



STAFF CURRICULUM HANDBOOK

CONTENTS

1. PHILOSOPHY AND AIMS

Introducing the Handbook
Curriculum Policy
General Introduction

2. CURRICULUM ORGANISATION

The structure of the School

Pre-Prep

Prep

Settings and Streaming

Definitions

Typical settings and Streaming Arrangements

Movement between sets

Movement between streams

Differentiation within sets

Organisation of the Timetable

Pre-Prep

Prep

The Management of the Curriculum

Management Structure

Curriculum Overview

Special Educational Needs

Learning Support

Gifted and Talented – school policy for AGT

Transfer to Senior School

Common Entrance

Academic Scholarship

Non-Academic Awards

- 3. **TEACHING AND LEARNING**
 - Classroom Management**
 - Approaches to Teaching**
 - Study Skills**
 - Planning**
 - Long Term Plans
 - Medium Term Plans
 - Short Term Plans
 - PREP**
 - Setting Prep
 - Doing Prep
 - Supervising Prep
 - Collecting Prep
 - Further thoughts on Prep & Differentiation
 - Catching up Missed Work
 - The Journal**
 - Rewards – Academic Work
 - Rewards - Conduct
 - Recording this info
 - Conduct in Lessons**
 - Trips**
 - ICT**
 - Departmental Philosophy
 - Aims
 - Organisation
 - Presentation**
 - Handwriting**
 - Display**
- 4. **ASSESSMENT TESTING and REPORTING to PARENTS**
 - HZG Assessment Policy**
 - Attitude to Learning Grades**
 - Attainment Grades**
 - Examinations and Revision**
 - Years 3 and 4
 - Years 5 and 6
 - Year 7
 - Year 8
 - Year 8S
 - Standardised Testing – CATs and STAR Reading**

1. PHILOSOPHY AND AIMS

INTRODUCING THE HANDBOOK

This Handbook outlines policy which is appropriate to the Prep School (Years 3 – 8). References to Pre-Prep matters inform Prep School staff, as appropriate, about Pre-Prep procedures.

This handbook has developed out of discussion at Heads of Department level and at Senior Management level. Some aspects reflect operational procedures, while others reflect ideological inclinations giving room for variation as these are implemented in the classroom.

It has been written with a specific audience in mind - a young teacher, perhaps not long out of college who is looking for guidance, not just about procedures but about how children learn and how best to enable that to happen.

It does not contain all the details that can be found in the Staff OAP (Operations & Procedures) Handbook.

Where departmental policy differs from those outlined here, this is made clear in departmental handbooks. These are available for the Pre-Prep, the Lower School and for each Subject. See the Pre-Prep Handbook for details of academic procedures which relate to the Pre-Prep only.

HAZLEGROVE CURRICULUM POLICY

Overview and information

- This policy provides an overarching framework that translates the values and aims of the school into effective teaching and learning.
- The policy secures an entitlement for all pupils, and all that is learned in school, formally and informally, and within and beyond the school day. This policy takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- The policy establishes principles against which other policies and procedures can be developed or checked so that they are consistent and coherent.

All children here at Hazlegrove have a right to an inspiring, broad, balanced, and relevant education which provides continuity and progression, takes individual differences into account, and prepares them for their future lives. We should not forget that some children already here will be alive in the 22nd Century. A Hazlegrovian in the 21st century is a child that is empathetic, kind and connected to the world; one who is independent but knows that developing relationships and a sense of duty to the community are integral to a successful life. A vibrant and creative curriculum, exceptional pastoral care and stunning

rural Somerset location combine to make children feel nurtured, motivated, and inspired, which enables them to love learning for life. As they move on to senior school at 13, our aim is that they leave Hazlegrove with confidence, curiosity, critical thinking and creativity.

The School aims:

- To inspire and guide children to lead happy, purposeful and fulfilled lives
- To develop a sense of self and well-being in a safe and nurturing environment
- To provide a first-class education for all which offers an exciting and valuable range of opportunities and experiences
- To light the spark of curiosity, creativity and endeavour which will last for life
- To build a strong day and boarding community, connected to the world, which inspires love, respect and empathy
- To offer the best possible preparation and guidance for each child's future.
- To develop strong relationships and moral principles underpinned by our School's values, which are human or global values, common to those of Christian faith, other faiths or none. Being part of a Christian foundation, we practise the following Christian traditions such as singing hymns, reading from the Bible, saying Prayers and Grace, celebrating Easter, Advent, and Christmas, including the Nativity. We also encourage spirituality, in which we hope to promote a sense of wonder and awe of the world around us.

The curriculum seeks to contribute enormously to us achieving the above, whole School aims, with the following aspects of classroom culture being particularly important:

- Above all, instil in the children a life-long love of learning
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally, and aesthetically, so that they may become independent, responsible, versatile, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks s/he is asked to perform.
- Provide a broad and balanced curriculum.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.
- Prepare the pupils for the opportunities, responsibilities, and experiences of life in British society.
- Encourage and respect for other people with particular regard to the protected characteristics under the equality act 2010.

We aim that all children should:

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful, and well balanced.
- Be enthusiastic and eager to put their best into all activities.
- Cultivate the School values of kindness, integrity, courage, generosity, grace and respect.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-sexist and non-racist attitudes. Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know who and where we are, how we got here and where we are going. Understand the broad sweep of history. Know about geographical, historical, and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have some knowledge of the beliefs of the major world religions.
- Develop agility, physical co-ordination, and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene, and safety.

These aims should be reviewed at least every five years.

GENERAL INTRODUCTION

Hazlegrove was established in 1947 as a Junior School to King's School Bruton, which is located nine miles to the east on a separate site. The two schools share a board of Governors and each run with considerable autonomy. Both Heads are independently accountable to the Governors. Both schools have a Governors' Education Sub-Committee with an overlapping membership. The Head of Hazlegrove is a member of IAPS. King's is a member of HMC.

Most pupils remain at the school until thirteen when a significant number move on to King's and the rest move on to other Senior Schools through Common Entrance, Scholarship, or other Awards.

Pupils join the school at all levels, with most intake occurring in the Nursery, Years 3, 5 and 7. The school has approximately equal numbers of boys and girls although this varies significantly from year group to year group. In total, there are about 370 pupils of whom about 70 are full boarders. In addition, a significant number of day pupils board from time to time.

The school is non-selective, although the admissions policy sets out certain circumstances when it might not be possible to offer a child a place, including if the proposed new joiner does not demonstrate a level of ability which will enable them to obtain a pass at Common Entrance at 13+ or if the profile needs within the cohort is such that the proposed new joiner would overstretch existing resources such that pupils would be at a significant disadvantage.

The school aims to provide a broad curriculum with a hands-on approach and to provide a rich range of extra-curricular opportunities through which pupils can pursue interests and achieve significant success.

All pupils take part in a significant stage production every year. Drama is timetabled for all pupils from Year 3 to 7. Outdoor Education is included in the timetabled curriculum in Years 3- 5. The School has a significant number of choirs and ensemble groups and participates in a variety of sports. Pupils enjoy representation at regional and national level.

It is hoped that Hazlegrove pupils will develop into confident and personable young people, with a strong sense of who they are, knowing their capabilities and understanding the importance of relationships and with a developing personal set of values.

Pupils are taught in mixed ability groups for most of their time at the school. Spelling and mathematics are grouped from Year 3, and French from Year 7.

The curriculum is based on National Curriculum, although the associated tests are not used. A variety of standardised tests are used to monitor pupils' progress. These include CAT4 tests, and Reading Age tests provided by Renaissance Learning.

It is recognised that significant strengths of the school involve the personalities of the staff and the good relationships they build with the pupils. Policies allow for individuality in the classroom and a breadth of pedagogical approaches and where appropriate they are defined by principle rather than procedure.

2. CURRICULUM ORGANISATION

THE STRUCTURE OF THE SCHOOL

With pupils starting from as young as two and staying on until they are thirteen, Hazlegrove caters for pupils spanning eleven academic years. To facilitate the management of the school and to create a clear sense of moving on as pupils progress from one part of the school to another, Hazlegrove is split into two distinct areas, the Pre-Prep, and the Prep. Each of these is again subdivided into different sections as summarised below.

THE PRE-PREP

SECTION	AGE	YEARS	AGE ON 1 SEPT	ORGANISATION
EYFS	2 1/2 to 5	Nursery	2 to 3	Class based/part time
		Reception	4	Class based/full time
Key Stage 1	5 to 7	Year 1	5	Class based
		Year 2	6	Class based

The Pre-Prep are housed in separate purpose-built classrooms and have their own playground. Pupils are taught by a class teacher although some Prep staff teach in the Pre-Prep (French, Games, PE, Music). Reception, Year 1, and Year 2 are taught with each year group in adjoining classrooms. Depending on the numbers in the year, they may be one class, two classes for the morning with their own teacher and join together in the afternoons with one of the teachers or may be two separate classes.

PREP

SECTION	AGE	YEARS	AGE ON 1 SEPT	ORGANISATION
Lower School	7 to 9	Year 3	7	Partly class based and partly specialist taught
		Year 4	8	
Middle School	9 to 11	Year 5	9	Partly class based and partly specialist taught
		Year 6	10	
Upper School	11 to 13	Year 7	11	Specialist taught
		Year 8	12	

It is a significant step from the Pre-Prep to the Lower School where pupils are encouraged to begin to take more responsibility for personal organisation - to look after their own belongings, to find their way around the school and be ready for lessons.

Pupils in Years 3 and 4 are taught in a form setting, mostly by one teacher who oversees their overall progress. However, pupils have access to specialist teaching provision in some subjects, such as French, Science, Art, Design, and Physical Education

Pupils in Years 3 and 4 also begin to mix with the older children - in the dining room, in boarding, on the playground and in the changing rooms. In all these situations, pupils are supervised.

In the Pre-Prep and the Lower School, the form teacher is there to support pupils and to oversee all aspects of pastoral care and academic progress.

Years 5 and 6 are an important time of transition between the security of form-based teaching and the demands that moving around the School, from one department to another, brings. It can be exciting, but at the same time, daunting. It is a time of opportunity as well as responsibility. Pupils are taught partly by their form tutor and partly in specialist rooms by specialist teachers and they are expected to plan ahead and to take responsibility for organising themselves and their belongings throughout the school day. A Form or House Tutor supports pupils and oversee all aspects of pastoral care and academic progress, as well as to help them to adjust to the new demands that an increasingly specialist taught curriculum brings.

During the Summer term, meetings are held for parents of pupils in most year groups to explain the demands and expectations of the next stage of their child's schooling. Some staff also attend these meetings.

From Year 5, pupils are allocated to tutor groups, their academic and pastoral needs being overseen by their Form Tutors in consultation with the Heads of Section. This ensures that tutor groups are mixed ability. Tutor groups are usually vertically mixed across Years 7 and 8, unless a new tutor joins the Upper School team, in which case they are often given a group of Year 7s, but not Year 8s, in their first year.

Specialist support through the Learning Support Department is also available for those pupils who may have a specific learning difficulty at some point in their development.

This guide focuses mainly on the curriculum in Years 3 to 8, as there is a separate, comprehensive guide to the Pre-prep.

SETTING AND STREAMING

Definitions:

Streaming means putting a group of children together for the majority of their lessons, based on their overall ability.

Setting means putting a group of children together for one specific subject, based on their ability in that subject. This approach is mostly used for Maths and sometimes for Languages.

All setting and streaming is flexible, as both the academic and personality profile of each year group are taken into account. Head of Departments discuss each year group in detail as part of the streaming process. This is reviewed during the year.

Maths is usually set from Year 3 and French from Year 7. Other subjects may be set where possible, depending on the children within each year group and the limitations of the timetable.

In Years 7 and 8, there is likely to be a higher ability scholarship group and three parallel Common Entrance groups. The arrangement is flexible and has differed in the past and may well be reviewed in the future, to ensure it fits each year with the needs of each particular cohort of pupils.

Typical Setting and Streaming Arrangements:
(Arrangements are flexible)

Year	Streams	Sets
3	2 mixed ability classes	Maths, Spelling/Grammar
4	2/3 mixed ability classes	Maths, Spelling/Grammar
5	3/4 mixed ability classes	Maths, Spelling/Grammar
6	3/4 Mixed Ability Classes	Maths
7	1 scholarship class, 3 mixed ability classes	Maths, French
8	1 scholarship class, 3 mixed ability classes	Maths, French

Movement Between Sets

It is the responsibility of the Head of Department to ensure that pupils are placed within the correct set, and the responsibility of those teaching a set subject to identify those who may not be benefiting fully from their current placement. It is expected that there will be adjustment between sets during the year, particularly at the start of the year and after exams.

Movement up should be discussed with all relevant staff and parents.

Movement down should not happen unless the situation has already been discussed with parents. If an exam is likely to show that a child should move down, this should have been flagged up beforehand. It should also be discussed as above.

Movement Between Streams It is the responsibility of all teachers to ensure that pupils are placed within the correct stream. At present, we only stream in one area of the School: academic scholars are selected at the end of Year 6 and are in a separate stream to rest of the cohort in Years 7 and 8. Any movement between streams must be considered carefully by Heads of Department and parents will be consulted before children are moved.

Differentiation Within Sets

It is important to recognise that there will still be a wide range of ability within each set or stream. This should be reflected in every teacher's planning, teaching and assessment.

The following are points that teachers are reminded to consider:

- What extension questions/activities/challenges are being set for the high achievers in the group?
- What support is available for those who need it? For example, are dyslexic pupils being given appropriate tasks? Has the LSU department been consulted on how to deal with individual needs?
- Are a variety of different teaching and learning styles being used?
- How are children assessed? Is there one set standard? Are pupils given individual or group targets?
- Are any children being favoured or left out by our teaching styles? Are we ensuring that all children are receiving support, encouragement, and guidance?
- The must, should, could pyramid provides a useful model for differentiation.

THE ORGANISATION OF THE TIMETABLE

Throughout the school, subjects are taught by a combination of class teachers (CT) or subject department staff (DS). Most of the latter have a subject specialism which has been gained through training or experience.

Pre-Prep

In the Pre-Prep, most subjects are taught by the class teachers, with the exception of:

French

Music

PE

Drama

With the emphasis on the core subjects in the Prep-Prep, the time allocated to different subjects is less precise - details may be found in the Pre-Prep Handbook.

Prep School

Most teaching in the Prep School is carried out by department staff (DS) who are room based. The pupils move from room to room for lessons. The exception are those lessons in the Lower School which are taught by a class teacher (CT) in their own classroom, and a hybrid approach in Y5.

THE MANAGEMENT OF THE CURRICULUM

Management Structure

The **Academic Lead: Teaching and Learning** is responsible to the Head for standards of teaching and learning within the school.

Further academic responsibilities are outlined as follows:

- **The Head** takes overall responsibility for the management of the curriculum.
- **The Academic Leads, liaising with HoDs and Heads of Section**, oversee standards of teaching and learning and monitor the academic progress of pupils over the course of Years 5 to 8, ensuring that pupils are on course to meet the entry requirements of their chosen senior school and to support and guide parents and pupils over means of entry (i.e. common entrance, scholarship and other awards).
- **The Academic Heads of the Lower School and of the Pre-Prep**, liaising with HoDs, are responsible to the Head for continuity and progression, and standards of teaching and learning within their areas of the school. They oversee the academic progress of pupils in their Sections.
- **The Academic Leadership Team** supports the Head in lesson observations and Work Scrutiny.

Curriculum Overview

The curriculum for each subject is organized by the relevant Head of Department. It is intended to provide:

- A broad and balanced curriculum.
- Continuity and progression.
- Opportunities for all children, whatever their ability, to develop their knowledge, understanding and skills base.
- Full coverage of the National Curriculum and Common Entrance/Scholarship specifications.

SPECIAL EDUCATIONAL NEEDS

Learning Support

If a pupil has support from the LSU (Learning Support Unit), they will have specific tests that inform the development of their PLP (Pupil Learning Passports). If a pupil is referred to the LSU by a member of the teaching staff or a parent, they will be given an initial assessment by a member of the LSU team who will advise on any further action that should be taken.

For more information, please refer to the LSU Handbook.

Gifted & Talented - School Policy for the provision for Able, Gifted, and talented Pupils.

Rationale

The school will continue to develop its provision for able, gifted and talented pupils. We will aim to create a curriculum of opportunity within the most appropriate learning environment so that all our pupils will progress as rapidly as possible. We aim to create the widest possible variety of learning opportunities which recognize the different individual learning needs of all our pupils, in terms of speed, style, interests and abilities.

Aims

We aim to ensure the provision for AG+T pupils in our care through:

- Access to a range of learning opportunities appropriate to their needs.
- Opportunities to work at higher cognitive levels.
- Opportunities to develop specific skills, talents or abilities.
- A concern for the development of the whole child: social, emotional, moral, physical, creative and spiritual as well as intellectual.

Definitions

- The term 'able and gifted' refers to pupils who are especially able in school academic subjects.
- The term 'talented' refers to pupils who are especially able in P.E, sport, drama, art, music and DT.
- Each department should identify its most able pupils.
- The school will identify any pupils who are in the top 5% nationally in VR, NVR and Reading according to CAT and STAR testing data.

Identification and Monitoring

- Discussing pupils' work and their learning with staff, parents and the pupils themselves
- Involving the pupils in target setting
- Noticing initiative
- Evaluating progress in tests and exams
- Evaluating performance in Standardized Tests
- The progress of AG&T pupils will be monitored continually by SAT, Academic Leads, HoDs, HOS, tutors, and subject teachers.

- An audit will be undertaken annually, including a review of departmental schemes of work.

Approach

Within the classroom, subject teachers will develop the following strategies:

- Differentiated tasks, including homework, to include activities that will develop the higher order thinking skills of analysis, hypothesis, synthesis and evaluation.
- Tasks that offer choice and negotiation, ensuring that pupils are able to work according to their strengths, interests and abilities.
- Opportunities for small groups of similar ability children to work together.
- Intervention and feedback that offers challenge and extension, and initiates dialogue.
- Provide opportunities for children to tackle abstract tasks.
- Provide opportunities for children to tackle transitional tasks, involving manipulation and transformation of information.
- Provide opportunities for children to tackle multi-faceted and divergent tasks, making connections and moving in a range of directions.
- Provide opportunities for pupils to tackle open-ended tasks.
- Provide opportunities for pupils to gain greater independence.
- Provide opportunities for children to take significant mental leaps.
- Provide opportunities for children to work at a variety of speeds.

Outside of the classroom, the following opportunities will be offered:

- School drama productions
- Concerts
- Other extra-curricular sport and music opportunities
- Visiting speakers, authors etc
- Specialist clubs and challenges
- Mentoring

Transfer to Senior School – Common Entrance, Awards, Scholarships

As a preparatory school, Hazlegrove is aiming to prepare children for life, as well as for their next stage of schooling. Around 25-40% of pupils go to King's Bruton, with the rest going to a wide range of schools, both day and boarding. Most of our pupils transfer to their next school at the end of Year 8.

Parents are supported in selecting the most appropriate Senior School and mode of entry for their child. If a parent wishes to discuss this, they should make an appointment to see the Head, in the first instance, or the Academic Lead – Teaching & Learning.

There are three usual forms of entry:

1. Common Entrance (C.E.)
2. Academic Scholarship
3. Non-academic award or scholarship (often taken in conjunction with C.E.)

Common Entrance

Most of our pupils take C.E. in June of Year 8. They take papers in all the academic subjects apart from RE), although Latin is optional. From 2024 (with preparation coming into effect in Sep 22) pupils will no longer sit History and Geography, in favour of an integrated humanities programme, including RE. This will allow teachers greater curriculum flexibility, and increased responsiveness to global affairs, as well as allowing more creative and varied assessment opportunities, whilst of course reducing the traditional summative assessment burden on the pupils. The papers have traditionally been set externally and marked by the Senior School for which a child is entered, although since the global pandemic, senior schools have been happy for us to mark the papers internally, providing a range of summative assessment data in June to aid the transition process. History and Geography grades are also provided for pupils and parents, as a summary of a child's performance in their internal assessments, but these are not sent to senior schools. In the traditional model, different schools set different pass marks, so an A grade from two different schools may not mean the same thing. The new model is much more helpful to our school, as an exit rather than entrance exam, as greater standardisation of marking across departments is achieved, giving pupils a greater consistency, and teachers a much clearer indication of the relative strengths and weaknesses of the pupils' performance. In most subjects, the material for the exams is covered in Years 6, 7 and 8, with Mocks and exam practice taking place in the final year.

Academic Scholarship

The most academically able pupils in the year are entered for Academic Scholarships to their Senior Schools. These are testing exams, set by each Senior School individually, although some schools use the Common Academic Scholarship Examination. The syllabus and style of the papers varies very much from one school to another, and these pupils are usually taught as a separate class, 7/8S, in order to prepare each pupil for the specific school which they are aiming to attend. If a pupil is going to take a scholarship, this will usually be decided during Year 6, in consultation with parents and staff.

Non-Academic Awards

Depending on the choice of Senior School, there are a variety of other awards available, including Sport, Music, All-Rounder, Drama, Art and Design.

If a parent wishes their child to take a non-academic award, it helps if the school knows this before the end of Year 7, so that pupils can be supported in their preparation. The appropriate Heads of Department, plus the pupil's Year 7 tutor, should also be consulted when pupils are considered for an award. Most of these awards take place during the Spring Term of Year 8.

Most of these are offered on condition that the pupil will also be of an appropriate standard academically, so pupils then take C.E. in June alongside their peers. If a school offers an unconditional place following a non-academic award, it is our usual policy for the pupil to continue and take C.E. internally, unless there are specific extenuating circumstances.

Hazlegrove aims to prepare children to make informed choices about their future. All children from Year 7 have interview and online testing for their future school, and we help the child to identify their strengths and weaknesses through the usual assessment opportunities provided by lessons and tutor times. A wealth of experiences of the wider world and careers on offer are gained from the annual Festival and other lectures and meetings. We aim to prepare children effectively for the opportunities, responsibilities and experiences in adult life in British society through developing their values, skills and behaviours. A rich programme of extra-curricular activities also develops character attributes such as resilience and determination which underpin success.

3. TEACHING AND LEARNING

CLASSROOM MANAGEMENT

Grouping

Within each class, children are often grouped in different ways. In general, where group activities are taking place, it is our policy that children should get used to working with a variety of others. Therefore, pupils should expect that:

- Groups will be put together by their teacher rather than chosen by the pupils.
- Groups will be moved around regularly.

Because there is a different balance between the sexes in each class and year group, it is inappropriate to lay down strict guidelines that mixed groups should be the norm. However, we would expect boys and girls to be familiar with working together where possible and appropriate.

APPROACHES TO TEACHING

Study skills

Study skills are introduced gradually as pupils progress through the school. An intensive programme of study skills information and practice is introduced at the start of Y7, led by

the humanities team. The following skills are ones they should be familiar with by the time they are doing independent revision in Years 7 and 8: the school encourages the pupils to find and use their own preferred methods.

- Mind-mapping and spider diagrams
- Revision timetabling
- Response to assessment
- Creating revision cards
- Flashcards for vocabulary
- Note-taking and annotating diagrams
- Highlighting and summarising previous notes
- Self- and peer- testing
- The ways in which technology can help study and revision
- Environmental influences.

PLANNING

Long-term plans

An overview of what is taught at each stage in each year.

Each Head of Department is responsible for maintaining up-to-date plans/schemes of work/curriculum maps for their department, which are available to other members of staff as required. Other members of staff teaching within the department should contribute to the planning as appropriate. These include a topic-by-topic breakdown giving sufficient information for a teacher to plan their weekly lessons.

Individual lesson plans

Notes that enable a teacher to teach their lessons week by week. Each member of staff is responsible for their own Short-term planning.

All planning should be of a standard such that, if anything were to happen, another member of staff would be able to pick up the curriculum and teach it if necessary.

PREP

All pupils in years 5 to 8 receive daily prep: Monday, Tuesday, Thursday, and Friday.

Pupils receive the following advice about prep:

You have a **40 minute prep slot** every evening.

Middle School: You will be set one subject prep each day (Mon, Tue, Thu, Fri) which should take you about 20 minutes. (Year 5 should not require access to iPads.)

Upper School: You will be set two subject preps each day (Mon, Tue, Thu) which should take you about 30 minutes in total. On a Friday you will be set one longer humanities task.

When you have finished the set prep, you should then (in this order):

- See if there is anything you need to catch up if you have missed lessons (for example, if you have had a music lesson, a sporting fixture or LSU lesson)
- Practise your languages vocabulary (French, Latin, Spanish...)
- Revise for upcoming tests, or practice for pre-tests
- Do some Maths revision, from times tables in Year 5 to Mangahigh quizzes for those with iPads
- Read

Academic Scholars: We expect pupils in 7S and 8S to need a bit more time to complete their preps. We encourage you to attend an extra prep slot per week in school (or take prep home in the evening).

Setting prep

Tasks set may vary in style but should always have a purpose.

The aim of prep may be:

- To reinforce a skill or to consolidate a concept covered during the lesson.
- To prepare something for continuation in the following lesson.
- To learn facts.
- To develop skills that are useful for the subject.
- To develop self-discipline and an independent approach to study.

Although colouring-in and drawing are essential skills to master it is important not to over-do it! Drawing a picture should have an educational value and not just be for filling in time.

Children in the Lower School, and Year 5 should be able to complete the work set working on their own, without resource to ICT, since many will do it within school. Pupils in Years 6-8 on the iPad scheme are a clear exception. All pupils, regardless of their ability, should be spending approximately the correct time on their work. It helps staff to plan appropriately if parents inform us when their children have spent a long time on their prep or have not understood the instructions given. Planning of preps is an important part of Department meetings – the desire for preps to reinforce good, not bad, study habits is a big focus at Hazlegrove and requires prep setting to be done carefully, as it is the main work pupils do without their teacher being present, so needs more preparation than anything else we do!

It is important that pupils have been taught the skills appropriate to the task set - e.g. summarising, strategies for learning vocabulary.

Learning or reading preps should sometimes involve some activity such as writing a summary. Staff should consider whether there should be a measurable outcome.

Instructions for prep, including deadlines and handing-in procedures, should be written on the board or made available technically for pupils. At the end of the lesson, pupils are reminded to check they have all that they need to complete the work set, and all information written in their journal.

Doing prep

Pupils may complete prep at home, or during the supervised afternoon prep slot. If done within school, pupils will work in silence, and should have all the resources they need before the session begins.

Supervising prep

Prep should be completed independently. If a pupil is having difficulty and help is given at home or in supervised prep, this should then be noted alongside the work in their exercise book. A note may also be written in the pupil's journal.

Collecting prep

Pupils should be responsible for handing prep in promptly, but tutors should also encourage good practice. If a pupil needs an extension, then they need to negotiate that with the relevant teacher in advance. If prep is not completed to the teacher's satisfaction, this is followed up in a variety of ways: pupils may be asked to complete prep during a lunchtime, or in their own time. Any concerns within school will be passed on to tutors.

Further Thoughts on Prep and Differentiation

- Prep is an integral part of a child's educational development. As well as being crucial for successful completion and consolidation of the curriculum, if used properly it helps develop appropriate attitudes to work, and increases pupils' independence, resilience, curiosity, engagement, and initiative.
- Tasks should be set commensurate to the length of the prep session: certainly no less, but occasionally allowing the child to extend their work should they so choose. Extensions to deadlines requests should be reasonable and agreed between pupil and teacher in advance.
- Tasks should be appropriate to the age and ability of the child, and to the demands of the curriculum.
- Wherever humanly possible, tasks should be engaging so that the child genuinely is happy to complete them to the best of their ability. Mundane tasks, although sometimes necessary, should be set with caution.
- It is almost always appropriate for a task to be differentiated. Good differentiation enables all children to access and cover the basic curriculum, whilst promoting ambition and engagement, and ensuring the more and most able children are challenged accordingly.

- Differentiation rarely means simply “more” but rather should offer opportunities for the pupils’ response to be increasingly sophisticated. Good differentiation offers a variety of entrance and exit points to and from the task. Using a simple taxonomy, response moves from the simpler skills of **listing** and **identifying** through **explaining** and **describing**, **predicting** and **inferring**, **comparing** and **contrasting**, **designing** and **creating** to the most complex skills of **assessing** and **evaluating**.

Catching up missed work

If a pupil knows they are going to miss a lesson, they should let the teacher know in advance. Likewise, if they know they are going to struggle to complete a prep, they should discuss it with the teacher at the time and organise an appropriate but manageable deadline.

A supervised catch-up session is available from 12.45 to 1.15 each weekday apart from Wednesdays most weeks. Pupils are signed in by the teacher.

At the senior end of the school pupils are encouraged to take greater responsibility for their studies. Where a lesson is missed it is their responsibility to make the time to ensure that the work has been caught up. If they are struggling to do so, they should discuss the management of their time with their tutor.

THE JOURNAL

All pupils in Years 3 to 8 are expected to use a Journal. Its purpose is to support pupils in their attitude in and outside the classroom and to help them to take increasing responsibility for organising their work and their time. Parents, House Parents and Tutors will be more involved by the need to comment each week.

In particular:

- Organised prep work is encouraged by the use of the Journal.
- Good work attitudes are encouraged.
- Good conduct is encouraged.
- Prep details should be written neatly.
- Rewards for academic work and also for good behaviour are recorded, and they relate to the Journal in the following way.

Rewards – Academic Work, Lower and Middle School

Work attitudes to lessons and preps are encouraged by **Merits** and **Plus** marks:

Merits are recorded by the teacher in the Journal by initialling the merit space.

Plus marks are recorded by the teacher in the Journal by initialling the plus mark space. A target of 100 plus marks (Bronze Award), 150 (Silver), 200 (Gold), 250

(Platinum) or 300 (Krypton) is the aim. Merits will count for 3 Plus marks in this award.

Upper School

Commendations should be used sparingly for work that is outstanding in terms of effort or achievement for any individual pupil. Top scorers in each class are rewarded each term with book tokens.

Rewards – Conduct

Good behaviour is rewarded through a **Star in the L and M S**

Stars are recorded by the Teacher electronically using the Hazlegrove reward system.

For full details about behaviour, conduct and sanctions, see the OAP Handbook.

In the Upper School, “Above and Beyond” and “Deputy Head” commendations fulfil the same function.

Recording this information

Using the Journal sheet on the computer, a Tutor should record the Merits and Plus marks by checking the Journal each week. Commendations should be entered into ISAMS.

Final recording takes place weekly – either on a Wednesday or on a Saturday. The Journal then should be returned to the pupil so that Parents may comment.

CONDUCT IN LESSONS

Specific conduct may vary depending on the age of the pupil and the nature of the lesson but all teachers expect their pupils to be courteous and considerate in the classroom, listening to and sharing the ideas of others.

- **Arrival.** In most classrooms pupils are expected to wait quietly outside the room until invited to enter by the teacher. They should wait to one side of the corridor to allow pupils move out of the classroom unhindered.
- **Equipment and Stationery.** In Years 3 and 4, pupils are encouraged to begin to take responsibility for arriving at lessons with the correct books, a pencil case, a library book and a journal. Tutors should ensure that pupils have the necessary basic equipment. This may be obtained from the school office at the direction of the tutor. See Appendix III.
- From Year 5 onwards it is expected that pupils achieve these aims, but a few pupils continue to need structured support.
- Teachers aim to foster a spirit of self-reliance and independent learning, encouraging an atmosphere of purposeful activity and pride in achievement.
- **Leaving Lessons.** Bells only ring at the ends of break. At the end of lessons teachers inform the pupils when to pack up and they are expected to do so sensibly. Pupils should be dismissed in plenty of time to arrive **at the start time** of the next lesson.

- **Extra Support.** For most pupils, misconduct is rare but those with persistent problems may be asked to carry a Target Card for a week or more, giving teachers the opportunity to report on performance and to reinforce good behaviour on a lesson-by-lesson basis.
- **Learning Support, Music lessons, Speech and Drama.** If pupils need to miss all or part of a lesson, they should excuse themselves beforehand and ensure that any work missed is caught up.

Good behaviour is reinforced throughout the school.

TRIPS

Our aim is that each year group will have at least the following during the year:

- One trip offsite
- One Outdoor Education experience
- One smaller scale local trip or visiting speaker

As well as the ‘planned’ trips, we also aim to take advantage of opportunities made available by local theatres or museums, which we will be put into the timetable as appropriate.

The Deputy Head is responsible for ensuring that a balanced spread of trips is available to each year group. The Educational Visits Co-ordinator (EVC) is responsible for ensuring that each trip complies with the school’s Educational Visits Policy.

It is worth noting that, as well as curricular trips, our calendar is packed full of musical and sporting activities that many children take part in, particularly as they move up the school. Trips are regularly reviewed, and some may not be available in a particular year because of circumstances beyond our control, but we endeavour to replace these where possible.

Before any trip is undertaken, a Risk Assessment is carried out, and careful planning is undertaken.

ICT

Departmental Philosophy

As ICT underpins much of a modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of an ever developing and changing technological world. Within the school community the use of ICT should enhance and extend children’s learning across the whole curriculum whilst developing motivation and social skills. It is important that pupils at Hazlegrove gain the ICT skills that will enable them to use computers as an integral part of their whole learning process.

It is also vital that the whole staff feel confident and at ease with the computer system at Hazlegrove if the above is to be achieved.

Aims

Through the use and teaching of ICT the department aims to:

- Help other curriculum areas achieve their aims through the support of ICT.
- Allow children to gain confidence in, and enjoyment from, the use of ICT.
- Allow children to develop specific ICT skills as set down in the school's wider curriculum plan.
- Ensure that children understand the capabilities and limitations of ICT and gain insight into the implications of its development for society, including e-safety.
- Allow staff to develop professionally by enhancing their teaching, management and administrative ICT skills.

Organisation

In Pre-Prep, pupils are taught basic skills in the Rainbow Room which has a network of PC's. There are enough facilities for the use of external devices such as digital microscopes.

In the Prep School, all classes have a weekly Computing lesson. These are taught in the ICT room which is equipped with twenty networked PC's, a teacher's computer, and an interactive screen. The curriculum teaches pupils the use of basic applications and coding and programming. Individual teachers may book the ICT rooms in order to take a class of pupils into the room for a lesson. This gives those pupils the opportunity to use and apply the applications learnt within the context of a particular area of the curriculum. The booking sheet, together with those for the Theatre and the Library may be found on the school intranet under Staff Only/Booking Forms.

All teaching rooms are equipped with a computer, digital projector and/or interactive screen.

All children in Years 6, 7 and 8 have an allocated ipad for all aspects of their academic work. Class sets can also be used in Year 3-5 and are intended to help staff integrate ICT into and across the curriculum.

PRESENTATION

The purpose of this policy is to produce a consistent approach towards the presentation of work throughout the school. Pupils now know what is expected of them whichever teacher is taking the class. This approach will allow expectations to be raised by all staff and will enable pupils to take greater pride in their work.

It should be noted that the policy outlined below is of a general nature and exceptions are made in different departments and at various times for different situations and individual pupils. These differences are outlined in departmental handbooks.

- **Both sides of the paper** should be used and each page should be filled before starting the next unless a new piece of work is starting.
- Each piece of work should be **dated**. Pupils should know how to spell the days of the week and the months of the year.
- The **title** of a piece of work will either be on the left or central and will be underlined with a single pencil line using a ruler.
- Pupils will **write on every line** unless directed otherwise by the teacher.
- Answers should be written in a **full sentence** unless directed otherwise by the teacher.
- Any A4 sheets stuck into a book must be **trimmed and stuck** in neatly.
- The school has a policy of ‘honest’ mistakes which are seen as an integral part of the learning process. A **mistake should be crossed out** neatly using a single ruled line. The correct version should be written on the same line or above the mistake, whichever is most appropriate.
- The use of a pen (blue fountain or handwriting) is introduced on the Lower School. All pupils should use a **blue pen** from Year 5 unless directed otherwise in subjects such as Maths or Art.
- Pupils are encouraged to develop their own style of legible handwriting.
- **Correction Fluids and Ink Eradicators** are not used other than at the direction of the teacher.
- **Rubbers** are used sparingly as they can make a mess.
- **Felt tip pens and gel pens** are not used in exercise books or on file paper unless with the specific permission of the teacher. Colouring pencils should be used to colour in.
- **Highlighter pens** will be used with the permission of the teacher
- Pupils should **not doodle**, draw or in any other way, mark the pages of their exercise books.
- Pupils should not write or draw anything on the **covers of exercise books** other than details such as name, subject, form, teacher and academic year.

HANDWRITING

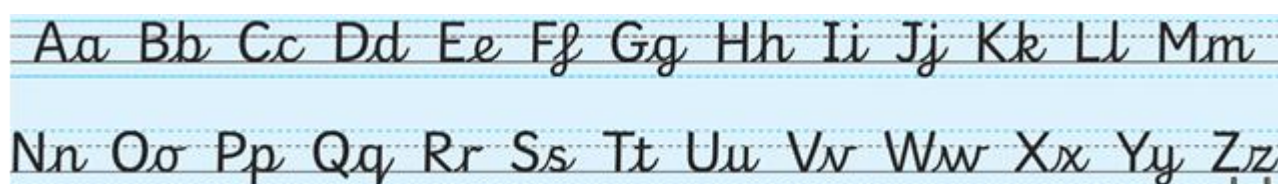
Handwriting needs to be taught with care and precision since bad habits, once developed, become difficult to break. Children at all stages are encouraged to take pride in the presentation of their work.

During their time in the Nursery, the children will be developing early handwriting skills through practice in pencil control, pattern work and letter formation. They will be taught to hold their pencils correctly and, as the first letters are introduced, activities concentrate on the correct formation of letters. This is vital if children are to be able to write comfortably and, later, at speed. Bad habits are particularly difficult to unlearn in this respect and parents are involved at this important stage, so that they can support their child’s development.

The good practices established early on are reinforced at each stage of a child's progress through the school. This is the responsibility of each teacher.

During their time in the Pre-Prep, children are taught to join up their letters and to space their words evenly. They are encouraged to take pride in the presentation of their work and to produce letters that are recognisably formed and properly orientated, with clear ascenders and descenders, where necessary. Please refer to the Pre-Prep Curriculum Handbook for further information.

In the Lower School, children initially begin writing in pencil. They will be awarded their handwriting pen licence once they are showing consistently fluent, neat, cursive script. The children will use a handwriting pen (e.g. Berol-style pens).



In the Middle School, pupils should write in blue, using fountain, Frixion (or a similar brand) and handwriting pens (e.g. Berol-style pens), and not use biro unless a specific conversation has been had with their LSU teacher, English teacher or tutor (e.g. some children who are left-handers or have hyper-mobile joints). The focus is to move from one, taught style of cursive script and to develop their own style, which continues to be neat and efficient.

In the Upper School, pupils can use any blue or black pen that works for them: providing their handwriting is as neat and efficient as possible, we don't challenge pupils to use a particular type of pen. However, 4-colour biros and other similar pens that are too fat for ordinary handwriting should only be used for odd words/sentences, in a different colour(s), for work that requires this.

Speed of writing is an essential prerequisite for successful spelling and writing; pupils need to be able to write legibly at speed. They are encouraged to develop a faster script for rough work, notes and drafts.

Teachers at all stages need to consider the needs of left-handed children. Left-handed children will need individual help at each important stage in the development of their handwriting.

A small number of children with specific difficulties may encounter problems with handwriting and these pupils will need to be handled sensitively and given extra help. The small number of pupils who continue to struggle to use a pen may continue to use a pencil and to present some of their work on computers. Once pupils reach Year 6 and have an

ipad, then the balance between typing and writing should be appropriate to the needs of the pupil and the demands of the examination system.

DISPLAYS

All staff are encouraged to use 2-D and 3-D display for a variety of purposes. The list below may act as a useful aide memoir. Displays should be changed regularly.

Teachers' displays to stimulate activity

- as a resource of information
- to grab children's interest
- things to study
- provoking questions
- suggesting activities

Children's displays

- using things they have brought in
- as part of a presentation
- to show the working process

Displays of children's work

- to value it and to share it
- to celebrate pupil voice
- provoking questions that come from the children (when appropriate)

Displays of resources

- books, equipment, materials
- things available for the children to use
- looking attractive and kept tidy
- a place for everything and kept tidy - children help to organise this and keep it tidy

4. ASSESSMENT, TESTING and REPORTING TO PARENTS

HAZLEGROVE ASSESSMENT POLICY

Aims and Objectives: Regular assessment, recording and reporting are an essential tool that is used at Hazlegrove as part of the wider teaching and learning strategy. At Hazlegrove we use several different types of reports and parent meetings to give feedback on pupil progress. The aim of reporting is to:

- Provide effective feedback to pupils and parents about their learning.

- Recognise and celebrate all pupils' achievements.
- Provide an evaluation of what has been taught and learned.
- Enable target setting and tracking of progress.
- Inform the reporting on individual pupils to other staff, future schools and outside agencies.

Types of Assessment at Hazlegrove:

- Formative: information forming and affecting the learning experience.
- Diagnostic: identifying what is preventing pupils progressing as expected.
- Evaluative: evaluating the impact of the curriculum on pupils.
- Summative: systematic recording of pupils' progress.

Principles

- Complete schemes of work from 4-13 in each subject guide our teaching, setting out aims, learning objectives and proposed outcomes for each topic, module or unit.
- Following the principles of the Assessment for Learning philosophy, it is not expected that work will routinely be given marks or grades. Occasionally, as pupils prepare for Year 8 exams, marks or grades may be indicated where necessary. Relative success of a piece of work will be measured against the learning objective.
- All work should be assessed, even if that assessment is simply an acknowledgement that the work has been read.
- All assessment must be prompt and kept up-to-date.
- Pupils must understand assessment systems and criteria.
- Pupils should understand the need, when specified, to work within a particular assessment focus.
- Assessment must include detailed comments, not just ticks. These comments should identify strengths and weaknesses, and set targets, ie. they should reflect relative success against desired learning outcomes, informing the pupil what they must do to improve. These comments, that should be encouraging and not just congratulatory, form the motivational aspect of assessment. Written comments are needed, even where verbal comments are made on returning work. and must be followed up on: ie a dialogue between teacher/pupil/parent is constructed. For marking to be effective it must be more than just correction. Children must be trained to see the teachers' comments as the most important element of assessment. Marking should be done with the children wherever possible. Pupils should follow up on teacher comments, ensuring any subsequent tasks or corrections are completed and understood.
- Targets should be SMART: specific, measurable, achievable, realistic and time-specific.

- Errors of spelling, punctuation and grammar should be corrected. Up to 5 spelling errors per piece of work should be identified: corrections using 'Look, Cover, Write, Check,' should be made and checked.
- However, most technical and subject-specific mistakes should be corrected. Common sense should prevail!
- Tasks should be differentiated wherever possible, in accordance with each department's handbook. We should not rely on differentiation by outcome.
- The system of merits, pluses, stars and commendations should be used where appropriate.
- Practical, oral and project-based work should always be assessed.
- Pupil self and peer-assessment should be encouraged, especially in the area of target-setting. Pupils should be encouraged to use the traffic light system to reflect on their own learning. Other means, such as smiley faces etc could also be used, including 2stars and a wish.
- Teachers must use their assessments and information gained from the SENCO and CAT results to inform their own planning.
- At each **half-** term, teachers should award an attitude to learning grade 1-5.

Summative assessment

- CAT tests are completed by all pupils once a year..
- PSTQ will be reported at the end of the autumn and summer terms, up to the end of year 7. The data will be based on departmentally prescribed assessments. These totals should be cumulative over the year.
- Exams are held at the end of each school year. Scholars sit exams in the spring term of Year 7 and in subsequent terms. This enables us, and the children, to compare performance within and across departments in their year group. This information, along with CAT data, exams and day to day assessment data help inform decisions on setting and streaming.
- Year 8 C.E candidates sit exams in each term of their final year.

Reports and Parents' Evenings Calendar:

Year group	Autumn Term		Spring Term		Summer Term
	First half	Second half	First half	Second half	
3	Parent meetings	Short Report	Parent meetings	Grade sheet	Parent drop-in; Full report
4					Full Report
5					
6					
7	Grade sheet	Parent meetings; Short Report	Grade sheet	Parent meeting	Final Report
8				Full Report	
Boarders	Parent meeting (half term)	Short Report	Parent meeting	<i>As year group</i>	<i>As year group</i>

Grade sheet: Attitude to Learning Grades and Tutor Comment

Short Report: Attitude to Learning and Attainment Grades, General Comments, brief Subject Reports, Tutor Report

Full Report: Attitude to Learning and Attainment Grades, General Comments, more detailed Subject Reports, Peri Reports, Tutor Report, Houseparent and Head/Head of Section Report

Final Report: At the end of Year 8 only, a final Tutor Report and Peri Reports.

It is at the discretion of individual teachers to write longer Subject Reports in a Short Report if they feel they have more to communicate, e.g. for an overseas boarder whose parents have not been able to attend a meeting.

A report normally covers three aspects:

- Context** - what the pupil has been doing
- Achievement** - identifying any significant highlights
- Targets** - realistic advice for future learning

A report may also include comments on attitude and behaviour, where appropriate.

Attitude to Learning Grades:

		Attitude	Quality of Work	Organisation
1	Outstanding (Outstanding Learner)	Always engages in a respectful and productive manner showing high levels of enthusiasm and initiative. Actively listens and responds to instructions very well. Works independently when expected, showing brilliant focus. Willingly seeks feedback to further their learning and consistently relishes challenge, showing	Work (written, practical, oral, IT, collaborative) is of exemplary quality for the individual and they regularly seek opportunities to go above and beyond expectations.	Arrives at lessons on time with the appropriate equipment. Resources and books are very well organised, and any missed work is caught up without prompting. Deadlines are comfortably met. (Y6-Y8 iPads always fully charged)

		excellent resilience. An outstanding role model who always takes responsibility for their own learning.		
2	Good (Ambitious Learner)	Always engages in a respectful and productive manner, taking an active role in lessons with enthusiasm and at times shows initiative. Actively listens and responds to instructions promptly. Works independently when expected, with good focus. Uses feedback independently as an opportunity to develop. Challenges will be sought without prompting, from time to time.	Work (written, practical, oral, IT, collaborative) is consistently of a good quality for the individual.	Arrives at lessons on time with the appropriate equipment. Resources and books are organised, and regularly catches up on missed work. Deadlines are met. (Y6-Y8 iPads always fully charged)
3	Meeting Expectations (Engaged Learner)	Engages in a respectful manner, normally displaying a 'ready to learn, can do' attitude. Usually listens and responds to instructions promptly. Tries to work independently and remains	Work (written, practical, oral, IT, collaborative) is usually consistent with the pupil's ability.	Arrives at lessons on time with the appropriate equipment. With some support, resources and books are organised, and missed work is usually caught up. Deadlines are met, sometimes with reminders. (Y6-Y8 iPads are usually fully charged)

		<p>focussed when expected.</p> <p>Responds to feedback positively and is reflective on learning. With encouragement, will tackle a challenge.</p>		
4	<p>Needs Improvement</p> <p>(Passive Learner)</p>	<p>Learning is passive.</p> <p>Occasionally an active role is taken, but levels of motivation and productivity are inconsistent.</p> <p>Does not always listen well and response to instructions is inconsistent.</p> <p>Contributions may not always be appropriate.</p> <p>Lacking sustained independence when expected.</p> <p>Response to feedback is inconsistent.</p> <p>Tendency to give up easily if a task is challenging or not to their specific interests.</p> <p>A child's tutor is informed prior to parents receiving a 4 grade on a report, so that</p>	<p>Completes most of the tasks, but work (written, practical, oral, IT, collaborative) is not consistently to a standard that the pupil is capable of, even when encouraged by the teacher.</p>	<p>Occasionally late to lessons and may be lacking equipment. Work may be disorganised, and some work may be incomplete or missing. (Y6-8 iPads not fully charged, or unavailable)</p>

		they can build up a big picture and contact parents where necessary.		
5	Unacceptable (Disengaged learner)	<p>Has a poor attitude to learning, demonstrating a lack of effort. Rarely listens to instructions and does not respond promptly or positively. Behaviour may be detrimental to the learning environment. Little independence shown. Response to feedback is very limited, sometimes negative. Avoids some tasks.</p> <p>Parents will be informed prior to receiving a 5 grade on a report.</p>	<p>Consistently fails to complete tasks. Completed work (written, practical, oral, IT, collaborative) may be of poor quality, even when encouraged by a teacher.</p>	<p>Consistently arrives late to lessons and is not fully equipped.</p> <p>Work may be disorganised, and work may be incomplete or missing. (Y6-8 iPads not fully charged, or unavailable)</p>

Attainment Grades

Attainment Grades are awarded to give an indication of a pupil's level of attainment within their set or stream.

Pupils are grouped across each form, set or stream into four quarters according to their attainment in each academic subject:

	Quartile	
P	Primary	1 st Quarter
S	Secondary	2 nd Quarter
T	Tertiary	3 rd Quarter
Q	Quaternary	4 th Quarter

In the Middle and Upper Schools, the distribution of the grades should be even across the form, stream or set. For example, in a class of 16 pupils there will be four of each grade.

Attainment grades are given at the end of each term up to and including Year 7.

Attainment grades are not published to pupils. This allows parents to discuss a child's effort grade with them, leaving them to decide how and if they wish to discuss the attainment grade.

EXAMINATIONS AND REVISION

Pupils are gradually introduced to an increasingly rigorous examination programme. Examinations are seen as an important means of assessment, but results are considered with formative assessments that have been recorded in the time leading up to examinations. The school recognises the benefits of developing examination technique and of encouraging pupils to develop individual revision programmes as preparation for Common Entrance and Scholarships, taken at the end of Year 8, and Public Examinations that will be taken during the next phase of the pupils' education.

Years 3 and 4

Pupils have regular informal assessments in various subjects, throughout the year. These are seen as formative, informing teachers as they set both short- and long-term targets for individuals and classes.

At the end of each term, pupils will have summative assessments in English, Maths, Humanities and Science. They will not be expected to revise for these, and emphasis is placed on giving pupils the opportunity to show what they have learnt.

Years 5 and 6

Pupils have regular informal assessments in various subjects, throughout the year. These are seen as formative, informing teachers as they set both short- and long-term targets for individuals and classes.

At the end of each term, pupils will have summative assessments in English, Maths, French, Humanities and Science. Pupils have more formal assessments during the week before half term in the Summer Term, in English, Mathematics, French, Science and Humanities, but for Year 5 these will be low-key and will be referred to as ‘assessments’ and not ‘exams’.

Pupils are encouraged to take examinations seriously, but in their stride and not to become overanxious about extended periods of revision or disappointing results. We ask parents to support us in this and not put their children under unnecessary pressure. In Year 6, the summer exams help us to identify future scholars.

Year 7

Pupils in Year 7 sit examinations at the week before half term in the Summer Term. 7S sit examinations in the spring term additionally. Exams are set in all Common Entrance subjects, and the exam period is structured in a similar manner to the CE week in order to familiarise pupils with the arrangements.

Greater emphasis is placed on preparation, revision and exam technique, and revision guidance is given out by teaching staff during the fortnight before the exams. Examination papers increasingly reflect the style and content of Common Entrance Papers.

Year 8

Pupils in Year 8 sit Common Entrance practice papers in October of the Autumn Term, a mock Common Entrance during the Spring Term and then sit Common Entrance after half term in the Summer Term. Pupils in Year 8 usually write their examinations in the Theatre.

8S

8S sit examinations in the October of the Autumn Term, set by Heads of Department. The examinations officer will request timings from Heads of Department in order to create a suitable timetable. The style of paper depends on the school they are being entered for.

The same procedure applies for the Mocks in the Easter Term.

STANDARDISED TESTING – CATs AND STAR READING

To help identify the strengths and weaknesses of individual children, we carry out a programme of diagnostic assessments. CATs are usually sat by Y5-7 in Week 5 of the Autumn Term. We do not take part in the Government SATs programme, and it is therefore important that we have a way of measuring pupil progress that is external to the school. Pupils take Accelerated Reading STAR tests throughout their time at Hazlegrove, allowing

data to be generated and monitored, and reading interventions used, when necessary, to target pupils who need support.