the opportunity to learn a musical instrument (currently on offer are piano, organ, saxophone, horn, trumpet, drums, guitar, bass guitar, ukulele,

singing, violin and cello tuition). Boys are withdrawn from subject lessons on a rolling four week rota basis.

- 5.2 The Activities Co-ordinator will arrange a variety of activities for Monday evenings and Wednesday afternoons, some of which will be classed as 'optional extras' and the cost of which will be charged to the parents. There are also activities during games time that include swimming, golf, tennis, clay pigeon shooting and, when there is the demand, polo!
- 5.3 The Ignite programme provides children with opportunities to consider future career paths, through visiting speakers and organised trips. Parents are also given guidance on future schools.

## **6. SETTING OUT OF WORK**

Applicable to handwritten and to word-processed work:

- 6.1 All work must be dated.
- 6.2 Every piece of work, including mathematics, must have a title.
- 6.3 Full sentences should always be used where appropriate, unless instructed otherwise.
- 6.4 Ordinarily, word-processed work should be presented in Open Dyslexic, Gill sans MT or another sans serif font between letter size 12 and 14, except for headings which reflect the nature of the work.
- 6.5 Whilst every boy is provided with a laptop and much written work will be done electronically, there is still a requirement to learn to handwrite. Precursive and cursive handwriting is encouraged, although not essential; the requirement is for handwriting to be legible. The SEN department has handwriting programs for boys who require additional support.
- 6.6 A suitable handwriting pencil or pen should be used for any neat written book/sheet. Teachers may prefer pencils to pens.
- 6.7 Only blue or black ink is acceptable unless for diagrams or if the member of staff feels that multi-colour will support the learning objectives.

## **7. MARKING GUIDELINES:**

- 7.1** Subject teachers are responsible for ensuring all boys' work is marked promptly and clearly. This may be completed online, such as on Google Classroom.
- 7.2** Given the special needs of our boys in relation to reading ability, the use of coloured pens, stickers and stamps is recommended to encourage boys to read the comments given. Stars (House points) are also to be awarded as often as possible.
- 7.3** Time should be allocated in lessons for boys to read and discuss their marked work with the teacher and to be given detailed verbal feedback.
- 7.4** All marks and exam results should be issued sensitively to children, on an individual basis. It is then up to the child whether he shares the information with his peers. Boys should not be given the results of any exams before all the exams have been completed.
- 7.5** Marking should be positive and used as a tool to boost the boys' confidence and self-esteem.
- 7.6** Correcting of spellings and punctuation should be limited unless this is the objective of the piece of work. Otherwise work should be marked for subject knowledge rather than spelling/grammar.
- 7.7** Numerical marking is not always necessary, but as far as possible, comments should include a target to ensure boys understand how they could improve. Three numerical (%) marks are required per half term and should be recorded in the online mark book,

alongside weekly formative assessment RAG rates, based on weekly learning objectives from MTPs.

**7.8** Success criteria, checklists and peer marking should also be used to encourage boys to take ownership of their own learning and development and to reflect.

**7.9** Where verbal feedback is given in place of written comments, teachers should note this with a stamp on the piece of work.

**7.10** In **formative assessments** marking should be **positive** and **motivating** with constructive comments, encouraging the pupil for what has been achieved, helping him understand strengths and weaknesses.

**7.11** **Summative** assessments should be assessed formatively at first and given a **mark** or **grade**. Formative verbal feedback should enable the child to focus on improvement.

## **ASSESSMENT**

### **Pupil Progress and Assessment:**

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Formative assessment is recorded in the Bruern Online Markbook for all subjects. (The BOMB)

Standardised testing enables carried out each year enables benchmarking of pupils attainment and progress against national standards

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Bruern, we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by subject leads and the Head of Academic and external quality assurance is provided by our central education committee through governance.

Assessment and GDPR: Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised - referenced also in Assessment Policy.

### **Key Terms:**

<sup>1</sup>Diagnostic assessment: checking of prior knowledge and gaps in order to clearly establish teaching and learning needs and starting points

<sup>2</sup>Formative assessment: the process of collecting detailed information that enables the teaching and learning to be adaptive to meet the learning needs of the pupils, *while it's happening*. This is also known as *assessment for learning (AFL)*

<sup>3</sup>Summative Assessment: commonly summative assessment is conducted at a point in time, through evaluation of learning (using a test or a summative judgement of the formative acquisition of skills); however, wherever possible, the summative assessment should be used FOR learning and provide diagnostic information for moving onto the next steps in learning, not simply a summary OF learning.



## **Attainment (A)**

### **What is attainment?**

Attainment is the achievement of skills and knowledge to a level of depth and competency within a set and agreed framework.

### **Why and how do we measure attainment? (Pupil Asset Multitick)**

Effective formative assessment enables teachers to plan carefully to ensure they maximise the learning opportunity and challenge for each pupil in each lesson and consolidate skills where necessary. For all subjects we use a weekly RAG tracker in the online mark book.

The school measures the attainment of each pupil in maths and English (on the BOMB, an online mark book), cumulatively on a day to day and skill by skill basis (this is formative assessment) using carefully designed criteria that support judgement of how pupils are able to independently apply a skill or knowledge (the depth of acquisition), against national curriculum objectives, as set out in the table below:

Ability	Definition
Exceeding	Skill, knowledge or understanding is demonstrated and applied <b>naturally</b> and in context without any prompting or modelling. Moderation and triangulation shows that it is applied confidently and consistently, such as: <ul style="list-style-type: none"><li>- outside of lessons and subjects related to this area</li><li>- across different contexts (eg - projects/ homework)</li><li>- in tasks combining multiple skills (eg - problem solving/ investigation/ independent writing projects)</li><li>- Pupil is able to explain it to others</li></ul>
Secure	When a skill or objective is modelled/ taught the pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts independently and <b>consistently</b> in context within a lesson related to this area. Ready to deepen understanding with further challenge.
Developing	Once modelled, although the pupil can employ the skill, <ul style="list-style-type: none"><li>- They are not fully independent: the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding, further modelling, or visual/ verbal prompts</li><li>- this is <b>not consistent</b></li><li>- does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten</li></ul>
Beginning	The skills, concept or body of knowledge has been taught but is <b>rarely</b> shown or applied consistently or appropriately, <b>without direct adult support</b> ; or the child is operating well below the targeted indicator, e.g. number bonds to 20, but the child only knows bonds to 10
Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator

These skills are collated and combined over time using the school's online markbook, to create a Point In Time Assessment (PITA), which is a summative judgement to demonstrate how a pupil is attaining at that point against the agreed framework and in relation to ARE.

Years 4 - 8

In order to help teachers make effective, reliable and consistent judgements, the school has chosen to create frameworks/learning objectives, agreed and developed within the Bellevue schools, which outline clear age-related expectations based on the National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths

The school is mindful of pupils' assessment and progress across all areas of the curriculum and uses the BOMB to both recognise pupils' achievements and to ensure planning for ambitious learning and development in all areas.

### **Judging Attainment**

In order to make a judgement about a child's level of attainment, the following cycle would be typical:

- Using the framework and achievement summaries to plan from pupils' starting points
- Teaching subject content
- Formative assessment of individual skills
- Tracking of individual skills and depth (through the use of the BOMB)
- Informal and formal summative assessment
- Moderation of work and triangulation of objectives tracked on the BOMB
- Teacher judgement of pupils' PiTA colour band
- Use of exemplifications to assist with judgement\*

Teachers reference skills and objectives from both the year group above and below when planning for learning and assessing individuals, ensuring that they are addressing the needs of all pupils within their class.

### **Incidental Learning and accelerating progress:**

Pupils are not only judged on taught objectives; teachers are mindful of and aware of when pupils are using skills naturally as part of their learning and this will be highlighted against tracked objectives for a number of reasons:

- If a pupil is using skills naturally and accurately outside of the context in which they are being taught, this is an indicator that they are 'exceeding' in that skill for their age group and therefore, this is recognised so that they can be planned for at the appropriate starting point the next lesson/ next time they meet that concept.

Rigorous moderation of 'exceeding' judgements is conducted on an ongoing basis with triangulated evidence to ensure that pupils are set learning at their appropriate level.

### ***How does it relate to other aspects of P.A.P.A. and how do we use this data?***

Measuring attainment also gives clear information between two points in time as to how a pupil has progressed in relation to their potential and previous attainment and will often give some indicators as to their attitudes towards their learning, particularly if they are attaining well above or well below their potential. Additionally, standardised testing such as PUMA and NGRT/HAST can provide both summative and diagnostic information about where a pupil is in their learning and what their next steps will be.

### **Progress (P):**

***What is progress?*** Progress is the rate with which a pupil develops the depth of skills and knowledge towards attaining the set curriculum goals in relation to ARE

**Why and how do we measure progress?** Progress is a good indicator of a pupil's continued success in relation to their prior performance and whether they are continuing to be successful in school, as well as how they are performing against their potential capability. The school measures progress from both standardised testing and teacher assessments

**Standardised testing to demonstrate progress:** Using comparisons of pupils' data between their test to test PUMA/ NGRT/HASTs can provide indicators of progress by showing an uplift in results against previous data within and across years.

The school undertakes Pupil Progress Meetings (termly) to ensure that pupils are making at least expected levels of progress and to identify actions for those pupils who may need targeted intervention. (Appendix 2)

### *Meeting Individual Needs*

The responsibility for identifying, assessing and monitoring children with special educational needs or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SEND. Further detail on this is covered by policies for SEND and Gifted and Talented.

### **Assessment Cycle**

The school provides points throughout the year for both internal and external assessment gathering, analysis and reporting. Please see [LINK](#) for details of our assessment calendar.

### **Moderation**

Moderation meetings take place termly on a formal basis in the core subjects.

The purpose of these meetings is to:

- ensure consistency both between and across year groups on achievement. This requires all staff to have a thorough understanding of the framework and what constitutes the depth to which individual objectives are learned: whether pupils have developed competency at a Beginning, Developing, Secure or Exceeding depth and how this triangulates within evidenced bodies of work. This process also serves as an evaluation of the opportunities available to pupils that offer development of deeper learning and application to other contexts and subjects.
- ensure that learning is tailored to the ongoing needs of pupils, rather than fulfilling a framework obligation (for example, if all pupils are using paragraphs frequently and accurately without prompting in their writing across other subjects, this would indicate that they are *exceeding* in this area and would not need to have taught lessons on this)
- supports staff in looking at in year and above and below year expectations
- support staff in developing high quality formative feedback
- supports staff in analysing gap analysis for their cohort and next steps
- generate professional conversations between class teachers, across year groups and all levels of leadership.
- support staff in developing a thorough understanding of what the different standards of work look like, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

### **Roles and responsibilities**

Teachers are responsible for:

- (i) ensuring that they are familiar with and consistently implement the content of this policy and the standards within the assessment framework
- (ii) the day to day learning needs of the children; ensuring that they make use of all forms of data to design learning experiences that maximise opportunity for developing each individual's skills and knowledge.
- (iii) monitoring and evaluating the progress of the children they teach and care for
- (iv) equipping children to have cogent conversations about where they are in their learning and next steps

(v) reporting clearly and accurately to parents, subject leaders and senior leaders on potential, attainment and progress.

Subject leaders are responsible for:

- (i) having the strategic overview of their subject driven by data evidence
- (ii) providing the framework of progression for their subject
- (iii) ensuring that the monitoring of the cycle and the quality of assessment in their area is carried out in an accurate and timely manner so that it can be used to inform learning for individuals and cohorts for maximum impact on outcomes
- (iv) providing support and training to teachers to enable them to teach and assess their impact and pupils individual needs effectively
- (v) leading the development and reliability of assessment within their subject through regular and effective moderation

Senior leaders are responsible for ensuring that there is:

- (i) a consistent understanding of the framework and implementation of the assessment strategy
- (ii) quality assurance around the processes surrounding learning and assessment across the school
- (ii) time to effectively evaluate and refine assessment processes so that they remain fit for purpose
- (iii) a clear cycle of CPD to ensure that staff are sufficiently equipped
- (iv) time for leaders to monitor their subject, train staff and evaluate impact
- (vi) time for teachers to reflect on formative assessment, analyse summative assessments and calibrate judgements with colleagues/ moderate
- (vii) continual raising of standards through the use of data analysis to target groups of and individual pupils and that there is a culture of individualised approach to learning
- (vii) visibility for parents on their child's learning and that this is communicated clearly

## **I. SPECIAL NEEDS**

- 1.1 Ideally, every boy joining the school presents with an Educational Psychologist's report that is no less than two years old. Prospective pupils attend a low-key assessment morning. The information from both these sources is used to create an individual mind map which is the starting point for all teachers. Children identified as having individual difficulties may need further support from specialist teachers. Outside agencies will be offered for speech and language support, occupational therapy or counselling.
- 1.2 The SEND department has a range of assessments which can be used on a 1:1 basis to help staff identify specific areas of need. These can be targeted with individuals.
- 1.3 The very essence of Bruern means that members of staff have experience, a clear interest and are trained to deal with children with learning difficulties, therefore multi-sensory techniques and opportunities for overlearning can be very effective.
- 1.4 The School's on-going assessment policy will ensure:
  - That every Junior school child will have a standardised mathematics (PUMA), reading (NGRT) and spelling (HAST) assessments three times per year (once per term). These assessments are coordinated and monitored by the SENCO, the Assistant Head (Academic) and the Head of Numeracy. These standardised tests will also be supported by exams in English, science, humanities

and French in the Michaelmas and Summer terms. All year 7 and 8 pupils have Cat4 assessments in the Michaelmas term.

- All standardised and summative exam results are entered onto the Google Drive exam results grid to enable all staff to monitor and track progress.
- Senior exams will be termly and based upon Common Entrance-type questions across the examined subject areas.
- All boys will sit formal examinations in November/December and May/June to assess their progress. Exams concessions will be implemented to enable every boy equal opportunity to demonstrate ability. "Mock" Common Entrance exams take place in March.
- All assessments are used to promote progression for all and results are used to inform planning.

## **2. GENERAL SUBJECT ASSESSMENT**

2.1 Bruern Abbey's Assessment Policy is based upon the following Terms of Reference. The other thing to make clear is that reviews of pupil's progress is often very much a qualitative process. The boys here have a number of differing factors that significantly impact on their progress as measured by standardised testing. Weak working memory, slow processing, the breadth and severity of their specific learning difficulties, self-esteem and anxieties surrounding their academics all play a significant role. That's why Bruern reports to parents across all subjects twice a term and also there's frequent communication between parents Headmaster and staff. The staff have a daily briefing run by the Headmaster to air any pupils for concern academically or pastorally this daily dialogue allows all the key players, including boarding staff and nurse to keep abreast of each pupil's progress. Assessment and GDPR; individual pupils assessment data is part of pupils personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised.

2.2

The school's on-going assessment:

- is based upon clear curriculum intentions
- is individually interpreted through MTPs
- plays an integral part in classroom activities
- is appropriate to the task
- focuses on learning processes as well as on outcomes
- draws upon a wide range of evidence
- places achievement in context
- indicates strengths and identifies weaknesses
- involves pupils in reflection and review
- differentiates between individuals within a form
- informs about individual progress

2.2 The School's Records should:

- be on-going and cumulative
- be accessible, easy to interpret and above all useful
- identify and describe the efforts and achievements of the individual child (Reference – half term reports)

- show the attainment of each pupil and be useful as a guide to future schools and their suitability
  - be based upon evidence, using different teaching styles and approaches – observation, asking questions, setting tasks/tests/exams and selecting examples of pupils' work
- 2.3 Good assessment practice will:
- assist the pupil as learner
  - help the teacher as facilitator and evaluator
  - give information to third and other interested parties
- 2.4 Good assessment practice has a number of specific functions:
- to focus on what a pupil can or cannot achieve (diagnostically)
  - to decide on what a pupil is to next achieve (formative)
  - to appraise a pupil's progress to date in order to inform all interested parties (summative)
- 2.5 Good assessment practice is:
- 'ipsative referenced' where an individual's present performance is compared with previous performance
- 'criterion referenced' where performance is related to one or more specific attainment targets as in the Common Entrance 11+, 12+ and 13+ syllabus and programmes of study
- 2.6 The teacher is concerned with:
- the context for learning
- the activity and how the pupil tackles it
- the evaluation of the pupil's performance
- 2.7 The teacher should seek to assess:
- to what extent planning intentions have been achieved
- the learning processes that have been involved
- the quality of the outcome
- the pupils' understanding

## **RECORDING, MONITORING AND REPORTING**

### **Reporting to parents:**

At Bruern Abbey School we believe in ensuring our parents are part of the learning partnership and our reporting system enables them to have visibility of their children's learning and progress through:

#### **I. THE HALF-TERM REPORT SYSTEM**

All reports are completed on the ISAMS system. Each pupil has a half term report on which subject teachers put a grade A-E for Effort and 1-5 for Achievement. The pupil's performance and behaviour is then summarised by the Form Tutor noting particular areas of success both inside and outside the classroom and two or three targets for improvement. The online mark book provides evidence to inform these results.

1.1 The rationale behind this method of reporting is as follows:

- to improve communication between pupil and teachers, between tutor and pupil and between the school and the parents
- to provide an overview of a child's academic progress over a half termly period, enabling the tutor to hold more constructive tutorials

1.2 Effort and Achievement Grades

The Effort and Achievement Grades reflect a broad and subjective assessment of the child's academic progress. They are one means of monitoring individual needs within the context of Bruern's educational remit and a means of communicating this through to all interested parties.

The grades are largely 'ipsative' referenced, that is to say, an individual child's present performance is compared with his previous performance and/or with the standard and expectations that a teacher has of that individual child based on all the knowledge available to him. A degree of reference to criteria is likely from Year 7 as pupils are prepared for the Common Entrance examination but, perforce, greater emphasis is then placed on 'differentiation by output' rather than, hitherto, on 'differentiation by input'.

1.3 The rationale behind the use of this form of assessment/monitoring/reporting, as broad brushed as it may appear, is that it:

- gives the opportunity for children, who under a purely comparative and competitive system might consistently receive low grades, to gain higher grades, thereby boosting confidence and self-esteem
- rewards children whose efforts might otherwise not be fully reflected in the work they are producing
- enables the tutor to have a broad view of his/her tutee's academic progress and to keep the finger on the pulse

A Achieving an excellent standard	1 Very good effort
B Achieving a good standard	2 Good effort
C Achieving an acceptable standard	3 Satisfactory effort
D Below the standard accepted	4 Below satisfactory effort
E Well below the standard expected	5 Unacceptable poor effort

## 2. REPORT WRITING

If the dialogue between home and school is to be fruitful, reports should look forward, should contain agenda as well as descriptions of achievement, and should encourage discussion of how pupil and teacher will together approach the next step in his learning. A good report needs to summarise, however, it should avoid unhelpful generalisation.

The report should relate directly to the pupil's progress. However carefully thought out and presented, a report will not be good unless it motivates and encourages the pupil to learn. Praise is a more powerful motivator than censure and the positive aspects of performance should always be emphasised. This is not to suggest that a report is to avoid the truth.

It does not help to call attention to a need for improvement or development without suggesting constructively how that need might be met, either within school or by home and school in partnership.

### **Recommendations for Reporting: What Makes a Good Report?**

- 2.1 It is the school's policy that reports should:
- convey a clear impression of personal knowledge of the pupil, within the constraints of the time available in which pupil and teacher work together
  - identify and comment on particular strengths, describing success and progress and focusing on key aspects of the pupil's learning
  - identify aims, ensuring that one or two, but not necessarily all, development needs are identified. Points for development might include, for example:
    - areas of strength, the potential of which can be exploited ;
    - aspects of the curriculum in which limited progress has been made but in which further development can be made;
    - suggestions for more effective approaches to tasks and to school work in general including where appropriate, comments on such matters as behaviour and attitude (but remembering that poor behaviour and attitude often reflects poor teaching, a point rarely missed by parents).
- 2.2 Targets should be specific and attainable, with particular strategies identified to approach them, and should:
- encourage motivation through a constructive approach (remembering that written reports can have a powerful influence on a child's approach to future work and can strongly affect parents' attitudes to the school and their ability to help their children to learn).
- 2.3 Reports written by Tutors should:
- draw together what has been said by subject teachers, summarising strengths and weaknesses.
  - identify two or three 'development needs' from across the curriculum as areas for concentration, to be reviewed at the next staff-parent consultation and referred to in a subsequent report(s).
  - comment on personal aspects including self-awareness, self-esteem, independence and interdependence, willingness to work with others, empathy, interpersonal relationships, concern for others, decision-making and problem-tackling, perseverance, enthusiasm, extra-curricular activities etc.
- 2.4 It is not school policy that reports should:
- contain too much detail about the syllabus or attainment outcomes and targets, although staff might wish to provide background information about the work of the class, group or individual pupil in an introductory paragraph, particularly if they are likely to have the opportunity of talking with parents at staff/parent meetings; however, this should not form more than 25% of the entire report;
  - refer to the inappropriate placement of a child
  - make moral judgements about children based on pupils' family backgrounds or social circumstances.
  - contain indecipherable jargon



## 2.5 Further Guidelines to Report Writing

At Staff, Academic and Senior Management Meetings, the following criteria for report writing were established:

- reports should be typewritten in a standard font on ISAMS
- only the languages should be written with a capital letter the start i.e. English, French, Latin. All other subjects should be written in lower case.
- reports should contain as little 'pasting' as possible
- deadlines must be met
- subject reports should be proof read by tutors, but it is the responsibility of the report writer to minimise the number of careless errors. All reports and tutor reports are proofread by a team of senior tutors and the Assistant Head (Academic) before being sent home.
- incorrect spelling and punctuation are not acceptable.

The key to effective report writing is systematic assessment and recording. The summary of the pupil's strengths, development needs and overall level of achievement and effort should emerge logically and smoothly from what has been entered in the teacher records.

NB. Help is available. Please ask the Assistant Head (Academic) for further guidance on report writing.

## 3. **THE END-OF-TERM REPORT SYSTEM & PARENT MEETINGS**

- 3.1 Each pupil receives one end-of-term report per year and two parents' meetings. The pupil's performance and behaviour are commented upon by all teachers who have timetabled classes with that pupil. Particular areas of success and two or three targets for improvement will be included as per previous guidance.
- 3.2 A summative assessment will also be included for all formally examined subjects. Ipsative referencing will be used by all non-examined subjects.
- 3.3 Each end-of-term report will include a summarising comment from the Form Tutor and Headmaster.
- 3.4 Parents' evenings are held bi-annually for all pupils. These are spread evenly within the three terms; for the term that parents attend an evening no end of term report is written to avoid duplicating the information discussed and then unnecessarily re-written. Below is a table outlining exams, reports and parents' meetings per term over the course of the year.

Signed:

Policy Effective: September 2022

Review date: September 2024

John Floyd  
Headmaster