



CURRICULUM & ASSESSMENT POLICY

This Policy relates to the Senior School

The curriculum aims to fulfil some of the aims of the School and to uphold British and spiritual, moral, social and cultural development values. Those aims being:

- 1) To identify and develop the potential of its pupils in a variety of areas: academic, artistic, cultural, sporting, personal, social, moral and spiritual; secondly, help them to obtain the best possible qualifications and thirdly, prepare them for the opportunities, responsibilities and experiences of life;
- 2) To provide a welcoming, friendly and supportive environment which recognises the worth of each individual within the collective boarding atmosphere of the School;
- 3) To provide a fulfilling working environment for its staff, both teaching and support staff, and encourage their development;
- 4) To liaise closely with the parents of its pupils and encourage them to share in the life of the School.

It also aims to allow all pupils to learn and make progress and

- Provide a broad and balanced education
- Gives pupils experience of linguistic, mathematical, spiritual, moral, scientific, technological, human and social, physical, and aesthetic and creative areas
- Provide subject matter appropriate for the ages and aptitudes of the pupils
- Encourage pupils to gain skills in speaking and listening, literacy and numeracy.
- Provide a programme of PSHE
- Provide a wide range of extra-curricular activities
- Give appropriate guidance for university choices and careers
- Prepare pupils for the next stages in their education and for adult life.

Broader Curriculum

Each department has a Handbook with its programme of study and schemes of work. These show that pupils have a broad and balanced education and that provision is made for linguistic, mathematical, spiritual, moral, scientific, technological, human and social, physical, and aesthetic and creative experiences. There are a vast range of extra-curricular activities including those in sport, music, drama and the creative arts. Lessons and activities are appropriate to the pupils' ages and abilities.

Organisation of Education

There are 30 formal academic teaching periods each week. Lessons take place each morning (Monday to Friday inclusive). The timetable is structured to allow a sensible programme of games and relaxation to be incorporated into the working day.

Pupils are taught in their year groups, which are split into two sub-groups 'Pendle' & 'Ribble'. The sub-groups are mixed ability but 'Pendle' often incorporates lower ability children whilst 'Ribble' includes Gifted & Talented. There is a set programme of 'prep', which is supervised for the younger pupils. A regular system of Prizes and 'Merits' is employed as a way of encouraging pupils and rewarding good effort.

Topic tests are carried out at least every 6 weeks whilst School Examinations are held at least annually for each year group. A pupil's performance in the examinations, as well as achievement in each subject being studied, is reported to parents at the end of each term.

Parents' Meetings are arranged for each year group twice annually and the dates of the Meetings published before the commencement of the academic year. Most meetings are arranged after the school day and give parents the opportunity of meeting with teachers and discussing their child's academic progress. We also operate an open parent meeting policy, whereby parents can request meetings with teachers at any point in the calendar.

Assessment Policy

Key Stage 3 - Attainment

Students in KS3 are assessed at the end of a topic via a controlled test. Tests are based upon the topic / sub-topics studied and are marked using a percentage-linked grade.

- *A* = > 90%*
- *A = >80%*
- *B = > 70%*
- *C = > 60%*
- *D = > 50%*
- *E = > 40%*
- *F = > 30%*
- *U = < 30%*

Key Stage 3 – Attainment of Students with SEN or low-confidence levels

In agreement with parents, some students have been identified as very low ability. Typically, these students would be targeted for a reduced set of GCSE subjects in Year 10 or in extreme cases they may not be taking any GCSE subjects at all. In such instances attainment scores could demotivate students and effort grades are only awarded.

Key Stage 4 & 5 – Attainment

Students in KS4 & 5 are assessed on criteria set by examination boards and are in line with the official grading criteria. Where possible, past-exam questions are used. Grade boundaries are replicated from examination board guidance.

Key Stage 3 to 5 – Effort

Effort grades are an invaluable measurement of how hard a student is trying and in many instances is more important to parents within reason. Effort grades are reports using a scale of 1 – 5.

- 1 = Always works hard and the evidence is seen in the quality, presentation and accuracy of their classwork & homework. They also participate in lesson and regularly contribute. Those students whose handwriting is not at a good level will not be penalized for this.
- 2 = Works hard the majority of the times but on occasion can produce work that is not up to their normal standard.
- 3 = Completes the work adequately and applies a sufficient amount of effort in their classwork and homework.
- 4 = Does not regularly complete their work and the quality of work produced in sub-standard, haphazard and below par.
- 5 = An unacceptable level of effort applied whereby students rarely complete or produce appropriate classwork or homework.

Assessment Timings & Recording

Assessments are carried out periodically and attainment grades are produced from them. These grades are recorded in staff planners and a personal Tracker, which is returned to the Head teacher at end of each half of term. This data is used to track attainment patterns and progress, whilst informing Heads of Departments about students who may need further support, intervention or merit.

Targets & Baseline Data

Students receive target GCSE grades upon entry to the senior school and are tested using an online adaptive aptitude test within the first 6 weeks of term. This data is used in conjunction with KS2 scores and teachers record the target grade in their planners and on their Tracker.

Targets are not reported to parents unless requested. However, staff use the data to help measure progress and ensure the student is making the required level of progress (3 levels – see Measuring Progress).

Tracker

Staff use a spreadsheet tracker to record all their results over the course of a year. This tracker includes grades given for homework, classwork and test results. KS4 will also include controlled assessment moderated results. Trackers are returned to the Faculty Head periodically (every 6 weeks) and the data is then analysed to identify trends, patterns or concerns.

Public Examinations

All pupils in Year 11 sit GCSE or IGCSE examinations through one of the recognized Examination Boards. In the Lower Sixth pupils study four subjects leading to AS (Advanced Subsidiary) qualifications. Most pupils will continue with three of these subjects at A2 level in the Upper Sixth.

Key Stage 3

Each pupil's timetable includes tuition in:

- English
- Mathematics
- Science (Biology, Chemistry & Physics)
- At least one Modern Foreign Language
- Art
- Physical Education/Football
- Geography
- Religious Studies
- Duke of Edinburgh preparation
- IT
- History

There is also a programme of PSHE, which operates throughout the School.

Key Stage 4

The following courses are available for study in the KS4 timetable:

- English Language
- English Literature
- English as a Second Language
- Mathematics
- Science
- Biology
- Chemistry
- Physics
- Business Communication Studies
- Religious Studies
- History
- Geography
- Art
- Physical Education
- Music
- Modern Foreign Languages
- Catering
- Further Mathematics

Years 12 & 13

Entry into the Sixth Form is dependent upon a minimum of five GCSE passes at C grade or above. Pupils will not normally be accepted for 'AS' Level in a subject at, which they failed to achieve at least a pass at C grade in GCSE.

The following subjects are offered for study at 'AS' Level and A2:

- English Literature
- Mathematics

- Further Mathematics
- Art
- Business Studies
- French
- Geography
- History
- Biology
- Chemistry
- Information Technology
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Each subject has 4 to 5 periods over a week in both Yr12 and Yr13.

Provisional 'AS' Level subject choices are made in the year prior to entry into the Sixth Form, and in light of GCSE performances are confirmed or amended at the beginning of the term. Parents and pupils are given an opportunity to discuss subject choices with their Tutors, Heads of Department and subject teachers.

All of these subjects are studied as a one year course in the Lower Sixth leading to an AS qualification. Pupils continue the study of at least three of their chosen subjects for the public examinations at A2 and provided they have demonstrated sufficient ability at AS.

Pupils may (upon advice) study AS over two years. Pupils may (upon advice) commence a new AS in the Upper Sixth Form year.

All pupils are allocated to a Sixth Form group for a comprehensive course in Personal, Social & Health Education. Advice and guidance is given on Further Education and Careers.

Gifted and Talented programme

In addition to being encouraged to play a lead role in the School's many academic clubs and extra-curricular activities, pupils identified as gifted and talented – at any stage of their School career – are well catered for within the curriculum.

PSHE

There is a programme of PSHE outlined in a separate Handbook. It is delivered through lessons in the senior school, school assemblies and curriculum lessons. There are also excursions to venues that reinforce the PSHE policy.

Education with respect to sexual matters forms part of the PSHE programme.

Learning Support

The Learning Support Department and the EAL provision helps to ensure that all pupils are provided for and have an opportunity to learn and make progress.

The School has a SENCO who provides support for pupils. They also arrange for Educational Psychologist testing of pupils for access arrangements and diagnosis, and give guidance to teachers about learning difficulties and strategies.

The school delivers INSET training to promote awareness and best practice. Some pupils have in class and house support from a teaching assistant. Where appropriate, and in agreement with parents, subject specialist tutoring is arranged

In 2018/2019 there are no pupils with a statement of special educational needs in school.

Where a pupil has a particular educational need the Headmaster endeavours to make appropriate arrangements to meet such needs. In this event it may be necessary to pass on the costs of additional or specialist tuition to the parents or guardian.

English as an Additional Language (EAL)

Moorland School provides specialist English as an Additional Language teaching to international pupils who require extra tuition with their English. Pupils who have been identified as requiring EAL lessons are individually assessed when they join the school so that the appropriate support can be given to them. Teaching usually takes place in small groups, of between 2 and 8 pupils; where necessary lessons may be given on an individual, one-to-one basis. Pupils are given support, which helps them to access the school curriculum, as well as practicing the key language elements of grammar, vocabulary, reading, writing, speaking and listening. Pupils can be entered for IGCSE English as a Second Language in Year 11. There is a termly charge for EAL lessons and parents of pupils who require EAL lessons are made aware of this.

In addition to teaching EAL the SENCO works with other departments and delivers INSET to ensure the needs of EAL pupils are met across the school.

ESL students receive lesson and support to aid preparation for GCSE or AS level subjects. There is a strong focus on vocabulary and preparation for upcoming lessons, whereby students prepare for lesson content and review understanding after. This program is intensive whilst being immersive.

Created by: Saleem Ahmad, Director of Studies, 01/08/2015

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Reviewed and Updated by Jonathan Harrison, Headteacher, August 2017

Reviewed and updated by Deborah Frost, August 2018

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Proprietor Agrees that the Policy Meets with Regulations:

