



Rossall

INSPIRING EXCELLENCE

CURRICULUM POLICY Years 7-13

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ROSSALL SCHOOL

CURRICULUM POLICY 2022 - 23 (Years 7 – 13)

Introduction and Aims

Rossall School is committed to providing a broad and balanced curriculum which will enable pupils not only to make progress in their learning and achieve high academic standards but also to enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.

The School's curriculum is balanced, broad and promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

The curriculum is designed so that every pupil is able to realise their full potential. The curriculum is challenging and it caters for all pupils in every year group. The wealth of co-curricular activities on offer provides a counterbalance and enrichment to the learning taking place in the classroom. The academic breadth of the subjects offered ensures that there is suitable challenge for the most able; equally the School also provides appropriately for those with specific learning needs with the support of the Learning Development department.

All pupils of compulsory school age receive a full-time, supervised education, in which they experience a range of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects, appropriate for their ages and aptitudes.

Pupils are expected to acquire high-level skills in speaking and listening, literacy and numeracy. They participate in a personal, social and health education scheme appropriate for their age and experience and which reflects the School's aims and ethos. Pupils of secondary school age receive careers guidance which enables them to both select courses at GCSE and post-16 and to consider the impact of their decisions upon their futures. All pupils receive relationships and sex education according to their age with parental right to request that their child be withdrawn from some or all aspects of sex education.

The policy is supported by curriculum overviews and learning sequences drawn up by Heads of Department in collaboration with members of those departments. The schemes of work are appropriate for the pupils, allow for progression through the school, and are revised annually.

Where there are pupils in the school whose language is not English, the staff are sensitive to the needs of these pupils and implement appropriate strategies under the guidance of the Head of EAL to ensure they are able to access and progress across the curriculum..

All schools are required to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Rossall is a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

The curriculum is designed to:

- Provide a smooth progression from primary stage, through to secondary and beyond
- Ensure that pupils develop and master the essential literacy and numeracy skills
- Provide pupils with a full and rounded entitlement to learning

- Foster pupils' creativity and develop essential skills, including independent learning skills and maturity in decision making
- Inspire pupils to make a commitment to learning which will last a lifetime
- Promote and engender the highest standards in all learning and teaching
- Ensure that all pupils have the opportunity to learn and make maximum progress
- To promote pupils' SMSC (Spiritual, moral, social, cultural) development.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

As pupils progress through Rossall School they should be able to:

- Develop a positive self-image
- Be effective users of skills of numeracy, literacy, oracy as well as becoming confident users of technology
- Make a positive impact on the environment
- Be independent, self-motivated and self-disciplined
- Appreciate human aspirations and achievements
- Work together in co-operative groups
- Acquire the competencies and attitudes needed for adult life.
- Develop an understanding as to how citizens can influence decision-making through the democratic process
- Develop an understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

Entrance Policy

We seek to ensure all those children admitted to Rossall School are both able to benefit from the rounded education provided and to be happy within the school community. We recognise our duty to embrace diversity and to work to overcome prejudice. Rossall School is committed to equal treatment for all, regardless of an applicant's gender, gender identity, race, ethnicity, religion, disability, gender reassignment, sexual orientation or social background.

All pupils at Rossall School are expected to cooperate with the teaching and support staff to promote the greater good. We also wish to establish a full partnership with parents in order to promote the interests of the pupil body. This partnership must be based upon mutual honesty and respect. We have the right to expect full disclosure of any additional learning requirements or medical circumstances known to parents at the point of entry, and thereafter.

We cannot offer places at Rossall School to those whom we cannot safeguard or uphold within our own pastoral and learning support systems.

We administer entrance examinations for entry into year 7 to ensure that students are in a position to access and enjoy individual progress and success across the curriculum offered. We also administer standardised tests to all students that enter the school, prior to admission, to support decision making on the suitability of placement and curriculum pathway.

Where the age group is not appropriate for such testing, parental disclosure of any relevant previous educational report will be sought: this should include formal proof of prior testing and examination grades.

We reserve the right to make direct contact with any other previous school or educational establishment. Progression from one part of the school to another is expected but cannot be guaranteed: there are occasions when such progression is not in the interests of the child or of the wider community. In such circumstances we would inform parents of relevant circumstances well in advance and offer guidance as to future options for schooling.

All those joining the School must agree to abide by the Standard Terms and Conditions of Rossall School and the Parent Contract and to promote adherence to relevant school rules and policies.

Equal Opportunities

Rossall intends that all present and prospective pupils and staff shall enjoy equality of opportunity and shall not be disadvantaged by any condition or requirement that cannot be shown to be justifiable.

Pupils, staff, parents, governors and all external agencies who support the work of the School are aware of the aims of the School and its expectations of behaviour that reflect the commitment to a policy of equal opportunity.

All information and publicity that is disseminated will reflect the policy of equal opportunity.

All aspects of the curriculum will reflect the School's commitment to equal opportunity and will respect the dignity and value of all individuals.

Grouping of pupils will not be affected by conscious or unconscious stereotyping.

The School's Code of Conduct will strongly reflect the commitment to combating prejudice.

Learning Development

Currently in the Senior School there are four pupils with a statement of Special Educational needs or an EHC plan. There are also pupils with diagnosed Specific Learning Difficulties and who require varying degrees of support with their learning. Specialist Learning Support, tailored to individual needs, is available to pupils with identified learning needs at Rossall via the Learning Development Department. Teachers are provided with advice about the classroom needs of pupils with specific learning needs via Learning Development Plans (LDPs), and the school makes reasonable adjustments in managing the timetables of pupils with both Learning and Physical difficulties. This includes appropriate teaching and learning in the classroom, use of teaching assistants, access arrangements for exams (both internal and external) and any one to one support that may be necessary. This is coordinated by the Head of Learning Development.

Levels of support

There are three levels of support provided by the Learning Support Department.

Quality First Teaching (Wave 1)

A teacher responds to their initial concerns about a pupil's progress by adjusting teaching approaches and putting in place short term, class based interventions. If these have not impacted on the pupil's progress, concern is raised with the relevant SENDCo in order to plan an appropriate course of action. This may involve further adjustments to teaching and learning styles.

Monitor (Wave 2)

Pupils in this band are not considered to have Special Educational Needs or Disabilities. These pupils have not responded to the adaptations made in line with Quality First Teaching and require close monitoring and/or some targeted support in specific areas either individually or in groups. Intervention is time-limited. Parents are informed of this provision by the SENDCo. Progress is closely monitored with regular discussions between the form tutor and the SENDCo and may include a Learning Development Plan (LDP).

SEND Register (Wave 3)

Pupils in this band are considered to have SEND and are recorded on the SEND register. These pupils already have a recognised special educational need or have not responded to short term targeted intervention. At this stage the SENDCo may recommend external specialist advice to inform intervention and support strategies.

In consultation with the pupil, parents and relevant staff, an LDP is written. The LDP is a person centred tool that captures and shares child centred information so the child's experience in school is personalised to them; both in what matters to them and how they are best supported with their learning. It provides both parents and children a voice, an opportunity for parents to share their expertise and for older children to reflect on what works for them and what is important to them. LDPs are formally reviewed twice a year. Pupils in the senior school may have a reduced timetable in order to cater for the additional support.

Procedures

In the light of Government guidelines laid down in the Special Educational Needs Code of Practice (**SEND Code 2015**) the school has adopted a graduated approach to the identification of, and provision for, pupils who may need extra support for learning, identified in the following cycle:

ASSESS, PLAN, DO AND REVIEW

Assess

Teachers are responsible and accountable for the progress and development of **all** the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

As part of the assessment process we have formative and summative procedures which help to assess children's individual needs.

These procedures include:

- Close monitoring of progress against precise Specific. Measurable. Achievable. Realistic. Targets
- Staff consultation with the SEND Coordinator
- Review meetings
- Consultation with parents and pupils
- Input from external sources (previous school, Educational Psychologist, Counsellor, for example).

Plan

When a form of assessment has identified that a young person has a special educational need, a planning meeting is held and chaired by a member of the Learning Development Department. The Parents, student and any relevant external professionals are invited to attend or provide a report so that the meeting is a thorough, collaborative, child centred approach. The purpose of the meeting is to

collectively decide on what adjustments need to be made within the classroom and what, if any, additional provisions need to be made.

As a result of the planning meeting, personalised outcomes and support for the student are agreed and a member of the Learning Development Department transfers these onto the LDP.

Registers

The Learning Development Department is responsible for keeping up to date the SEND register which is a fluid working document that is constantly updated and therefore the numbers of students on the register will be subject to change. The information is available centrally and securely for all teaching staff. All staff are required to be fully aware of the needs of each individual pupil and the strategies as outlined in the Learning Development Plan of pupils they teach or who are otherwise in their care.

Learning Development Plan (LDP)

The LDP is drawn up by the Learning Development Department in relation to the needs of the pupils as identified during the assessment and planning stages. The pupils (where possible) and parents are involved and fully consulted throughout the process. This document provides: an overview of the student's difficulties; agreed outcomes; recommendations for high quality teaching and record of any additional support being given to the student. The teaching staff and relevant pastoral staff (in particular houseparents) are notified when a new LDP is created. Staff are expected to consult and act upon the LDP. Reviews of the pupils are held bi-annually and any amendments to the LDP circulated.

Do

Monitoring of Learning Development Plans (LDP's)

Subject/class teachers must ensure that pupils with Special Educational Needs and Disabilities have appropriate targets and interventions and that lessons are planned with regard to any special needs. They are supported in this by Heads of Department and the LD team. Concerns about individual pupils' difficulties are raised during departmental meetings and are communicated with the SENDCo as early as possible.

The SENDCo has regular consultations with members of the teaching staff, Senior Deputy Head and the Head of the Junior School, where relevant. Heads of Department are responsible for the quality of teaching and learning in their subject and also have an overview of the differentiation taking place to meet individual needs of pupils and support those with long term special educational needs and disability.

Additional intervention and support complements and strengthens, but does not compensate for a lack of good quality teaching.

Review

The provision for each student on the LD register is regularly reviewed to evaluate the impact on progress and assess whether further changes need to be made. Progress made towards outcomes on the LDP is reviewed during bi-annual meetings in which the views of various individuals around the student can be drawn together collaboratively. These meetings also provide the opportunity for the student's voice to be heard, increasing independence and motivation in the student. These meetings involve the student, parents and a member of the Learning Development team with invitations being extended to the form tutor or head of year, as well as any relevant external professionals.

Each student is invited to further, informal reviews throughout the year to ensure they maintain an active role in evaluating their own progress and provision. Amendments can be made to an LDP at other points in the year if new information arises that results in changes to student support. Once a student has been reviewed, the cycle of 'assess, plan, do, review' begins once more, to ensure that support for the student is as effective as possible. Plans are to be reviewed termly.

Personal, Social and Health Education

Rossall School is fully committed to providing a comprehensive programme of PSHE for all its pupils to ensure their personal, as well as their academic development, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head of PSHE, supported by the Deputy Head (Pastoral). The Head of PSHE undertakes regular reviews of the School's provision to ensure that it is comprehensive, responsive and fit for purpose.

Careers Guidance

Age appropriate and progressive careers guidance is provided formally through the academic curriculum through PSHE and Tutor time for Years 7-11. In the Sixth Form, Careers and University guidance is provided formally through Tutor time. To complement the structured careers curriculum delivered via PSHE and Tutor time, the following is also in place:

- All Y11 students complete the Morrisby Test to provide ideas and suggestions for potential and appropriate career pathways.
- Sixth Form taster lessons to experience A-Level, BTEC and IBDP options (with particular focus on subjects only delivered in the Sixth Form).
- 1:1 career conversation with the school's career's guidance teacher for all Y11 students
- 1:1 next steps 'post-16' pathways conversation with a senior leader for Y11 students
- In-school fairs with universities and professional apprenticeship providers.

For a detailed understanding of how the school supports and facilitates students to make informed decisions on their next steps in their career journey please refer to the Career Guidance Policy.

English Language Support

The English as an Additional Language (EAL) department provides extra English language support for all our overseas pupils who require it throughout the Senior School. In Year 7 – 11 support is provided through English as an Additional Language (EAL) lessons taking place instead of Modern Foreign Language (MFL) lessons for those who need this within the academic curriculum. On our Y11 Pre-Sixth Form pathways, pupils can learn English through a specially tailored programme of study focussing on developing English skills as well as preparing for a selection of IGCSEs. English language education is delivered using the Cambridge Assessment English framework and structured curriculum.

At Sixth Form level it tends to be A-Level students who are supported outside of lessons rather than IB students who must study English as part of their programme. Language support for A-Level students is delivered through timetabled English as an Additional Language (EAL) lessons where students work towards IELTS examinations.

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which informs the curriculum we offer and supports the development of the Rossall pupil. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. British values underpin much of our curriculum; for instance in History, with its study of how the modern state developed and a balanced assessment of the impact of British Foreign Policy in the global setting. Our Speaker series and Sixth Form enrichment programme can also illuminate and prompt discussion on British Values. Our Tutor curriculum and system support the positive exploration of the nature of British Values.

All staff and students at Rossall are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist, it will be rooted out, and democracy and the rights of individuals will take centre stage.

The Prevent Duty

Protecting children from the risk of radicalisation is part of Schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance for education institutions in England and Wales. Staff should contact the DSL or a member of the Safeguarding team who should be aware of the local procedures in place, before making a Prevent referral. Educate Against Hate can help teachers inform themselves how to spot a pupil who may be becoming radicalised.

Preventative education is most effective in the context of a whole-school approach that prepares students for life in modern Britain and the school aims to create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This is underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

The Designated Safeguarding Lead has completed Prevent Duty Online Training and all school staff are made aware of their responsibility to identify pupils at risk of radicalisation. Further Prevent Duty Training is made available to staff through the Educare Online Training Package.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should follow the school's normal safeguarding procedures if they are concerned about children who might be at risk of radicalisation. If necessary, the School will make a referral to the Channel programme in addition to Children's Social Care and/or the Police. As with any safeguarding concern, staff may make a referral directly themselves.

The Curriculum

The timetable is divided into thirty lessons spread over five days corresponding to a six period day. The lessons are 55 minutes in length and a two week timetable is in operation.

The School primarily offers A Levels, BTEC, IB and IGCSE/GCSE subjects although some students are also prepared for IELTS and Cambridge Assessment English examinations. Choice of exam board and specification is left to the professional judgement of the individual Heads of Departments and the Deputy Head (Academic).

All students from overseas for whom English is not a first language benefit from specialist EAL tuition leading to IELTS or Cambridge Assessment English examinations.

In some subjects (Maths, English, Science and MFL/Classics) pupils are taught in sets which are determined through academic performance, observed pace of work and need for a particular type of differentiation. Careful monitoring takes place through regular awarding of assessment grades, tests, exams and MidYIS/YELLIS etc scores.

All curriculum overviews and learning sequences undergo an annual review and this helps to ensure that lessons are well planned, that effective teaching methods and suitable activities are used and that there is wise management of class time taking place. A variety of teaching and learning methods and materials are used to suit pupils' different needs.

Scrutiny of exercise books/files, work uploaded onto Google Classroom and pupil feedback helps to ensure that pupils as a group and as individuals have the right attitudes to learning and pride in their work and they are developing the ability to think and learn for themselves. Every department must have a departmental marking policy which complies with the Marking and Feedback Policy (A4) and this scrutiny of exercise books and online work will reveal if it is being adhered to. Departmental handbooks and curriculum overviews must be submitted to the Senior Deputy Head (Curriculum) at the beginning of each academic year along with a report on the external exam results for the previous year. A meeting between the Senior Deputy Head (Curriculum), Deputy Head (Academic) and each Head of Department will then take place to review these results and plan for the new academic year. Departmental learning sequences are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded through the school reporting and assessment grades procedures.

Pupils will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education through the core and extended curriculum.

The following subjects are taught or offered to pupils of compulsory school age (Years 7-11) and provide pupils with a range of experiences indicated. The table below summarises the principal subjects through which the seven experiences are provided, whilst not being exhaustive.

Subject	Experience Provided for Pupils						
	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical	Aesthetic & Creative
Art							✓
Biology		✓	✓				
Chemistry		✓	✓				
Computing		✓	✓	✓			✓
Dance						✓	✓
DT				✓			✓
English	✓				✓		✓
French	✓				✓		✓
Food Studies			✓	✓			✓
Games						✓	
Geography		✓			✓		
German	✓				✓		✓
History					✓		
Latin	✓				✓		
Mandarin	✓				✓		✓
Mathematics		✓					
Music				✓			✓
PE						✓	
Physics		✓	✓	✓			
PSHE					✓		
RS					✓		
Spanish	✓				✓		✓

The table below gives an overview of the Curriculum by year group. The number of **lessons per fortnight** is shown for each subject.

The two week timetable gives much greater flexibility with the curriculum. For example the correct amount of teaching time for a subject may be 3 lessons over a 2 week period not 4. A one week timetable would mean that the options would be either 2 lessons per week which would be too much teaching time or 1 lesson and that would be too little. A two week timetable allows finer control and flexibility and prevents one subject losing or gaining too much time, thus keeping the curriculum well balanced.

	Year 7	Year 8	Year 9	Years 10-11	Sixth Form A Level	Sixth Form IB
English	7	7	7	7		
Maths	7	7	7	7		
Science (Bio/Chem/Phys)	6	6	12	15		
Art	2	2	3***			
Computing	2**	2**				
Dance	2**	2**	3***			
DT	2	2	3***			
Drama	2	2	3***			
Food Studies	2**	2**	3***			
Geography	4	4	4			
History	4	4	4			
IT	1	1				
Music	2	2	3***			

Languages*	8	8	8			
Latin	4	4	4*			
PE	2	2	3**			
RS	2	2	4			
RS (Short Course)/HPQ				2		
GCSE option A				6		
GCSE option B				6		
GCSE option C				6		
GCSE option - Language				6		
A Level option A					13	
A Level option B					13	
A Level option C					13	
A Level Enrichment Block					8****	
IB Higher Level option 1						9
IB Higher Level option 2						9
IB Higher Level option 3						9
IB Standard Level option 1						6
IB Standard Level option 2						6
IB Standard Level option 3						6
IB TOK and EE						4
Independent Study					8	7
PSHE	1	1	1	1		
Total	56	56	56	56	56	56

* Year 7 and 8 students study Spanish and German; Year 9 students opt for two languages from French, German, and Spanish (MFL) and Latin (AFL).

** Year 7 and 8 students are taught Computing, Dance, Food Studies on a termly rotation.

*** Pupils in Year 9 are able to opt for 3 subjects from a subject pool which includes Art, Dance, DT, Drama, Latin, Music and PE. They have 4 lessons per fortnight for these subjects, doubling the amount of contact time these subjects have had in previous years.

****The A-Level Enrichment Block allows a choice of **either** a fast track A-Level course **or** the Extended Project Qualification (EPQ). Students also have lessons to support them in retaking GCSE Maths if required..

Years 7, 8 and 9

All pupils in Years 7 and 8 follow the same core curriculum model composed of: English, Mathematics, Science, Art, Computing, Dance, Design Technology, Drama, Geography, History, German, Latin, Music, Physical Education, PSHE, Religious Studies and Spanish. They have twenty eight 55 minute lessons during the course of each week, with the final two lessons being Games.

Pupils requiring support from the Learning Development department may be withdrawn from Modern Foreign Language or Latin lessons.

In Year 9 in addition to the core curriculum outlined below, students are provided with some choice in the creative, technical and performative subjects. Students select three subjects for deeper learning and experience.

Core Curriculum	Language Choice (select 2)	Optional Subjects (select 3)
English Mathematics	French German	Art Dance

Biology Chemistry Physics Geography History Religious Studies PSHE	Latin Spanish EAL	Design and Technology Drama Food and Nutrition Music Physical Education
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Pupils acquire communication skills and increase their command of language through listening, speaking, reading and writing through the core curriculum of English as well as Modern Foreign Languages, with Latin also helping pupils to develop their linguistic skills. Mathematics lessons help to develop their numeracy and logic skills. Science helps to increase their knowledge and understanding of nature, materials and forces and it also helps to develop the skills associated with science as a process of enquiry (e.g. observing, forming hypotheses, conducting experiments and recording findings). DT provides the opportunity to develop planning and communicating of ideas, working with tools, equipment, materials and components to produce good quality products and then evaluating the processes and products. History and Geography cover the human and social aspect of the curriculum. This covers the area concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. PE, Dance and Games provide the opportunity to develop physical control and coordination as well as tactical skills and imaginative responses, and to help them evaluate and improve their performance.

In Years 8 - 9 pupils are taught in sets according to their ability for English, Maths and Latin (Year 8 only). In Year 9, they are also taught in sets for Science and Modern Foreign Languages. They are taught in tutor groups for the remaining core curriculum subjects and mixed groups for the optional subjects. Pupils for whom English is a second language or who have a specific learning need may follow an amended curriculum that is adjusted to suit their individual needs.

Support is given throughout these early years to enable pupils to develop and establish learning and study skills. Where learning difficulties are evident, the nature of these is carefully assessed and additional support is provided, on an individual basis if necessary, to help pupils acquire the appropriate learning skills, strategies and knowledge. Pupils who have identified learning needs will usually only study one modern foreign language, as opposed to two, and the time thus made available will usually be given over to learning development for targeted English, Maths or Science tuition.

Year 9 Option Blocks for 2023 – 24

Block A	Block B	Block C
Art	Art	Drama
Drama	Dance	Design Technology
Design Technology	Design Technology	Food and Nutrition
Food and Nutrition	Food and Nutrition	Music
Physical Education	Physical Education	Physical Education

Years 10 and 11

At the end of Year 9 pupils have a considerable element of choice over the subjects they wish to study during the two years which culminate in the GCSE examinations. The GCSE years are of great

significance to pupils’ development. It is the time when they focus upon major public examinations for the first time and make choices about future study, which affect the rest of their lives.

At Rossall, we believe that it is in our pupils’ best interests to provide a base of study, which offers sufficient breadth to enable considered decisions to be made about which routes to follow in the future, whilst allowing them to be intellectually challenged and empowered to achieve their full potential.

The courses on offer at Rossall enable pupils to complete Year 11 with nine GCSE awards (although some pupils may achieve the equivalent of significantly more). In addition to the core curriculum of English, Mathematics, Biology, Chemistry, Physics (Single or Combined Sciences) and Religious Studies (Short Course)* pupils select a Modern Foreign Language and three further subjects one each from option blocks A, B and C. Only one subject can be taken from each block, as subjects within the same block are taught at the same time. EAL is additional for pupils who study English as an Additional Language, and it can also be ticked as a fourth option, or in some cases the third option.

Year 10 Option Blocks for 2023-24

Block A	Block B	Block C	Block D
Geography	Drama	Art	French
History	Design Technology	Design Technology	German
Religious Studies (Full course)	Food and Nutrition	Geography	Spanish
Latin	History	Music	EAL
EAL	Physical Education	Physical Education	Learning Development

*Note students that select Religious Studies (Full Course) complete the Higher Project Qualification as part of their core curriculum rather than Religious Studies (Short Course).

The placing of subjects within the blocks will vary from year to year and is responsive to student demand.

Some subjects are available as off-timetable, internally assessed qualifications which pupils can opt to study from Year 10 as part of the Rossall Diploma. The selection of subjects currently includes Astronomy, Business Studies, Greek, Mandarin and German (to cater for those who wish to study two Modern Language subjects).

The aim is to guide our pupils to a diverse curriculum at GCSE whilst taking individual strengths and preferences into account. In most subjects parents and pupils will already have the evidence of reports and grade cards from Years 7, 8 and 9 on which to base their choice. In addition Year 9 pupils will be provided with the GCSE Information booklet which gives details of the specification requirements of all the subjects on offer at GCSE.

The choice of subjects which pupils make at the end of Year 9 should not involve irrevocable decisions which determine their whole future. Therefore, before finalising their choice, an extensive programme of consultation involving the pupils, parents, subject teachers, tutors and Houseparents takes place. This ensures that the courses are appropriate to individual pupils and their career aspirations. Throughout this process there is an emphasis upon retaining flexibility and breadth of choice into the future.

Some GCSEs are offered at two tiers (Higher/Foundation or Core/Extended) with separate examinations for each. Pupils will be entered for the tier of entry most appropriate to their likely level of achievement. This decision will be made by the Head of Department and subject teacher in consultation with the pupil concerned.

Pupils continue to be taught in sets for Maths, English and Science in Years 10 and 11 but this is not the case for the option blocks where there is generally only one set. If there is sufficient take up of a subject for two groups then these may be in the same option block so they can be arranged to maximise learning opportunities through correct groupings or the subject could be placed in two option blocks.

Members of the GCSE cohort of Rossallians are expected and required:

- To fulfil all of their school commitments and give their best efforts in all subjects
- To complete at least 40 minutes prep in each of three subjects per evening and hand these in on time
- To prepare appropriately for internal and external examinations
- To seek academic help from teachers when it is needed
- To complete coursework tasks by the specified deadlines (see following section)
- To be a good example to younger pupils and a positive ambassador for the School

Academic and disciplinary sanctions exist to support the above expectations.

The Sixth Form

At Rossall there are two major routes to choose from:

The **A Level** route, where pupils normally study three subjects in the main option blocks (from September 2020, an Enrichment Block has been added to the A-Level curriculum). The A-Level Enrichment Block allows a choice of either a fast track A-Level course **or** the Extended Project Qualification.. Students also have lessons to support them in retaking GCSE Maths if required.

The **IB** route where pupils study six subjects (three at the higher level) alongside the core elements that include Theory of Knowledge, the Extended Essay and Community, Activity, Service (CAS).

The School strives to provide a selection of courses that appeals to all students in the Sixth Form. The subjects on offer are reviewed each year in view of student preferences and demand to ensure the correct array of subjects is offered.

Teaching time for A Level subjects is 13 lessons per fortnight, IB Standard Level is 6 lessons per fortnight and IB Higher Level is 9 lessons per fortnight.

Option Blocks

A Level

One subject from the three option blocks (A, B and C) must be selected. Students choose either a fast track A-Level or EPQ in the fourth block (D).

Year 12 A-Level Option Blocks for 2023 – 24

Block A	Block B	Block C	Block D (fast-track)
Design Technology	Biology	Chemistry	EAL
Economics	Business Studies	Mathematics	French
English Literature	Geography	Physical Education	German
Further Maths	Graphics	BTEC Performing Arts (D)	Spanish
Mathematics	History	Politics	Mathematics
BTEC Sport (D)	Music	Psychology	EPQ
	BTEC Performing Arts (D)	BTEC Sport (D)	
	Physics		
	Psychology		
	BTEC Sport (T)		

- Students opting for the BTEC in Sport (Double) must select that as an option in Blocks A and C; for those wanting to pursue the Triple award, BTEC Sport is selected in all three main blocks.
- The BTEC in Performing Arts (Musical Theatre) must be selected in Blocks B and C.
- Fast-track A-Levels are available in French, German, Spanish and Maths.

International Baccalaureate (IB)

All candidates must study an A1 Language (Group 1), a second language (Group 2), Mathematics (Group 5), a Group 3 subject (Economics, History, Geography, Business & Management or Psychology), a science (Biology, Chemistry, Physics or DT), plus one additional elective subject, including Visual Arts, Music or a free choice from Group 3 or Sciences. A third language might also be possible.

Three of these subjects should be at Higher Level (HL) and three at Standard Level (SL). Self study languages and *ab initio* languages are at SL only.

IB Option Blocks for 2023-24

Block A	Block B	Block C	Block D	Block E	Block F
English A Literature HL	English B HL	Business Management HL	Geography HL	Physics HL	Maths Applications HL
English A Literature SL	English A Language & Literature SL	Business Management SL	Geography SL	Physics SL	Maths Applications SL

German A Literature HL	French B HL	Psychology HL	Visual Arts HL	Biology HL	Maths Analysis HL
Self Study SL	French B SL	Psychology SL	Visual Arts SL	Biology SL	
	German B HL	History HL	Chemistry HL	DT HL	
	German B SL	History SL	Chemistry SL	DT SL	
	French ab initio SL		Economics HL	Environmental Systems and Societies SL	
	Spanish B SL		Economics SL		

The placing of subjects within the blocks will vary from year to year.

In addition to taking into account an individual's strengths and preferences, subjects should be chosen with future careers in mind. For certain career paths subject choices are prescribed, for others some subject combinations are more appropriate than others.

The Sixth Form Information and Options Evening during the Michaelmas Term and the Year 11 Parent-Teacher meeting during the Lent Term will provide parents with the best opportunity to discuss subject choices with teachers and Heads of Departments, and they will be given the Sixth Form Information booklet which gives details of the specification requirements of all the subjects on offer. Reports and school examination results should also help to inform the choice. As a general rule a prospective candidate should have been predicted/have achieved at least a grade 6 or B in a subject which they intend to study (Grade 7 or A at GCSE would be preferred for the IB Higher Level choices). For Maths and Further Maths A-Level at least a grade 7 is required at GCSE.

Course Access and Exam Entries

Point 8b of the Parent Contract states that *“While your child remains a pupil of the School, we undertake to exercise reasonable skill and care in respect of his or her education and welfare. This obligation will apply during school hours and at other times when your child is permitted to be on School premises or is participating in activities organised by the School. The School may decide that it is not in the best interest of your child to be enrolled on certain courses or entered into certain examinations. This will be discussed with you and your child before a decision is made, but the School will make the final decision.”*

Supervised Study

In the Sixth Form students will have a number of lessons (Supervised Study) when they are not being taught and are therefore expected to undertake private study. This can be done in the Sixth Form Centre, designated year group study spaces or a Departmental Area at the discretion of the Director of Sixth Form and the Head of Department. If there is cause for concern about a pupil's work then they will be placed in supervised study in the Library.

Prep

Prep is a valuable and integral part of the learning process, consolidating skills, extending knowledge through research and wider reading, and promoting independent study. In addition, prep is an evaluative tool for teaching and assessment of progress and understanding.

Purposeful and useful prep must be set with absolute regularity and staff are expected to insist that it is completed fully, and to an acceptable standard, by every pupil.

There should be parity between each pupil's experiences of prep, regardless of their option choices.

Prep

- Will offer opportunities for learning, consolidation or practice that is independent of the teacher
- Should arise naturally out of classroom activity, or serve to prepare pupils for future lessons or to enrich and broaden understanding
- Should be meaningful and have an obvious value to the learner
- Should be varied and ensure that a range of skills are developed
- Will take account of the individual pupil's learning needs, including those with SEN

For Years 7-11 prep is set in accordance with a prep timetable which is set by the Director of Studies. Prep may take a variety of forms (e.g. written work, research, planning). As guidance the School expects pupils to spend the following times on prep:

Year Group Summary				
Year Group	Time Per Prep	Subject Breakdown	Per Night	Per Week
7	30 minutes	1 per week – English, Maths and Science 1 per cycle – other subjects excl. PSHE, DT and PE 30 minutes of independent reading each weekday	Max. 2 (1 hour)	3h 30m
8	30 minutes	2 per week – English, Maths and Science 1 per week – Geography, German, History, Latin and Spanish 1 per cycle – Art, Music and Religious Studies	Max. 3 (1.5 hours)	6h 15m
9	30 minutes	2 per week – English and Maths 1 per week – other subjects	Max. 4 (2 hours)	6h 30m
10 & 11	30 minutes	2 per week – all subjects excl. Religious Studies (SC) 1 per cycle – Religious Studies (SC)	Max. 4 (2 hours)	9h 15m
11 IC Pathways	40 minutes	Varies per subject based on curriculum allocation and exam demands.	Max. 3 (2 hours)	8-10 hours
12 & 13 A Level	1 hour	3/4 per week – all option subjects Externally examined enrichment subjects will also set prep.		12-16 hours
12 & 13 IB	1 hour	3 per week – HL; 2 per week – SL Core subjects will also set prep		16 hours

Once external examinations begin many pupils find they have to commit more time at the weekend to complete their work.

All prep tasks will be set through Google Classroom. Parents should contact their child's Tutor if they are unhappy about the amount of prep being set or done, or if there are significant problems emerging with preps.

Members of teaching staff should mark and return preps promptly: in Years 7-9 this will probably be by the following lesson; examination work may take longer.

Pupil Absence

When pupils are unable to attend school as a result of illness, the School does not normally expect them to carry out school work whilst ill. The School acknowledges that, in circumstances of illness, pupils are unlikely to be able to complete work to their normal standards and may be unable to do so as a result of missing crucial aspects of a lesson.

Pupils are expected to catch up on any missed work after their return to school. This includes copying up missed notes, completing any questions or prep that have been set. Teachers will provide any help that is needed to ensure they have understood the work they have missed.

All work for each lesson is set through Google Classroom and all resources relevant to the lesson will be attached to the relevant lesson post. Pupils who are well enough to study from home can submit work completed in the lesson through Google Classroom.

If a pupil misses a lesson for another school commitment, there is an expectation on that pupil to catch up on any work missed. If appropriate, time will be allocated by the activity taking the pupil out of lessons to allow them to catch up in a supervised setting. This will need to be covered by the department taking the pupils out of school.

Marking

All departments have their own marking policy which should work in harmony with the School marking and feedback policy (A4) that makes use of ReACT marking.

Clear criteria for assessment should be made explicit to students to focus their learning, to focus teacher marking, and to ensure the marking informs future teaching and planning. Feedback should relate to this focus. The IB specifications instruct teachers to make mark schemes available to the students so that they understand the standards expected at the different levels, and so that they can see ways in which they may improve their performance. Departments are expected to share A Level and GCSE mark schemes available with pupils also.

Marking is only part of the assessment process but needs to be completed regularly. Feedback to students is important and should act to support teaching and learning.

Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons.

Assessment has various purposes. It may be, as part of routine teaching, to help gauge how well the students have grasped what they have been taught, allowing teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom. Students need to know their achievements and areas for improvement in the learning process to make progress. Assessment should monitor the progress of student learning and achievement and produce coherent feedback for pupils and parents. In the case of external examinations assessment should sum up what a student has achieved for the benefit of others such as universities and employers.

Assessment should help ensure students are making informed curriculum choices and also ensure that the curriculum meets the needs of the students. All teachers should:

- help students to understand how work is assessed within subjects and within the different courses (IGCSE, GCSE, A Level and the IB program)
- adopt a range of methods to ensure that they can assess the progress of all students accurately
- ensure that lessons begin with clear expectations and students are aware of how progress will be measured
- ensure that all students know and understand the learning objectives of the lesson
- identify through assessment, and intervene with as necessary, those students at risk of underachievement
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons
- reward good progress as appropriate
- feedback to students should be prompt and supportive.
- keep a clear and accurate record of all assessment activities
- look for evidence of what students know and understand. Teachers should always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance.

Fortnightly Assessments takes place in all subjects in Year 10 - 13 and in core subjects in Year 7 - 9. These assessments are designed to be low stakes, formative in nature and provide students with an opportunity to practise answering questions under exam conditions. The assessments also provide an excellent opportunity to review learning and develop effective exam and revision techniques.

Tracking Pupil Progress

All teaching staff are expected to track the progress of their pupils and be able to evidence this. Teachers will be expected to make use of the data available to them including MidYis, Yellis and ALIS data produced by the CEM. This information is made available at the fingertips of staff through ClassCharts, iSAMs Gradebooks and the year group tracking sheets. This is triangulated against test results, prep and class scores to monitor the progress of each pupil. After each half-term data drop a review meeting is held involving key academic leaders to identify pupils of concerns and required actions to accelerate progress and remedy barriers to learning.

The CEM data can be found on the CR Resources Shared Drive as well as the HODs Shared Drive and the Director of Studies can help staff if they have any queries. There is training provided to staff to help them make the most of this data.

Use of baseline data should go hand in hand with knowledge of each pupil and any additional learning needs that have been identified, in order to ensure that they make excellent progress. Each department may adopt a slightly different recording procedure and staff are expected to follow the procedure for their department.

Provision for Gifted and Talented Students

Introduction

At Rossall School we believe that there are students in our educational care that are gifted and talented individuals. As teachers it is our responsibility and charge to enable every one of our students to fulfil their potential. When a school focuses and caters to gifted and talented individuals, we believe

that this leads to improved teaching and learning both in and out of the classroom through more engaging activities for all students.

The following criteria can be used to distinguish between the bright/able child and the truly gifted or talented child:

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top of group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
Requires 6 – 8 repetitions for mastery	1 – 2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intensive
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys logical, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

In order to achieve this aim the true nature and potential of a gifted or talented child needs to be identified before appropriate provision can be made. However, not all gifted and talented are easily identified. For identification and support purposes gifted and talented pupils can be grouped as follows:

1. Broadly gifted – excelling in all they do and enjoying their success - easy to identify.
2. Talented – possessing a particular ability in one area, e.g. maths or music – relatively easy to identify as they also tend to be academically able and successful.
3. Rebellious gifted – possess a range of behavioural problems which manifest themselves in disruptive behaviour and under-achievement – often incorrectly identified as purely disruptive and/or low ability.
4. Creatively gifted – deep thinkers who are often unpopular with their peers due to a perceived lack of social skills and 'things in common' - often incorrectly identified as disruptive.
5. Concealed gifted – under-achievers who do not want to be different to their peers and so they merge into their peer group – often incorrectly identified as underachievers or simply less able.

Aims

The School aims to:

- ensure that we focus on the needs of gifted and talented children;

- develop effective school-wide strategies to identify, educate and support the gifted and talented so as to nurture their capacity for unrestricted learning and creative thought;

Objectives

- To provide a framework so that gifted and talented students can thrive and fulfil their potential.
- To provide opportunities for students both inside and outside the Rossall Curriculum.
- To celebrate the achievement of all students at Rossall.
- To instil independence and self-confidence of gifted and talented pupils.
- To encourage and welcome creative thought, expression, individuality and positive personal development in students.
- To support staff in providing for gifted and talented students.

The Need for Early Identification

Gifted children have a great thirst for knowledge and it is vital that this need is identified as early as possible so that parents and teachers can give them the required level of support in order that they may develop their talents. Pupils who are thought to be gifted or talented should be identified and assessed as early and as thoroughly as is possible and necessary.

Like many other children, gifted and talented children can often fail to achieve their potential, and may require intervention to make the most of their areas of strength. Early identification, assessment and provision is therefore very important.

We use baseline data as well as feedback from Heads of Department and teachers to compile the Gifted and Talented register, which is updated regularly.

Provision

Rossall School understands that the classroom is a place where learners should be inspired and encouraged to question, speculate and hypothesise. The role of the teacher in Gifted and Talented provision is to make lessons engaging and motivating, ensuring that every child is stretched.

To help facilitate this, Rossall School staff will provide a curriculum that:

- Is broad and available to all student learners
- Includes plentiful opportunities for problem solving activities and utilises open-ended tasks as appropriate
- Provides students the space to demonstrate their abilities and to stretch the most able
- Ensures that learning experiences are broad and wide-ranging
- Accommodates a range of learning styles and individually caters to students as appropriate.

In our daily teaching, we will:

- Encourage children to become independent learners and take responsibility for their own learning
- Use appropriate resources and techniques for stretching and challenging able students
- Provide frequent and rigorous feedback to students on their work
- Provide opportunities for students to take risks, solve problems and develop their critical thinking skills
- Have high expectations for our students.

Other Provision

In addition to formal lessons, the School aims to provide for gifted and talented students through the opportunities available as part of our offer for academic, sporting and music scholars in addition to the following ways:

- A range of subject specific activities which take place after lessons in order to enable all learners to develop their interests and abilities

- A yearly programme of events and lectures in order to enrich the curriculum and to allow students to engage in understanding and analysis of issues outside the curriculum
- Access to school resources such as the Library, Junior Library, ICT facilities and subject specific materials to allow students to pursue and develop their own personal interests
- Gifted and talented students are also encouraged to participate in other activities outside of the School, and their needs are considered and accommodated as appropriate
- Year 12 and 13 students who would be appropriate for consideration for Oxbridge are given regular meetings and interview practices, as well as the opportunity for visits and trips to help encourage and succeed in this endeavour.

The Curriculum

There is not a detailed, standard curriculum for gifted and talented children, because their needs are very individual. The emphasis is on the development of an enrichment-based programme in order to:

- meet individual children's needs
- build upon their individual strengths
- encourage development in areas in which they need support.

For all pupils, a well-structured curriculum that incorporates differentiation gives them an environment in which they can flourish. However, it is vital to remember that gifted and talented children may be academically several years ahead of their peers but some may still be emotionally and socially at their chronological age.

Roles and Responsibilities

Teaching Staff

All teaching staff have a responsibility to:

- Provide a curriculum and a learning environment that allows the students to experience challenge
- Aid in the identification of students who could benefit from the Gifted and Talented programme
- Involve students with target setting and self-assessment to encourage them to take responsibility for their own learning
- Help build the self-confidence and self-esteem of students in order for them to feel comfortable in pushing themselves further
- Engender an atmosphere that is conducive to learning and the encouragement of aspiration.

Heads of Department and Curriculum Coordinators

- Heads of Department and curriculum coordinators should ensure that schemes of work have suitable opportunities incorporated for Gifted and Talented students
- Departmental Handbooks include a section for the provision of the Gifted and Talented programme, including criteria for identification in their specific subject areas.

Tutors and House Parents

The progress of Gifted and Talented students will be tracked by the relevant Head of Year alongside the student's tutors.

Tutors will:

- Develop a supportive and attentive relationship with the students in their care, allowing open and frequent communication in order to encourage the progression of individual students.
- Attend regular meetings with students in order to discuss progress, evaluate previous reports and achievements, plan and set targets for each term.
- Liaise with the Head of Year as appropriate in order to facilitate effective provision of the policy.

House Parents will:

- Ensure that the Houses have an atmosphere that engenders a positive environment so that the students may ask questions, pursue their interests, and feel confident.

Heads of Year

- Aid with the identification of Gifted and Talented students
- Analyse and track data of the students in their charge in order to identify the potential underperformance of identified gifted and talented students
- Organise and support their Tutor teams regarding their interactions with the students in their care.
- Provide guidance in current developments in gifted and talented provision
- Provide guidance and liaise with the Oxbridge coordinator to help prepare students for Oxbridge admissions and university interviews, in conjunction with the Head of Sixth Form.
- Facilitate regular meetings with the tutor teams regarding both academic and non-academic issues.

Senior Management

- Monitor the school provision for Gifted and Talented students
- Liaise with the Heads of Year and the School Governors

If adequate provision is not made for them, gifted and talented pupils may tend to:

- become bored because not enough is demanded of them
- appear lazy, lethargic, inattentive, daydream, switch off or appear to have a short attention span
- disrupt lessons with truculence or by 'clowning around'
- be uncooperative, difficult to motivate and critical of the teachers and the peer group
- have handwriting and presentation skills which may lag behind their reading and other skills
- dislike producing work on paper because of the frustration caused when they are unable to live up to their own impossibly high standards in handwriting and drawing. This is where ICT can help
- under perform in tests and even I.Q. tests – the relevance of the tests is not immediately apparent to the child.

At all times members of CR are willing to share their enthusiasm and knowledge and pupils can feel free to approach them to discuss any issues that arise from the teaching.

Reports and Grade Cards

As in all schools, careful monitoring of academic progress is essential. Enough written work must be set and marked to produce meaningful subject assessments during each term. As a result of effort and attainment in class, prep work and internal examinations, all pupils are given grades for effort and attainment. An academic calendar is published detailing the annual cycle of grade cards, reports, test weeks and examinations. This can be found in the appendix.

Reports are an extremely important part of our relationship with parents and are studied carefully by most parents with comparison with previous terms frequently made. Many parents set great store by our comments and judgements.

The primary objective of the reporting system is to inform parents about how their son or daughter is progressing academically but, in most instances, the report will also be read by the pupils. To meet these different needs the report should provide an objective assessment of a boy or girl's progress as well as constructive criticism and encouragement. Additional comments on particular strengths and weaknesses should be made as appropriate. For a full academic report, the report comment is accompanied by SMART targets which will offer specific advice on how the pupil can improve in that subject area.

Reports and grade cards are all completed electronically by teachers on iSAMS. Reports will be shared with parents via the iSAMS app. All members of the Common Room should report on every pupil they teach. Heads of Department will monitor a selection of reports from all members of their department to look for consistency in reporting and to highlight any errors in reports. Further checking

of reports for errors needs to be completed by tutors (before writing their own report) and by houseparents. All reports are given a final check by a member of SLT but it is hoped that all typographical errors have been eliminated by this stage.

Academic Consultation Evenings

Academic Consultation Evenings for each age group is scheduled at an appropriate time throughout the year. These are primarily academic discussions between teacher, pupil and parent. All Parents' Evenings are organised through School Cloud, with in person appointments for KS3 and a mix of online and in person appointments for KS4 & KS5. All staff that teach students in the year group are expected to attend the Parents' Meeting unless agreed otherwise by the Headmaster or Senior Deputy Head (Curriculum).

Dates for 2022 - 2023

Year 7	11th October 2023 (tutors only) and 16th January 2024
Year 8	19th September 2023 (tutors only) and 31st January 2024
Year 9	21st September 2023 (tutors only), 29th November 2023 and 25th January (Options)
Year 10	25th September 2023 (tutors only), 19th March 2024
Year 11	31st October 2023 (tutors only), 6th December 2023 and 4th March 2024
Year 11 IC	31st October 2023 (tutors only) and 29th January 2024
Year 12	7th September 2023 (tutors only), 9th November 2023 and 17th June 2024
Year 13	10th October 2023 and 13th March 2024

Timetables:

Individual timetables are provided for all members of the Common Room and all pupils. A master copy of the timetable is available on iSAMS.

Appendices:

- A1.1 Shape of the Day
- A1.2 Prep Timetable
- A1.3 Academic Calendar