Curriculum Policy, Section 2: The Moulsford Curriculum

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: December 2022
Reviewed by: T Squire

2.1 MOULSFORD YEAR STRUCTURE

Moulsford is a preparatory school providing education for children aged 4-13, that is National Curriculum years Reception to Year 8, inclusive.

2.2 DIFFERENTIATION

The 1997 White Paper *Excellence in Schools* states: "A modern education service must be capable of stretching the most able, providing support for those who need it most while continuing to challenge all pupils." This very much underpins our policy at Moulsford. 'Differentiation' is the collective term used to describe the school's methods of meeting the varied educational needs of its pupils. It includes not only setting and streaming, but also in-class differentiation methods, e.g. graded worksheets.

Pre-Prep have a one- or two-form intake. Years 3-8 at Moulsford generally have a three-form intake and classes are streamed for English but set for Maths. In Year 6, a fourth Maths set is introduced and, from Year 7, a third form is created for potential scholars.

2.3 EQUAL OPPORTUNITIES IN THE CURRICULUM

The school is committed to the principle of equal opportunity.

1.	All pupils from Reception to Year 5 will study French and Spanish. In Years 6-8, the top form will study Latin and the pupils in core forms will opt between Spanish and Latin. Occasionally, a pupil with special educational needs will not study a MFL.
2.	Wherever possible, all children's academic needs are met within the normal timetabled curriculum. However, some children benefit from receiving extra individual tuition. This may mean that they miss some lessons. Children with individual paid music lessons may also miss lessons on a termly-rotation basis.

2.4 ALLOCATION OF PUPILS TO CLASSES

New children are placed in the form and sets that are most likely to meet their educational needs, based on the information available to us.

Towards the end of the academic year, pupils already in the school are allocated to classes for the subsequent academic year. Performance in classwork, exams and PIPS, InCAS and MidYIS informs discussion and helps decisions.

Year 3 Based predominantly on tests taken in English and Maths on 'New Pupils' assessment morning.

Year 5 Streamed according to formal and informal assessments, CAT data and teacher judgement – the Head of Year 4 has a big influence on this process.

Year 7 Based on discussions in specific staff meetings and final Year 6 exam and term marks.

2.5 FORM PLACEMENT

We go to very great lengths to ensure that pupils are placed in the form that is most appropriate to their needs. It is therefore rare that a change needs to be made once that decision has been reached. However, if a change is desirable, it should be made as soon as possible.

There is sometimes a need to review the placement of new children because there has often been less evidence on which to base our decision as to their initial placement.

English teachers will be the main interested parties. Mention of such children at the appropriate staff meeting and a decision will be made as to the desirability for a change.

When a change in form is proposed, the Deputy Head (Academic) should seek the approval of the parents. On gaining their agreement to the move, the Deputy Head (Academic) should inform the child.

Set Placement

Changes to Maths sets are discussed and effected departmentally. The Deputy Head (Academic) must be kept informed and, as above, the HoD should tell both the child and the parents in the event of a change being made.

2.6 THE CURRICULUM: LESSON ALLOCATION BY YEAR

Reception to Year 2

The school day starts at 8.30am with Registration and finishes at 3.30pm. It comprises ten 30-minute academic periods. There are activities that run from 3.30-4.15pm.

Year 3 to Year 8

The school day starts at 8.30am with Registration and finishes at 4.00pm. It comprises ten 30-minute academic periods.

Academic (Examinable) Subjects

Year	English	Maths	Science	French	Geography	History	RS	Lat/Spa
R								0
1								0
2								0
3	12	10	2	2		3		0
4	11	9	3	2		3		0
5	8	10	4	2		4		0
6	6	6	4	4		6		4
7	6	6	6	4		6		4 (Scholars – 5)
8	6	7	6	4		6		4 (Scholars - 5)

Non-Academic Subjects

Year	Art	DT	ICT	Drama	Music	PE	Games	LFL
R								
1								
2								
3	2	2	2	3 (Performing Arts)		2	8	1
4	2	2	2	3 (Performing Arts)		2	8	1
5	2	2	2	2	2	2	8	1
6	2	2	2	2	2	2	8	1
7	4				2	2	8	1
8	4					2	8	1

The Curriculum: Content and Skills

See individual subject department handbooks.

2.8 OPPORTUNITIES OUTSIDE THE ACADEMIC TIMETABLE

Music at Moulsford

At Moulsford children learn a variety of instruments: strings, woodwind, brass, percussion, classical guitar and piano. Currently there are 11 visiting instrumental teachers, and one full-time and one part-time member of staff in the Music Department. Class music is taught throughout the school as part of the main curriculum. There are two choirs, an orchestra, a brass ensemble and string ensemble.

Performing opportunities are possible in regular performance days, formal and informal concerts, specific assemblies and class music.

The school has an enviable record of Associated Board, Trinity College and Guildhall music exam successes. Talented pupils are entered for Music Scholarships. In recent years, pupils have gained music awards to Abingdon, Radley, Bradfield, Pangbourne and Magdalen.

Activity Programme

Moulsford has an extensive after school Activity Programme, which offers a large variety of activities to pupils throughout the school. Pupils are encouraged to try different things and to avoid gender stereotyping certain activities.

Other Regular Aspects of the Curriculum

- A whole-school assembly on Tuesday and Thursday.
- A house assembly or form assembly on Tuesday or Thursday.
- A celebration assembly or congregational practice each Wednesday afternoon.
- Half hour evening prep period every day.
- Wednesday and Saturday afternoon matches for Year 5-8.
- Tuesday and Thursday matches for Years 3 and 4.

Curriculum Policy, Section 3: Assessment and Examinations

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: December 2022
Reviewed by: T Squire

3.1 ASSESSMENT POLICY

'With the implementation of the National Curriculum, assessment has become very much concerned with describing what pupils can do. However, when teachers become involved in assessment, they discover that it is the doorway to good teaching practice and the mystery of learning. The real assessment questions are not just to do with what pupils learn, but why, how, when and where they learn. At the heart of assessment is the search for meaning'. (David Hanson, Chief Executive, IAPS - foreword to A Policy for Schools)

Assessment is the process by which pupils and teachers gain insight into learning. It is distinct from recording, which involves selecting and retaining what is significant in learning and reporting, which involves informing others about learning. These three key areas are, however, interdependent and effective and efficient formats must be found for assessment to feed recording and in turn reporting.

Assessment has been described as 'a window into learning'. The larger the window is, the more opportunities there will be to reveal pupils' learning and understanding. An over-reliance on any one form of assessment is not only unreliable but it also risks not allowing children to show what they know and can do.

Aims

To have formative, diagnostic and summative procedures in place which:

- allow a broad and balanced curriculum to be delivered;
- provide accurate profiles of children's attainment, which identify their strengths and weaknesses across the curriculum;
- give children familiarity with formal exam situations that they will meet in CE and beyond;
- will allow children to show what they know, understand and can do;
- do not place an over-reliance on internal exams, which can be frail and unreliable assessment tools;
- provide nationally standardised data, that can be used to measure effectiveness of teaching and learning;
- provide detailed information on individual children, which can be used to inform our teaching, and our reporting to parents and future schools;

The Purpose of Assessment

Assessment has a number of specific functions:

- to focus on what a pupil can or cannot do (diagnostic);
- to decide what the pupil is to do next (formative);

- to sum up a pupil's progress so far, in order to inform all interested parties (summative); exams, for example, fulfil this function.

Assessment can be:

- norm-referenced when performance is measured against others (e.g. BASE PIPS, InCAS, MidYIS);
- criterion- referenced when performance is related to one or more specific attainment targets, as in the National Curriculum (i.e. looking at what a child can actually do);
- ipsative- referenced where an individual's performance is compared with his/her previous performance (e.g. setting targets and comparing an individual's performance over a period of time).

The teacher needs to be clear about what kind of assessment is taking place - for what purpose and by what means. In addition, wherever possible, the objectives of a task and the criteria for assessment should be made clear to students.

Teacher assessment is part of everyday teaching and learning in the classroom. Teachers discuss with pupils, guide their work, ask and answer questions, observe, help, encourage and challenge. In addition, they mark and review work. Through these activities they continually find out about pupils' capabilities and achievements: knowledge which informs future plans. This is a continuous process planned for throughout the syllabus. It should not be seen as a separate activity necessarily requiring tests. When testing does occur it is vital that there is follow-up so that the teacher(s) can be informed of any child's individual needs.

All teachers should be planning to:

- decide on a focus - select a limited number of key learning objectives from a unit of coursework, agree some criteria for assessing them for which they will be able to collect evidence of attainment;
- collect evidence - give pupils (not necessarily all) opportunity to work on an activity that will provide evidence of their achievement;
- discuss the evidence - using knowledge of the pupils and the context of the activity and the samples of evidence, for assessing achievement in this area;
- make judgements - discuss and work towards common agreement of the standards of attainment demonstrated in the samples of evidence available.

The assessment policy reflects the general school aims and objectives and should be considered in association with these.

Assessment Techniques/ Differentiation

At Moulsford we have a wide range of pupils' abilities within our classes. Our pupils as individuals have different learning needs. To allow each pupil the best opportunity to show what they know, understand or can do, pupils need a wide range of contexts in which to operate. It is important that the assessment strategies used by the teacher reflect the nature of the activity in which the pupil is engaged. The use of only one strategy can act as a constraint and should be avoided.

It is worth remembering that it is not the pupils whom we assess but the evidence of learning that they provide. The wider the range of evidence we seek, the greater the range of achievements revealed. Evidence may come in the following forms:

- **Direct Evidence**
  - Written - rough notes, reports, poems, computer print outs
  - Graphic - diagrams, drawings, charts, photographs
  - 3D - models, sculpture, construction
  - Oral - discussion, presentation, spontaneous, planned
  - Physical - co-ordination, manipulative skills, spatial awareness
- **Contextual Evidence**
  - May include observation notes in teachers' plans, pupil self-assessment sheets, mark books/record books. This evidence may be collected through focused observation, discussion with a pupil, setting tasks and then viewing the finished piece of work.

3.2 EXAMINATIONS AND CROSS-YEAR TESTS – SCHEDULE

All assessment is the responsibility of the Head of Department of each subject. However, changes in the policy, timing and type of assessment should be in consultation with the Deputy Head (Academic).

The following table gives a summary of the examinations, recording and reporting of results for each of the year groups in the school. Further details of the examination and test papers for each year group follow this table.

Formal exams take place at a time given on an examination timetable; cross-year tests take place in normal lesson time (Autumn term).

Assessment Schedule

Autumn Term

	Assessment	Results on Google Docs *Academic data*	Results given to children?	Results reported to parents?
Y8	Exams	Yes	Yes	Yes
Y7	Exams	Yes	Yes	Yes
Y2 into Y3	*Assessment Morning*	Yes	*No*	*No*
Y7-8	MidYIS	Yes	*No*	*No*
Y2-6	InCAS	Yes	*No*	*No*
R	PIPS (baseline)	*Yes*	*No*	*No*

Spring Term

	Assessment	Results on Google Docs *Academic data*	Results given to children?	Results reported to parents?
Y8	Exams	Yes	Yes	Yes

Summer Term

	Assessment	Results on Google Docs *Academic data*	Results given to children?	Results reported to parents?
Y8	Exams	Yes	Yes	Yes
Y3-7	Exams	Yes	Yes	Yes
R	PIPS (baseline)	*Yes*	*No*	*No*

School Exam Schedule

Year Group	Autumn	Summer
Year 3	Informal tests	English, Maths, Science
Year 4	Informal tests	English, Maths, French, Science, History, Geography
Year 5	Informal tests	Full
Year 6	Informal tests	Full
Year 7	Full, General Paper (Potential Scholars)	Full, General Paper (Scholars)
Year 8	Full, General Paper (Scholars)	**Spring** Common Entrance Trials

Year 8

Year 8 take CE trials in November and February (with Common Entrance in June).

Scholars take trial scholarships in November. Children sit their scholarships at the time published by their respective schools. Past papers are ordered by the Deputy Head (Academic) and accessible through the ISEB portal.

3.3 CEM TESTS

The tests are computer marked and give overall raw scores and standard-age scores.

They can also be ipsatively referenced as they are standardised according to pupils age, so comparisons of an individual's performance and progress can be made from year to year. They

provide useful data to compare standards at Moulsford over successive years. Further information relating to the interpretation of test results is available in the relevant handbooks.

All CEM assessments are computer delivered and adaptive; this essentially means that the programme reacts to correct and incorrect answers. The assessments are divided into a series of sections and within each section the questions get progressively harder. When a child starts to get questions wrong within a particular section they are automatically moved on to the next. In this way they are extended in order to determine what they can do, but without the presentation of too much overly difficult content.

The scores obtained on these tests provide valuable additional information when decisions come to be made over the placing of a pupil within the school, particularly with regard to new children. It must be emphasised that the tests are regarded as additional information and not as the determining factor in placing children. Staff must recognise that, although CEM results may help to provide a profile of a pupil's ability, the results cannot be considered fully reliable as there is a 20% margin of error.

Certain CEM results may be forwarded to receiving schools to support evidence of pupils' attainment.

CEM Tests and Procedure

Deputy Head (Academic) sets up the database on the system for integration into the CEM tests and organises a programme to be followed on the allotted 'CEM day'. The Deputy Head (Academic) is also responsible for the administration of the feedback and data spreadsheet.

In Reception, the PIPS On-Entry Baseline Assessment is administered on a one-to-one basis.

Children are assessed within the first eight weeks of school. The test is administered twice, once in September and once at end of their first year, in order to get a clear measure of progress.

At the end of Year 1, PIPS is again carried out to gain a clear measure of progress between Reception and Year 1.

From Year 2 to Year 6, the pupils are tested using InCAS. Reading, mathematics and developed ability are assessed. Comparisons against norms will provide information on how pupils are performing against a large, UK-based, sample (and against other independent schools involved).

MidYIS are nationally standardised curriculum-free measures of ability. Year 7 and 8 pupils are assessed in non-curriculum related mathematics, vocabulary and non-verbal ability. These measures combine to provide a measure of ability, which is used to predict performance at the next key outcome e.g. GCSE, A level and IB.

3.4 USE OF THE CEM DATA

Pips Baseline: On entry and end of the Reception year

- Tracking progress in Maths, Reading, Phonics and PSHE
- Identifying those who require closer scrutiny for possible early intervention by the Learning Support Department
- Triggered by Record of Concern, Learning Support Department refers to CEM data as preliminary investigation

- Aid to discussion during pupil review staff meetings

ePips: Year 1 - June

- Identifying those who require closer scrutiny for possible early intervention by the Learning Support Department
- Triggered by Record of Concern, Learning Support Department refers to CEM data as preliminary investigation
- Informing class teacher expectations, which in turn informs planning
- Aid to discussion during pupil review staff meetings
- Aid to identifying Able, Gifted and Talented pupils

InCAS: Year 2 to Year 6 - September

- Tracking progress (longitudinal graph in Reading and General Maths)
- Measurement of Developed Ability- adds to academic profile when individual pupils are being reviewed
- Identifying those who require closer scrutiny for possible intervention by the Learning Support Department
- Triggered by Record of Concern, Learning Support Department refers to CEM data as preliminary investigation
- Informing subject teacher expectations, which in turn informs planning
- Use in Senior School Pre-Test forms
- Advising parents regarding suitability for senior schools
- Comparison with internal exams and assessments
- Assessment of the ability of year group in general; informs planning e.g. with setting/ streaming
- Aid to discussion during pupil review staff meetings
- Referred to during in-house Specialist Teacher Assessments
- Aid to identifying Able, Gifted and Talented pupils

MidYIS

- Identifying those who require closer scrutiny for possible intervention by the Learning Support Department
- Triggered by Record of Concern, Learning Support Department refers to CEM data as preliminary investigation
- Informing subject teacher expectations, which in turn informs planning
- Use in Senior School Pre-Test forms
- Advising parents regarding suitability for senior schools
- Comparison with internal exams and assessments
- Aid to discussion during pupil review staff meetings
- Referred to during in-house Specialist Teacher Assessments

3.5 ADMINISTRATION OF INTERNAL EXAMINATIONS

The first draft of the exam timetable showing the timings of each exam should be submitted to HoDs and SMT four weeks before the exams. The second draft, giving more detailed timings and staff commitments, should be published at least a fortnight in advance of the exams and any organisational

details discussed at the Monday staff meeting prior to the exams. Staff must check to see if their invigilation does not clash with any other commitment. HoDs should check for correct duration of papers etc.

Final copies of the timetable should be published to staff, pupils and posted on the website.

Exams and cross year tests should aim to cater for the broad range of ability - stretching the more able yet allowing access to the less able. A target for year average should be between 45 - 55%.

3.6 EXTERNAL EXAMINATIONS

Subject teachers are kept informed of the requirements of the various external examinations by the Heads of Department, and this is reflected in the curriculum documents and schemes of work used throughout the school. Pupils are acquainted in advance with format and demands of their exit examinations through practice papers taken during the course of the term and in trial examinations. Tutors also monitor their tutees' progress.

Common Entrance

CE exams are taken in June by pupils who will be 13+ on entry to their senior schools in the following September.

Academic Scholarships

Examinations take place in either the Autumn or Summer term.

The I.S.E.B. oversees a Common Academic Scholarship Examination, which an increasing number of schools use, in the Autumn or Summer term.

Art, Music, Sport, Technology and All-Rounder Scholarships

Many senior schools offer awards to pupils who show strength in one or more areas of the broader curriculum. (Candidates are expected to perform satisfactorily in the academic scholarship or in the CE examination.)

Details of scholarships available can be found on individual school websites.

It is the responsibility of subject teachers to ensure that they know the individual requirements of the schools for which pupils are taking exams. The Deputy Head (Academic) will be able to assist where there is doubt.

3.7 EXAMINATION APPLICATION AND LEAVERS REPORTS

Examination Application

Common Entrance

Moulsford enters all candidates for the 13+ Common Entrance examination in the Summer term for Maths, English and Science. They are entered for this through the ISEB website and an examination fee, which is charged to the parents on their school bill, is payable to ISEB. The deadline for the Summer term entry is 1st March.

Scholarships

Senior school academic, art, drama and all-rounder entrance scholarship examinations take place in the Autumn or Summer terms.

In general, the deadline for Autumn term scholarship entries comes at the end of January or the beginning of February, about three weeks before the examination. The deadline for Summer term scholarship entries is usually at the beginning of our Summer term.

It is imperative that the Headmaster, Deputy Head (Academic), Director of Music and parents are aware of the deadlines for the submission of these application forms.

It is ultimately the parents' responsibility to ensure that entry forms have been submitted to the senior school. However, most parents are unfamiliar with the procedures and the Headmaster and Deputy Head (Academic) must keep in close contact with parents and check that they have received and filled in the entry form. Some forms should be sent directly to the senior school, sometimes with a birth certificate, whilst others must be sent to Moulsford for input from the Headmaster/Deputy Head (Academic)/Form Head.

The Headmaster's report and where appropriate, an Educational Psychologist's report remain of paramount importance and are of course mandatory.

3.8 REVISION FOR CE AND OTHER EXAMS

All our pupils take two sets of formal (internal) exams in their last year at Moulsford and one set of formal (internal) exams in each of the previous two years. Almost all our pupils take exit exams in order to proceed to their next schools. The period leading up to Common Entrance is an anxious and stressful time for many of our pupils. The following notes are designed to guide staff and pupils in the practice of effective and worthwhile revision. Whilst these comments relate specifically to Common Entrance, the principles apply to all exams and should be taken as forming our school policy on revision.

Ethos/Organisation

Revision of 2 - 4 years' work is an ongoing process and cannot effectively be done in free time close to CE. It should be part of the curriculum and subject departments should endeavour, where appropriate, to build a systematic revision programme into their lessons and preps over the six weeks leading to CE.

We should assume that children do little or no revision on their own and plan our work accordingly. Any revision that the children actually do will therefore be a bonus. Having said that, most would agree that children should be prepared to work outside class in preparation for CE, but it is important that this is guided if it is to be of educational value. Planning of lessons and preps should ensure that children will achieve their potential in CE. Clearly, we can encourage children to aim beyond this but we must not unduly pressurise them.

Children of this age need to be taught how to revise for exams. Subject teachers must provide specific guidance on revision and exam preparation.

It is acknowledged that different subjects lend themselves to different methods of revision. However the following points should apply across the range of subject areas:

- Learning and revision must be active not passive. Gazing at a sheet of notes is of little value. Going through practice questions or testing a friend are two good ways of learning.
- The system of LOOK-SAY-COVER-WRITE-CHECK is a good means of revising vocabulary and much other factual information.
- Specific tasks should be set for learning/revision sessions. Goal-oriented work is much more likely to be successful that time-oriented work.
- No one subject should be studied for too long - the actual learning that takes place declines rapidly after 20/30 minutes of one topic.

Curriculum Policy, Section 4: Record Keeping

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: December 2022
Reviewed by: T Squire

4.1 ENTRANTS' BACKGROUND; PUPIL PROFILES; TEST AND EXAMINATION RESULTS; ASSESSMENTS AND END-OF-TERM REPORTS; LEAVERS' REFERENCES

The primary purpose of record-keeping should be to guide the teacher through children's attainment. Record-keeping is also part of the monitoring process that helps to evaluate how well the curriculum is being delivered. It is also essential as a formative tool to help guide the teacher towards the child's next stages of learning and progress.

All teachers at Moulsford are expected to keep records of the work undertaken by the children they teach. To be effective, these records need to be detailed enough to enable judgments to be made as to the children's progress and attainment. But they also must be comprehensive, accessible and relatively easy to administer. The school computer network contains background information for pupils, all term and examination marks, and SEND information.

The school maintains on its database a record of concern of all pupils. This contains a log of all issues raised by members of staff regarding that child – academic and social.

The following chart outlines staff responsibilities and timing of the transfer of information on to pupil profiles.

As you will see, many significant events are entered centrally but tutors must make regular updates to those indicated. (There is some overlap with a few of these headings – it does not matter which one is chosen as all the information will be displayed under the same significant events category.)

4.2 MANAGEMENT INFORMATION SYSTEMS - iSAMS

Category	Item of information	Staff i/c update	Time of transfer to database (or update)
Personal Details	Name, Form, DoB, Admission date, Leaving date, Destination, Honours	Registrar / Heads PA	Termly
CEM scores	PIPS, InCAS, MidYIS	Deputy Head (Academic)	Autumn Term
Spelling & Reading scores		HoE	
Exam results	Trial CE, Internal school exams	Individual subject teachers	Nov, Mar, June
CE/ Scholarship results		Deputy Head (Academic)	End of the summer term
SEN Data	SEN assessment date, IEPs and interventions	SENCO	Autumn term
Medical		Matron / Secretary	
Record of concern		All staff	

End of term reports (individual subjects and tutor reports) are written and stored in the school's Management Information System (iSAMS). As previously mentioned, a leaver's report is drafted by the tutor of each child leaving the school; this is completed by the Headmaster before being submitted to senior schools as a reference.

4.3 RETENTION OF PUPILS' WORK

The right balance needs to be obtained between storing more material than is necessary, allowing pupils to keep their work and retaining work as one of a number of means of showing evidence of a child's academic progress. The following points underpin each subject department's policy on retention of pupils' work:

- Relevant items of the previous year's work should be kept up to the end of the Autumn Term of the new academic year, to help the new teacher's assessment of progress and to help ensure a seamless transition from one key stage or phase to the next.
- It is up to individual subject departments to determine what should subsequently be retained; in some subjects it is important that pupils retain notes, essays etc for later revision purposes.
- Exemplars of work of an upper, a middle and a lower ability pupil in each year group should be kept for comparison, assessment and moderation purposes.

MOULSFORD

Curriculum Policy, Section 5: Reporting to Parents

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

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5.1 GRADES FOR ATTAINMENT, PROGRESS AND EFFORT (APE)

Attainment, progress and effort grades for examinable subjects are awarded to pupils in Year 3 to Year 8 in the Autumn and Summer half term on their Half Term Progress Report. Non-examinable subjects enter progress and effort grades only. The assessments are made against criteria that are sent to parents. Teachers must be prepared to use the full range of criteria. The assessments are based on the child's attainment within his year group.

Assessment Criteria

Attainment   Emerging, Working Towards, Expected, Working Just Above, Exceeding

Progress   Concern, Below Expected, Expected, Exceeding

Effort   Unsatisfactory, Satisfactory, Good, Excellent

5.2 END-OF-TERM REPORTING PROCEDURES

At the end of the Autumn and Summer terms full reports are written for all pupils in all examinable and non-examinable subjects. Report templates are set up in the school's Management Information System (iSAMS) and are either written directly into iSAMS or onto an Excel spreadsheet, then uploaded. Deadlines for reports are discussed and published and must be adhered to.

At the end of the Spring term full reports are written for Year 8 pupils (as above). For Reception to Year 7, shorter HTPR style reports are produced, which include APE grades and a Form Head's and Headmaster's comment.

Subject Reports

Rationale: Formal reports to parents are written for reasons that include: informing parents of their child's progress and in so doing covering as many aspects as possible of the child's performance, highlighting strengths and weaknesses; prompting a dialogue between the school and the parents (and between the parents and the child); emphasising the importance of the work being done; fostering parental confidence in the school.

Guidelines: (N.B. Not all of these apply to Spring term short reports.)

Subject reports may include a summary of the topics studied during the term (this should be presented concisely either in sentences or in note form) as well as a constructive, full and useful comment on the pupil's response to what has been studied and advice given as to how improvement can be effected. The Assessment Criteria boxes provide a focus for the subject teacher as well as imparting useful information to parents.

The subject report should give the assurance to parents that the teacher knows and cares for their child. The Form Heads and Headmaster read all subject reports; subject teachers must be prepared to amend or add to any report that does not meet the criteria outlined below. All reports must be typed using good, clear, accurate English.

- A report should be both summative and formative: it should review the work of the term just ended in the form of comment and it should look forward in a positive way to the term that follows in the form of constructive advice.
- The summative element of the report should draw upon the teacher's records and the evidence of learning. In examinable subjects it should give the parent an indication of how the child's achievements compare with his/her year group/teaching group as appropriate.
- The formative element of the report might include advice on what the child needs to do to improve in some aspect(s) of his/her learning/written work/attitude etc, the setting of realistic and achievable targets, strategies to be adopted, recommendations for reading/revision/consolidation, and indications as to the next stage in the learning process.
- 'Formative' remarks (advice, setting of targets, etc.) made one term should be commented upon the following term. Parents will want to see if targets have been met and advice heeded. To this end, copies of subject reports are stored on the network. Whilst accuracy and objectivity should not be compromised, a report should be constructive and as far as possible positive (it can often be a timely morale-booster for the child). A report should never be damning.
- The style in which a report is written is very important: a report should be fluently expressed and full sentences should be used. Spelling, punctuation and grammar should be faultless. Subject names must be capitalised (e.g. Science, Drama).
- Information used in reports should be reliable, thorough, unambiguous and clearly expressed.
- Subject teachers should read carefully through their reports to ensure that what the report says is accurate and exactly what it intended to say.

Form Head Responsibilities

The Form Head collates and reads through all the reports checking carefully for accuracy of spelling (particularly proper names) and grammar, as well as completeness, correcting any errors or requesting inadequacies be rectified. S/he then writes a report consisting of:

- an assessment of general academic achievement and progress, based on subject reports, assessments and personal knowledge;
- a comment based on information received from games coaches;
- hobbies, interests, and general activities, based on personal knowledge and records of achievement;
- general character, qualities and any particular incident(s) by which the individual has distinguished himself for good or bad.

The Deputy Head (Academic) publishes deadlines for the submission of exam results, term marks and all aspects of the report-writing process. Staggered deadlines for Form Head reports take into account other commitments. An up-to-date list of pupils requiring duplicate reports is published.

Reports are kept on the school computer network and are accessible to all teaching staff.

5.3 PARENTS EVENINGS

In addition to the information given to parents through our assessment and reporting procedures, through Form Head contact and through other teacher contact, there is an opportunity once a year for formal parent/teacher discussion.

All subject teachers and Form Heads of pupils of the year group to whom the meeting relates must be present.

If further time is needed, another appointment can be arranged. Pupils do not attend these meetings; if a member of staff or a parent requests that the child be present, an ad hoc meeting should be convened. The exception to this is Year 8, when pupils are invited to attend with their parents.

Preparation for Parent Meetings

In many cases this is the only time during the year that teachers meet a child's parents and it is essential to be well informed and aware of each child's individual circumstances.

It is vital to prepare thoroughly for Parent Meetings; parents will feel confident that teachers know their child and are aware of their strengths and any areas of concern.

The following guidance should provide the background information necessary and should help to ensure that the meeting runs smoothly.

- Make a final check on future schools for each child, particularly Year 8.
- It is useful to have the child's assessments, marks for the term, previous term's exam result, cumulative results, previous term's report, and the set each child was in during the previous year (and who taught the child).
- Read again the most recent IEPs from the Learning Support Department to reassure yourself that you are putting into effect their recommendations and suggested strategies.
- Check the Record of Concern (RoC)
- Look through each child's book to familiarise yourself with the main points that need to be addressed. Again it may help to make brief notes about each child, which may be used for discussion and can also form the basis of any future report; ensure there are no contradictions.
- It is often helpful to have children's books/work to hand.

Curriculum Policy, Section 6: Learning Difficulties and Disabilities

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: December 2022
Reviewed by: T Squire

Please refer to the following policies, which cover Learning Difficulties and Disabilities:

- SEND Policy
- Accessibility Plan
- Equal Opportunities Policy
- EAL Policy

Curriculum Policy, Section 7: Highly Able Children and Scholars

Please refer to '3b Highly Able Policy'.

Curriculum Policy, Section 8: Staff Development

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: December 2022
Reviewed by: T Squire

8.1 POLICY

Staff development is a vital part of the school's work. It helps the school to provide the best possible service to our pupils and it assists staff in achieving maximum satisfaction in carrying out their work. A proper and systematic process of induction is vital if new staff are to settle in quickly, confidently and successfully. The Moulsford staff development scheme consists of:

- a comprehensive Induction Programme
- NQT Induction Programme following national criteria and procedures - regular INSET days
- support for out-of-school training
- formal staff professional development (Staff Reviews)

8.2 INDUCTION

Selection

Induction begins with the selection process. For a successful appointment to be made all applicants must have a clear understanding of the nature of the school and of the post advertised. Interviews should be structured and planned to ensure that short-listed candidates receive as much information about the school and the job as the school receives about them. Once a decision has been made the letter of appointment should state clearly and fully not only the terms and conditions of work but also the school's expectations of the appointee. A complete job description should be attached.

Responsibilities

The SMT hold overall responsibility for staff induction and act as supervisors of new staff. In addition, a mentor and a buddy (known as the Induction Tutor in the case of a Newly Qualified Teacher (NQT)) are appointed for each new staff member. The mentor will be the appointee's Head of Department. If the appointee is a Head of Department the mentor will be a senior staff member. The buddy will be a colleague who is able to provide a sympathetic ear and general support. (S)he will often be from the same department and will be au fait with procedures in those areas in which the appointee will be working.

Pre-Arrival

If at all possible, the appointee should visit the school in the term prior to commencement of duties for a structured induction day. The day's programme should include detailed meetings with the Head of Department and, if applicable, the person whom the appointee is replacing. It should also include a tour of the school, usually with the person's mentor, meetings with the Head, Deputy Head(s), Deputy Head (Academic), Bursar, and, where appropriate, Head of Boarding and Director of Sport. The Deputy Head is to explain the day-to-day workings of the school; Deputy Head (Pastoral) is to discuss aspects of pastoral care, including Form Head responsibilities; the Deputy Head (Academic)

is to deal with academic matters. Prior to the visit or at the visit, the HR Manager should provide the appointee with the Employee Handbook and the appropriate subject department handbook.

Prior to the Start of Term

- The mentor should arrange to meet the new staff member and introduce him/her to other colleagues, including the buddy, individually as early as possible.
- The new member of staff should be introduced at the first staff meeting and assembly.

During First Week

- The new staff member is to have his/her first meeting with the mentor (and supervisor) to discuss the induction programme (or, in the case of Newly Qualified Teachers, the statutory NQT Induction procedures).

After First Week

The induction and new-staff support scheme is to include:

- Regular preparation time for curriculum planning, making materials and marking. Periodic and pre-arranged visits by the mentor/induction tutor to the classroom to observe teaching and provide feedback (in the case of NQTs).
- Regular discussion of lesson preparation notes with the mentor/induction tutor during the weekly meeting and at other times (in the case of NQTs).
- Timetabled and prepared visits to observe the teaching of experienced colleagues, noting for example, organisation, management and control (primarily in the case of NQTs).
- A formal meeting, at the end of the Autumn term, with the Head to discuss progress, procedures, problems, ideas, etc, and to review the first part of term.
- Opportunities to attend conferences and courses arranged by IAPS, Dorset LEA or others.
- Formal assessment (NQTs)

NQTs will have three formal meetings, towards the end of each of their first three terms, with the Head and mentor/induction tutor. After which, the appropriate statutory assessment forms (to be found in Annex B of the DfES's original Circular 5/99, superseded by DfES 582/2001 and successive documents) should be completed and sent to the Appropriate Body — the Independent Schools Council Teacher Induction Panel (ISCTIP). These documents are also available on the Internet: www.dies.gov.uk\publications\guidance

The first of these meetings will focus on the extent to which the NQT is consistently meeting the standards for the Award of QTS (Qualified Teacher Status) in an employment context, and is beginning to meet the Induction Standards.

The second meeting will focus on the NQT's progress towards meeting the Induction Standards.

The final assessment meeting will be used to determine whether the NQT has met all of the requirements for the satisfactory completion of the induction period.

Appointment of Buddies and Mentors

Once the appointment of the new member of staff is made, the Deputy Head (Academic), appoints a buddy. The buddy is usually a member of the same department or involved in the same area of school as the new member of staff. In addition, a mentor is appointed. This is normally the appointee's Head of Department, or, if the appointee is a Head of Department, a senior staff member, usually the Deputy Head (Academic). There should be frequent meetings (informal and formal) between the new staff member and the mentor and these should include discussion of topics indicated below in the section The Role of the Mentor.

The Role of the Buddy

The role of the buddy is to provide practical information and emotional support to the new staff member during the first year of their employment at Moulsford. Most of the role is simply offering quiet assistance when required but also being proactive with offers of help rather than waiting to be asked. Key times when help should be offered are:

- Beginning of the school year — a main point of contact. Escort to meetings, coffee, lunch for the first few days and introduce them to other staff members.
- Assist with entering House Points and Commendations.
- Check that the exam arrangements and times for invigilation are understood.
- Explain how Parents' Evenings are run.
- Explain the role of staff at concerts and plays.
- Offer assistance with report writing on the computer.
- Alerting the new member of staff, in plenty of time, of any deviations from the calendar or normal routine in order that they can plan accordingly.
- End of term — explain tidying, encourage attendance at staff outings

A special relationship should be encouraged between the buddy and the new member of staff, who should feel free to ask the simplest of question because to them it may be a matter causing concern. Moulsford is a very busy place and a shadow's job does not finish after the first couple of weeks.

The Role of the Mentor

The role of the mentor is to nurture, to serve as a role model, to provide professional support, to counsel and to supervise. The mentor can help the new staff member to learn about the procedural demands of the school, provide opportunities for them to observe others, share knowledge of materials, teaching methods and curriculum development, assist in classroom management and discipline, encourage reflection, and set targets for further achievement. It is a requirement (and it is built in to the NQT's programme by virtue of their reduced 90% teaching timetable) that induction tutors of NQTs meet formally with their charges on a weekly basis to support them in their work. This time will also be used for reviewing and assessing the NQT's work.

8.3 NEWLY QUALIFIED TEACHERS

The Deputy Head (Academic) holds a file on NQT Induction and is in contact with the Teacher Induction Officer at ISCTIP.

For ease of reference, the salient sections of the (initial) documents are as follows:

- Circular 4/98: Annex A (pages 7-16) and subsequent annexes as appropriate.
- DfES 582/2001: Paragraphs 1-10; 25-32; 34-73; Annex A; B. Annex A contains the NQT Induction Standards; Annex B contains the statutory assessment forms, which must be completed after each formal assessment meeting during the Induction Year.
- Career Entry Profile: (which the NQT brings with him/her to his/her first post)
  - Section A — Summary of NQT's Initial Teacher Training;
  - Section B — NQT's strengths and areas for further professional development;
  - Section C — Objectives (and revised objectives) and Action Plans for the Induction Period.

Guidelines for Observing Lessons taken by Candidates on Interview

It is important that in the limited period of time available to observe the candidate's teaching, we try to assess his/her ability to:

- communicate effectively with the class;
- enthuse and motivate the children;
- empathise with the children;
- show initiative;
- respond appropriately to different situations;
- appreciate the principles of good practice.

To allow this the best opportunity to happen the class teacher should not prime their class on good manners or general codes of behaviour before the visitor arrives. We need to see how they will deal with certain situations, e.g. a child calling out or rocking back on their chair.

In the letter inviting the candidate for interview (s)he will be given the following information: what lesson will be taught; length of lesson; age range and ability level of the children including any with IEPs; number of pupils in the form (and gender balance); some context of what the children have already done in that topic. They will also be told what resources (e.g. interactive whiteboard, projector, etc) are available and will be asked to contact the school for further information should they so require it. The onus should be on the candidate to ask for any further information they may require; staff/office should be ready to provide this if necessary.

The class should have been briefed in their previous lesson by the class teacher that a visiting teacher will be taking their next lesson. The candidate will therefore expect on the day to introduce him/herself and run the whole lesson. Out of courtesy, at the end of the lesson, the class teacher should thank the candidate for the lesson but should ensure that neither verbal feedback nor body language gives false hope or negative vibes to the candidate. The class teacher can always ask the candidate (and later their class) how they felt the lesson went.

8.4 IN-SERVICE TRAINING (INSET)

In-service training is of two types: in-school training, consisting mostly of termly INSET days, and out-of-school training opportunities organised by IAPS or other bodies.

INSET Days

The Deputy Head (Academic) arranges, organises and prepares in-service training (INSET) days to take place each term (or at least in the autumn and summer terms). The days are to be planned to

cover a range of topics reflecting the academic and pastoral training needs of staff. It is important that INSET Day topics are followed-up through the term and that all staff constantly review their practice and seek ways to achieve the highest possible standards.

Out-of-School Training

All staff are encouraged strongly to attend training courses and professional conferences appropriate to their subject teaching and other responsibilities. Indeed, the school expects staff to attend such meetings as part of their professional responsibilities. There is a budget set aside for staff training and the Deputy Head (Academic) holds information on a wide range of INSET courses provided by IAPS and other bodies. On their return from attending a course staff are required to complete a brief report and forward it to their Head of Department and the Deputy Head (Academic) (or, in the case of pastoral care INSET, the Deputy Head (Pastoral)).

Procedure for requesting out of school INSET

- Once a suitable course has been found, it needs to be discussed with the appropriate Head of Department.
- A 'CDP Request Form' (available on the intranet) needs to be completed.
- It then needs to be submitted to the Deputy Head (Academic) for approval and for diary entry.
- Finally the details should be lodged with the HR Manager so the training can be logged in the CDP records.

8.5 PROFESSIONAL DEVELOPMENT SCHEME (STAFF APPRAISAL)

Policy

The Professional Development Scheme hopes to provide the best service possible to pupils and to assist staff in achieving maximum satisfaction in their work. Reflecting on our effectiveness as teachers requires the support and guidance of colleagues. Sharing ideas and enthusiasms is a part of the philosophy of our school. The Professional Development Scheme seeks to channel that sharing in a way that will increase our effectiveness as teachers.

Formal appraisal will happen with either the Deputy Head (Academic) or Headmaster every year and will alternate. The focus off appraisal with the Deputy Head (Academic) will be teaching and learning. This is still a focus in the Headmaster appraisal, but here there will also be a discussion about career progression.

The scheme consists of four major parts:

1) **Pre-arranged Lesson Observation**. A reviewer; the appropriate Head of Department in the case of members of departments, or the Deputy Head (Academic) in the case of Heads of Department observes the teacher. Feedback from this observation is discussed with the teacher and passed onto the Deputy Head (Academic) to inform appraisal.

2) As part of formal appraisal with the Deputy Head (Academic) or Headmaster, staff will be aware that they will be observed during a specific period of time, but not the exact lesson. Appraisers do not want to see a 'performance', but rather a true reflection of what happens in the classroom on a day-to-day basis. The focus of the observation is pupil outcomes.

3) **Post Observation Discussion**. The teacher and appraiser meet to discuss the teacher's work and role in the department. When meeting with the Deputy Head (Academic), there will be a focus on the Teachers' Standards 2011. Each area is discussed and evidence provided to demonstrate achievement or an area for development. Areas for development form the targets for staff. The Headmaster, Deputy Head (Academic) and individual member of staff have access to their appraisal document and targets in a shared folder on Google Drive.

4) **Head's Review**. The Headmaster and teacher will revisit targets agreed in meeting with Deputy Head (Academic). There will also be a discussion regarding career development, general contribution to school life and areas where the school can support the member of staff. A summary of the meeting is added to the ongoing appraisal document, and here the member of staff can also add a comment.

The Head's Secretary must notify teachers at least half a term before their review is due with the Headmaster, and must also notify the Deputy Head (Academic).

Notes

- The review procedure is not to be seen as threatening. It is not linked to pay or conditions of work. It is designed purely to increase teachers' effectiveness and professional satisfaction and to support them in their work. It should also enable a teacher's achievements to be recorded and successes to be celebrated. It is an important opportunity for a teacher to discuss his/her hopes, concerns and goals.
- Classroom observation is a sensitive matter that may cause anxiety. Although it inevitably creates an artificial situation it is an essential part of the professional development scheme, giving the reviewer first-hand knowledge of the teacher's classroom style, method, strengths and problem areas. Members of SMT and Heads of Departments may observe staff on an informal basis outside the appraisal window.
- Newly appointed staff in their first year at Moulsford follow the format as outlined earlier under 'Induction'. They will have a formal review at the end of their second term or during their third term. NQTs follow the specified NQT Induction Programme.