

ALDRO



Curriculum Policy Policy 2a

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(1) Introduction

Aldro aims to provide a rich and varied curriculum which is stimulating and sufficiently flexible to suit the ability of every boy at the school. We want to bring out the best in every boy.

Aldro has a strong academic tradition and we are proud of our broad curriculum, which enables all pupils to learn and fulfil their potential. We strive to prepare pupils for the opportunities and responsibilities of adult life whilst also giving them the time to appreciate a wide range of artistic, creative and sporting experiences, and cover the important elements of personal and social education. The academic curriculum is based on the Independent Schools' Examination Board (ISEB), but with the Aldro Bacc being introduced last September (2018), we now aim for greater depth and a move towards developing learning skills. This is achieved through specialist teachers and the setting of boys according to ability in many subjects (notably English, maths, French and Latin). The co-curricular programme adds breadth to what is offered beyond the academic curriculum.

(2) Entrance to Aldro

The majority of boys join Aldro at the age of seven (Form 3). The offer of a place follows a visit to the school for an assessment day. References to reports from the boy's current school are also taken into consideration. For further information, please refer to the school's Admissions Policy.

(3) The Aldro Bacc

Last September (2018), the school embarked on a new curriculum which follows the principles of the PSB (the Pre-Senior Baccalaureate). We call our curriculum the Aldro Bacc and it covers the curricula for all boys in Forms 3 to 8. It is important to note that the Aldro Bacc involves every boy in the school, but boys in Form 8K continue to follow an accelerated curriculum as part of their preparation for their scholarship.

The Aldro Bacc has allowed each Head of Department to devise a curriculum that best fits our boys, meets their needs, challenges them and prepares them for their senior school. Each curriculum is based on the ISEB Common Entrance syllabus and National Curriculum, but there has been a shift away from learning by rote, towards developing learning skills necessary. Boys are assessed in:

- **Communication**
- **Creativity**
- **Teamwork**
- **Responsibility**
- **Independence**
- **Perseverance**

The Aldro Bacc offers English, mathematics, science, French, Latin, history, geography, religious studies, art, design and technology, music, drama, computing, reasoning and non-verbal reasoning, outdoor education, PSHE and physical education. These listed subjects cover all areas of the learning experience, whether they be linguistic, mathematical, scientific, technological, human and social, physical, aesthetic or creative.

(a) Assessing with the Aldro Bacc

a. Forms 3 to 7

All boys will now have their end-of-year assessments in the first week after half-term (2 – 5 June, 2019), with a revision week immediately before half-term (18 – 22 May). This decision was made so that boys have the opportunity to prepare themselves at home which is an important skill to develop before they enter Form 8.

b. Form 8

Boys in Form 8 will sit mock papers in all eight subjects in November (12 – 15 November) – these papers will be set, marked and graded internally, as has been the case at Aldro.

The boys will sit a second set of mocks in the five core subjects (English, maths, science, French & Latin) in the second week after the February half-term (2, 3 & 3 March). The boys will sit their final assessment in the three humanities subjects (history, geography and RS) at the end of the first week after the February half-term (28 February). The final assessments in the three humanities subjects will be set, marked and graded internally before the boys go home for the Lent holiday. This is so they have time to prepare for the resit if necessary. The final scores / grades will be sent to the boys' senior schools in June.

Once the February mocks are complete, Form 8 CE candidates will follow an EPQ style project investigation.

(b) The Aldro Extended Project (AEP)

The AEP is a post assessment, co-curricular course that is loosely based on the EPQ (Extended Project Qualification) and on ISEB's forthcoming IPQ (Independent Project qualification). The course will start in the second half of the Lent Term once the February mocks have been completed (28 February to 5 March). It is to take place only during the three humanities lessons & preps. It will be part of the Aldro Bacc and it will allow each pupil to embark on a largely self-directed and self-motivated project that will hope to encourage their creativity and curiosity.

The finished project can take place in the form of:

- Written report
- A presentation (with PPT) in front of staff
- A video presentation

Each boy will have a 'Supervisor' who will help the pupil to:

- | | |
|-----------------------------------|---|
| • Manage | identify, design, plan & complete the project |
| • Use resources / research | obtain & select information from a range of sources, so they can be used appropriately. |
| • Develop & realise | use a range of skills & technologies |
| • Review | evaluate the outcome |

The project can be either be based on a topic (with three open ended questions) or the boys can be free to research a humanities-based topic of their choice. This is open to discussion.

Boys will not be expected to invest time outside of the humanities lessons and preps towards their extra-curricular project. This is so the AEP does not impinge on their preparation for their June exams in English, maths, science, French & Latin. The boys' AEP score will not affect their final grade in the humanities subjects achieved in February, but it is our intention to send the projects' grade and topic on to each boy's prospective senior school during Common entrance week (2 -5 June).

(4) The Assistant Head (Curriculum)

The role of the Assistant Head (Curriculum) is to continually improve the delivery of academics at Aldro and to help both the Heads of Departments and the subject teachers ensure that each pupil has the opportunity to make good progress and achieve good outcomes in every subject. Other aims are to ensure consistency across the departments, to implement and coordinate new teaching ideas, so the school keeps abreast with the latest and most appropriate learning strategies. Example of strategies introduced in September 2018 include:

- Introduction of Assessment for Learning (AfL)
- Updated Programmes of Study
- Curriculum maps
- Creation of subject expectations sheets (see Appendix B)
- Updated presentation policy
- Coordination of the newly designed departmental handbooks and schemes of work
- New reporting system (Industry Grades – the Long & Short Report)

Parents were shown examples of these in all the 'Year Ahead' presentations, of which the PowerPoints have been put on the Parent Portal.

The Assistant Head (Curriculum) runs regular academic meetings:

(a) Heads of Department Meetings

These take place three times each term: as part of the INSET at the beginning and at the times below. These meetings are chaired by the Assistant Head (Curriculum), an agenda is emailed to the HoDs prior to the meeting and the minutes are written up afterwards and stored on the staff drive. The meeting is an opportunity for the HoDs to discuss academic matters throughout the school.

Heads of Dept Meetings (Wed or Mon 5pm - 6pm)	
Christmas Term	2 September 2019 13 November 2019
Lent Term	7 January 2020 5 February 2020 18 March 2020
Summer Term	21 April 2020 13 May 2020 24 June 2020

(b) Meetings for Setting Purposes

Meetings take place to discuss the setting of boys, and whether boys need to be moved. These meetings last one hour and take place just before the October and February half-terms, and at the end of the three academic terms. All teachers of a set subject are invited to attend so that the most accurate picture of each boy concerned can be made and the correct decision made. Following the meeting, minutes are circulated to the Heads of the set subjects (English, maths, French and Latin), and to all Form Tutors.

Meetings for Set Subjects (English, Maths French & Latin)	
Christmas Term	16 October 2020 (Wed)
	27 November 2020 (Wed, 5pm - 6pm)
Lent Term	5 February 2020 (Wed, 5pm - 6pm)
	25 March 2020 (Wed, 5pm - 6pm)
Summer Term	17 June 2020 (Wed 5pm - 6.30pm)

Procedures for set changes:

- Boy is informed verbally
- A phone call is made to the parents to explain why a drop in sets is taking place (made by the Form Tutor)
- Set change is made on Schoolbase.

(c) Teaching & Learning Committee

The Assistant Head (Curriculum) has set up a Teaching and Learning Committee as a forum to discuss academic matters. Every member of academic staff was invited to join the Committee, which meet three times each academic year. An agenda is set and emailed out in advance, with minutes written up and emailed out to all staff.

Teaching & Learning Committee	
Christmas Term	11 November, 2020 (Mon, 11 - 11.30am)
Lent term	2 March, 2020 (Mon, 11 - 11.30am)
Summer Term	8 June (Mon, 11 - 11.30am)

9 The Academic Curriculum Team

The Academic Curriculum Team (ACT) meets every week; for the 2019 – 20 academic year, this is on Wednesday from 9.00 to 10.00. The Assistant Head (Curriculum), Head of Junior Department and Head of Learning Support meet to plan the following:

- Monitoring of boys' CAT Scores & track boys' progress in their CAT scores from one year to the next
- Monitoring & tracking of boys' grades in the Industry Grades in relation to their CAT Scores to see who is over or under-performing in relation to the rest of their year group.
- Boys who are 'Cause for Concern' (CfC)
- Boys who are 'More-Able' (MAGT)
- Learning Support: extra-curricular lessons (EAL, one-to-one, extra time, word processor),
- Plan book scrutinies (reviews)

In addition to this, the ACT also discuss:

- The implementation of the Aldro Baccalaureate
 - Evidence of the six core skills in both teaching & boys' learning
 - How to assess & report on boys' progress (Industry Grades) with the new Aldro Bacc
- Lesson Observations (incl. for new staff)
- Departmental handbooks & updated Schemes of Work
- New Presentation Policy and the use of Assessment for Learning (AfL)
- Curriculum Walks
- Parent Evenings (dates & the conversation / focus)
- The following year's timetable and prep timetable
- Holiday work for Form 8 (at each half-term and holiday), and for Form 5 (summer holidays)
- Fundamental British Values

The minutes for each ACT meeting are stored on OneNote Online.

10 Heads of Department

The Heads of Department (HoDs) are responsible for planning and monitoring the delivery of their subject. Each HoD is responsible for:

- Designing a scheme of work that is appropriately challenging and stimulating for boys of varying ability, taking into account pupils who are EAL and who benefit from tuition from the Learning Support department (SEND and EHC). The curriculum for each subject is designed so pupils have opportunities to develop their literacy, numeracy, listening, and speaking skills, and so they are fully prepared for ISEB Common Entrance and for Form 9 at their senior school.
- Planning and coordinating resources for each subject.
- Keeping the **handbook** and **schemes of work** (SoW) up-to-date.
- Publishing **Programmes of Study** at the start of the academic year and **Curriculum Maps** for the start of each term.

11 Form 8: Common Entrance & Scholarship

Aldro has always enjoyed a strong academic reputation and boys achieve scholarships to many of the top public schools, including Charterhouse, Eton, Radley, Tonbridge, Wellington and Winchester. The academic content of most senior school's scholarship is more demanding than the CE syllabi, and often reach the standards of GCSE, and even A Level. There is a dedicated scholarship form called 8K and they follow an accelerated curriculum. Boys are invited to join Form 8K at the end of Form 7.

Boys who are not invited to sit a scholarship will, from June 2020, continue to take the ISEB Common Entrance, but only in the five core subjects: English, maths, science, French & latin. The papers in these subjects will be sent to the boys' prospective senior schools. For the non-core subjects (history, geography & RS) boys will be assessed in November and in February (but not in June). The grade / score of the final assessment secured in February will be sent to the senior schools in June.

12 The Junior Department

The Junior Department currently consists of two Form 3, two Form 4, and one Form 5 class. In these formative years the aim is to provide a smooth transition from the previous school into prep school life at Aldro.

- In Form 3, the boys are taught English, maths and PSHE by their form teacher. The boys are based in their form rooms for most subjects (including French), but move to specialist venues for science, computing, music, drama, PE and outdoor education. The boys in Form 3 also benefit from an in-class teaching assistant.
- In Form 4, the boys continue to study English, maths, PSHE, Reasoning and Spelling with their form teacher in their classroom. However, they are taught by specialists for French, history, geography, art, DT, Outdoor Education, PE, RS and computing in specialist classrooms / science laboratories.
- Form 5 has one form but is divided into two sets for English and maths. To help them prepare FOR THE iseb Common Pre-Test they have specialist lessons and preps in reasoning, spelling and reading. The other subjects are taught by specialists in dedicated classrooms / laboratories. In Form 5, boys start to study Latin.

13 The Timetable

The timetable was changed over the summer holiday in 2018, so break (1.30pm – 2pm) now takes place after lunch (1pm – 1.30pm).

Form 8	Form 7	Form 6	Form 5	Form 4	Form 3
4 x English	4 x English	4 x English	4 x English	4 x English	4 x English
4 x Maths	4 x Maths	4 x Maths	4 x Maths	4 x Maths	4 x Maths
3 x Science	3 x Science	3 x Science	2 x Science	2 x Science	1 x Science
3 x French	3 x French	3 x French	3 x French	2 x ½ French	2 x ½ French
2 x Latin	2 x Latin	3 x ½ Latin	½ x Latin	2 x ½ History	1 x Humanities
1 x History	1 x History	1 x History	½ Classics	2 x ½ Geo	½ x RS
1 x Geography	1 x Geography	2 x ½ geo	2 x ½ History	½ x RS	1 x Art
1 x RS	1 x RS	1 x RS	2 x ½ geo	1 x Art	1 x D & T
2 x Art (per fortnight)	2 x Art (per fortnight)	2 x Art (per fortnight)	½ x RS	1 x D & T	1 x PE
2 x D & T (per fortnight)	2 x D & T (per fortnight)	2 x D & T (per fortnight)	1 x Art	1 x PE	½ x Music
1 x PE	1 x PE	1 x PE	1 x D & T	½ x Music	½ x Drama
1 x Music	½ x Music	½ x Music	1 x PE	½ x Drama	1 x Computing
½ x Drama	1 x Drama	1 x Drama	1 x Outdoor ed	1 x Computing	½ x PSHE
1 x Computing	1 x Computing	1 x Computing	½ x Music	½ x PSHE	½ x chess
½ x PSHE	½ x PSHE	½ x PSHE	½ x Drama	1 x Activities	1 x Activities
1 x Activities	1 x Activities	1 x Activities	1 x Activities	1 x outdoor ed	1 x outdoor ed
½ x Form Tutor	½ x Form Tutor	½ x Form Tutor	1 x Computing	4 x ½ Reading	2 x ½ Reading
½ x Reading	½ x Reading	½ x form Singing	½ x PSHE	½ x Spelling	½ x Spelling
		½ x Reading	1 x reasoning	½ x reasoning	½ x form Singing
			½ x Spelling	4 x ¼ form time	4 x ¼ Form Time
			½ x form sing	½ x form Singing	
			½ x Reading		
4 games sessions	4 games sessions	4 games sessions	4 games sessions	4 games sessions	3 Games Sessions
½ x 8 preps	½ x 8 preps	½ x 4 preps	½ x 4 preps		

Please note that due to constrictions of the timetable, it was no longer possible for Forms 7 & 8 to have a two-hour Art and a two-hour design and technology lesson every fortnight.

14 Setting

Pupils develop differently and so our timetable has been designed to enable boys to be set in a number of subjects. The timetable also allows for movement of boys between sets, where appropriate, as the academic year progresses. Setting at Aldro takes place as follows:

- Form 5: English & maths (after the October half-term)
- Form 6: English & maths
- Form 7: English, maths, French & Latin
- Form 8: The scholarship group is called Form 8K. They follow an accelerated academic programme for each subject, so they are fully prepared for the academic demands of scholarship level work. The two Common Entrance forms (8D & 8R) are set in English, maths, French & Latin.

The Assistant Head (Curriculum) chairs a meeting for the purpose of setting twice a term. Any teacher of a set subject is invited to attend.

15 Prep

Boys in Forms 5 to 8 have an allocated time for prep. These take place from on Monday, Tuesday, Thursday and Friday from 5pm until 5.30pm for Forms 5 and 6 (one subject per evening), and until 6pm for Forms 7 and 8, who have two subjects per evening. Each prep is supervised and takes place in the pupil's Form Room. Where possible, prep is set on the same day as the previous lesson in each subject. Prep is set for each of the following subjects:

- **Form 8:** English, maths, science, French, Latin, history, geography & RS
- **Form 7:** English, maths, science, French, Latin, history, geography & RS
- **Form 6** English, maths, science & French (reasoning is incorporated into English and Maths prep for the first half of the Christmas term)
- **Form 5:** English, maths, verbal reasoning & non-verbal reasoning

Boys may miss prep through extra-curricular activities, such as choir or judo. It is the boys' responsibility to find out the work missed and to catch up in his own time. In addition to prep, boarders have an allocated structured work time in the evening, called Mars time. It is supervised, takes place from 7.15 to 8.00pm and staff are able to assist the boarders with particular subjects.

16 Learning Support

Associated Policy – Educational provision for pupils with Learning Difficulties Policy.

The Learning Support Policy reflects Aldro's provision in the context of the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015). This ensures we provide suitably for pupils with statements/EHC plans.

Aldro's Head of Learning Support is Mrs Denise Osborn and the department includes Mrs Leslie Benz and Mrs Agnes Twyford. The department's role is to provide individual support for boys who require strategies to address their particular needs. The department supports staff to identify pupils' learning difficulties, plan teaching strategies and liaise with parents and outside agencies to co-ordinate any extra help that may be required. This help may be in the classroom or on a one-to-one basis outside the classroom. Learning Support is timetabled to ensure that boys do not miss key academic lessons. For

some boys, Latin is a subject that they will not study and Latin lessons times are often scheduled for learning support for boys that require it.

17 Marking

(a) School marking policy

In line with the School's marking policy, it is expected that the subject teacher marks and returns the pupils' work at the start of the following lesson. The primary aim of marking is to guide pupils by giving constructive feedback - areas of strengths as well as errors and areas of weakness to be identified. This is so the pupil can improve the next time and make progress. Teachers are also encouraged to include questions in their writing, which the pupil is expected to answer the following lesson with a grey pencil. In order for the teacher to see that each comment has been read, the pupil should initial each teacher's comment with a grey pencil.

(b) Self and Peer Assessment

Self-assessment is also an integral part of marking as it allows work to be analysed and corrected in real-time by the pupil. The aim is for a discussion and a dialogue to be created between the pupils and the teacher to help foster a higher level of learning.

Where verbal feedback is often given, teachers are encouraged to mark work with the acronym; VF. In line with the Aldro Bacc, a new marking policy will be implemented next academic year - to promote further the use of comments and a move away from the use of grades and scores. This is so pupils focus on the comments and are not distracted by a score or grade.

18 Monitoring and Evaluation

(a) Reporting & Industry Grades

Pupils' progress is monitored continually, for both classwork and for prep. At each half-term and at the end of term, each boy receives a set of Industry Grades as well as a Form Tutor's comment. This brings in the pastoral element to the reporting. The reporting system was changed for September 2018 to reflect the six core skills associated with the Aldro Bacc :

- For the short report (October & February half-terms, end of Lent Term), each pupil will receive a grade for attainment (from a low of 1 to a high of 5) for each subject. The grade reflects the pupil's achievement and is not based on his position to the rest of the form or year group. Each pupil will also receive a grade for effort (from A to E). This grade is given based on the professional judgement of the teacher.
- At the end of the Christmas Term and at half-term in the summer (May), each pupil will receive a 'long report'. For this, a grade is awarded for attainment (from 1 to 5), and his six core skills are also assessed (from A to E).
- At the end of the Summer Term, a 'Final Report' is given, which includes exam scores (including the form or year group median) and a full written report on each boy's performance, effort and progress.

A Typical Short Report

Half-term report for Andrew Dyer

SUBJECT	Attainment	Effort
English		
Maths		
Science		
French		
Latin		
History		
Geography		
RS		
IT		
Art		
DT		
Music		
Drama		
PE		
Games		

Form Tutor's comment:

A Typical Long Report

Christmas Term Report

Report for: Andrew Dyer
Form: 8K

Aldro Bacc %:

SUBJECT	Attainment	INDEPENDENCE	TEAMWORK	RESPONSIBILITY	COMMUNICATION	CREATIVITY	PERSISTENCE	Teacher
English								Mr Thompson
Maths								Mrs Drayton
Science								
French								
Latin								
History								
Geography								
RS								
Computing								
Art								
D & T								
Music								
Drama								
PE								

Form Tutor's comment:

Headmaster's comment:

The Six Aldro Bacc Core Skills

	A	B	C	D	E
Independence	Works independently to produce assignments that are beyond expectations.	Completes assignments independently, on time and to a very good standard.	Usually completes assignments independently, on time and to an acceptable standard.	Can work independently, but struggles to complete all tasks and to hand them in on time.	Struggles to work independently, and assignments are frequently incomplete and / or below standard.
Teamwork	Leads and contributes to group work that ensures excellent outcomes.	Shares ideas readily in group work to ensure that learning and outcomes are successful.	Contributes ideas in group work, and participates in collaborative learning.	Reluctant to take a lead or contribute in group work.	Rarely contributes in group work, sometimes preventing others from achieving.
Responsibility	Personal organisation is exemplary and is a role model to others. Manages time effectively and is prepared to catch up missed work in his	Is punctual to lessons, brings the necessary equipment, and meets deadlines with written work.	Usually punctual to class and arrives well-equipped. Hands in most work on time.	Sometimes submits work that is incomplete and / or late. Written work could be neater.	Often fails to hand in assignments on time that are complete and to an acceptable standard. Does not catch up missed work in his own time.
Communication	Communicates clearly, asks insightful questions to develop learning, and provides detailed answers in the class discussions.	Asks thoughtful questions to develop learning. Shares ideas in both class discussions and group work to ensure that learning is successful.	Asks relevant questions and participates in the class discussions.	Rarely participates and when invited, gives brief answers in class discussions.	Only contributes to class discussions and to group work when specifically asked to do so.
Creativity	Produces original ideas and carries them out to an excellent standard.	Is prepared to think independently and carry out original ideas.	Follows the task and instructions given, and shows evidence of original thought in research and delivery of	Follows instructions but lacks confidence to pursue original ideas.	Follows instructions and does not take risks with creative ideas. Finds generating original ideas difficult.
Perseverance	Embraces challenges, perseveres and only asks for guidance or clarification when all independent attempts have been exhausted.	Perseveres readily when challenged but seeks support when needed.	Is willing to persevere when facing a difficult task, if asked to do so. Asks for guidance when needed.	Will attempt only the easier parts of the task and avoid the more challenging elements. Does not ask for help or guidance.	Gives up readily and does not continue with the task. Does not ask for help or guidance.

Assessing Boys at Aldro



(a) Grades for Attainment

There are five level descriptors for attainment - from a low of 1, to a high of 5. The attainment grade will reflect your son's knowledge, skills, understanding of topics and his performances in assessments completed this half of term. It is a reflection of where he is personally, in relation to the expected levels of attainment in his particular year group. A grade is not awarded according to his position in the form, or in relation to the performances / skills levels of other boys in the form or year group.

The achievement grades used are as follows:

5 Exceptional (is going beyond and/or combining with other learning and applying to new situations)

- Has readily understood new concepts and skills to a high level while building up excellent body of knowledge.
- Making rapid progress when challenged and is a self-motivated learner who is able to work independently.

4 Mastering (is achieving independently nearly all the time & retaining information)

- Making good progress and has developed a good understanding of key concepts and can work independently.
- Able to make connections between different subject areas, and draw on knowledge and understanding without prompts.

3 Achieving (is achieving independently most of the time)

- Making progress.
- Able to acquire sufficient new skills, concepts and knowledge to enable each stage of learning to be meaningful.

2 Working towards (has begun, achieving some of the time but needs adult support)

- Has some difficulty in acquiring knowledge and skills in this subject but is making progress.
- Has developed some understanding of key concepts but generally finds it difficult to apply what has been taught, and is dependent on support.

1 Emerging (not yet begun, needs full adult support or other intervention)

- May be making slow progress.
- Has developed some understanding of key concepts but these may be isolated examples.

(b) Grades for Effort

Your son will also be awarded a grade for effort. The five grades for Effort range from a low of E to a high of A. The grade given for each boy, in each subject, will reflect the effort he has put into his classwork and preps over the last half of term. This is about your son's attitude to learning, and takes account of how he has presented his exercise book, the degree to which he takes initiative in completing tasks, how he behaves in the class discussions, and whether he hands in work on time and is punctual to class.

The level descriptors are as follows:

A (Excellent)

- Exemplary attitude at all times
- Concentrates and participates eagerly in all activities & class discussions
- Keen and always willing to try their best

B (Good)

- Very good attitude & working hard
- Willing to engage actively in lessons
- Participates well in a variety of classes

C (Expected)

- Positive & willing attitude most of the time
- Adequate concentration
- Will participate in tasks when asked

D (Moderate)

- Does what is required but lacks self-motivation
- Only participates when encouraged

E (Poor)

- Negative attitude to any task set
- Unwilling to participate
- Often distracted or distracting to other

(b) Cat 4 Tests

Every September, the boys at Aldro sit the GL Assessment CAT4 tests. This takes place early in the academic year and is used:

- As a bench mark to assess each boy's attainment and academic progress.
- To identify any learning support or classroom intervention
- To identify boys who are 'More-Able' (formerly known as Gifted and Talented)

The scores are also used when assessing pupils' suitability for senior schools.

Every boy in each year group is ranked according to his average CAT4 assessment score, and his position is then compared to his Industry Grade position, which are produced twice termly. The Academic Committee Team (ACT) meets weekly (Monday 2pm – 2.30pm) and analyses both the CAT4 assessment scores and the Industry Grades in order to ascertain whether each boy is fulfilling his potential and is making progress.

19 Book Scrutinies

To ensure teachers follow the school's marking policy and to keep the marking up-to-date, book scrutinies take place in both the Christmas and Lent terms. This will also help guide both HoDs and subject teachers learn and implement good practice so we can help the pupils as much as possible.

20 Examinations

Throughout the academic year, boys are assessed for progress in each subject. This may take place in the form of summative tests or other assessments such as project work, oral presentations etc.

- Boys in Forms 3 - 7 sit their end-of-year exams in May, the week before half-term.
- Boys in Form 8 take their mock exams (CE or Scholarship) in November and after half-term in the Lent term. This is so they become familiar with the style of questioning in the papers. The ISEB Common Entrance examinations at 13+ take place in the first week of June, the week immediately after the Summer half-term. Academic scholarships take place either towards the end of the Lent Term (Harrow, RGS, Wellington,) or at the start of the Summer Term (Charterhouse, Eton, Tonbridge).

21 Communication with Parents

Parents receive regular information about their child's progress and effort through the **Industry Grades** and **end-of-year reports**. Parents have the opportunity to meet their son's teachers at **parents' evening** which take place in either the Christmas Term or Lent Term. Parents also have the **contact details for the staff**, and they are encouraged to use email for communication and to meet face-to-face.

Aldro Parents' Evening		
Form 8	28 November 2019	
Form 7	23 & 27 January 2020	
Form 6	03 December 2019	
Form 5	12 November 2019	
Form 4	15 October 2019	
Form 3	12 November 2019	

At the start of the academic year, Aldro holds a '**meet the Form Tutor**' evening (14 September 2018) as well as a '**Welcome to the New Year**' where the Headmaster, Assistant Heads and relevant Form Tutors are available. The Assistant Head (Curriculum) is currently in a discussion whether we put on in the Summer Term an extra parents' evening for Form 5, and Open Afternoons for Forms 3 and 4.

22 PSHE

PSHE is now coordinated by Mrs. McSweeney. The PSHE curriculum reflects the school's ethos which is to encourage respect for others. The PSHE syllabus impinges on all areas of school life, and it can be delivered in a variety of contexts as well as a single timetabled subject. In addition to the PSHE lesson, the Form Tutor period and RS lessons are two important opportunities for delivering PSHE, as well as Science (the impact of smoking). Certain topics, for example drugs education, may be most effectively delivered by an outside specialist agency. Careers guidance takes place within PSHE and in the Form 8 leavers' programme.

Aldro is required to meet the requirements of section 78 of the Education Act 2002, in our provision of SMSC. We achieve this through the PSHE lessons, Form Period discussions, school assemblies, chapel services, the school council and in individual subject lessons.

The *PSHE and SMSC Policy (2d)* has details of these schemes of work.

23 Presentation policy

The Assistant Head (Curriculum) introduced a presentation policy to help the pupils improve the setting out of their written and typed work (see **Appendix D**). It is expected that every piece of work is dated on top line, on the left, and that a line is missed out before writing out the title in the centre. The presentation policy has been named **DUMTUM**, which stands for **D**ate, **U**nderline, **M**iss a line, **T**itle, **U**nderline, **M**iss a line. It is expected that for most lessons, a lesson objective (L.O.) should also be included, to help the boys see the focus of the upcoming lesson.

24 The Form Tutor

The Form Tutor provides a pivotal role in the monitoring of each boy's progress, both academically and pastorally. The Form Tutor takes the morning registration each day at 8.25am and their aim is to help pupils prepare their equipment for the day ahead, identify potential clashes and share notices about timings. Once a week Form Tutor has a half-hour period to discuss topical events, forthcoming events in the School etc. This is in addition to the weekly 30-minute PSHE lesson.

- **Credits** are awarded, for high quality work and for exercises that demonstrate fine effort. This is logged in the pupil's student planner (p100) and on the S Drive by the Form Tutor. Credits build up which translate into **stars** (and star prizes) which then lead to a **Star Tie**.
- **Badges** are awarded for various achievements and are handed out in school assemblies throughout the year.

25 Promoting Fundamental British Values (FBV)

Aldro strives to prepare boys for the opportunities and experiences of life in British society, and as part of FBV (Fundamental British Values), our aim at Aldro is to promote democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

26 Assessment for Learning (AfL)

AfL was introduced to Aldro last September (2018), and the aim is to help create a journey for the boys for every topic in each subject. Assessment for Learning (AfL) gives opportunities for pupils at Aldro to reflect and assess themselves. The AfL sheets (see Appendix C) are given out to the pupils at the beginning of a new topic / module, and only at the end do they fill it in using the triangle method. The system has been standardised across the curriculum to help the pupils, and they are encouraged to be honest about their understanding – it creates a dialogue between pupil and the teacher.

27 Continuing Professional Development

The academic performance of the staff at Aldro is monitored regularly through an appraisal system, and as part of their CPD (Continuing Professional Development), all staff are encouraged to attend both subject-related and other development courses that relate to career progression. In-service training (INSET) is provided at the start of each term to improve the standards of teaching and learning. Certain key topics (e.g. how to teach dyslexic children effectively) are dealt with by regular full-staff in-service training days which take place before each term begins.

28 Facilities

Whilst many of the subjects take place in classrooms, Aldro also offers a number of specialist teaching rooms. These include:

- **Science Laboratories** There are two fully equipped laboratories and 75% of the lessons are practical based. At present there is no lab. Technician, and the desire to have one is an important aspect of the Science department's five-year development plan.

- **Design and Technology** There is a 'design studio' with six computers, and a fully equipped workshop, which contains a wide range of machinery and hand tools. The newest addition to the department is CAD/CAM (computer aided design and computer aided manufacturer).
- **Art** The department benefits from a kiln and a printing press, and there is a full range of graphic media, paints, textiles, collage and sculpture materials. There is an open door policy for all boys to use the Art room outside of lesson times. There is an Art club every Thursday and on Monday evening (6.30 – 7.45pm) Art scholarship sessions takes place. This is open to potential scholars in Form 8 and after Christmas, to Form 7 boys, too.
- **Computer Room** There are twenty new desktops in the computer room as well as forty new laptops (in two banks) which are stored in the computer room and in the library). New wifi, network cabling, servers and switches have all been installed, as well as Windows 10 and Office 2016. The long term plan is for boys to bring to school their own device, and we are looking towards January 2019 for this to be implemented.
- **School Library** The school librarian (Mrs Chitson) is responsible for running the library. There are just over 6,000 books, which uses the Dewey decimal system for non-fiction, and the ZPD (Zone of Proximal Development) system, based on the Accelerated Reading system.
- **Learning Support Rooms** There are three rooms dedicated to one-to-one LS lessons. Each room has a window in the door and they are all light and well ventilated.
- **Crispin Hall Centre** Drama lessons take place in the CHC (Crispin Hall Centre), and this venue is also used for school assemblies and school play productions
- **Sports Hall** This is called the ASC (Aston Sports Centre) at Aldro. Opened in 2016, the facility is used for many PE lessons throughout the year, games and by the boarders in the evening (6.30 to 7.15pm) after supper.

Associated Policies

Educational provision for pupils with Learning Difficulties SEND Policy
(2d) PSHE and SMSC Policy

Appendix A (From Staff Handbook)

Marking Policy

1. Marking needs to be kept up-to-date, and returned promptly to pupils.
2. Teachers should keep a record of the pupils' marks.
3. All pupils' work should be marked in either red or green ink. No marking is to be done in pencil. In the Junior Department marking is either in green or pink, with the latter being used for constructive comments on how to improve for next time.
4. Marking should offer a constructive assessment of the pupils' work providing an indication of their individual achievement and progress as well as indicating ways in which they can improve. It is particularly important that comments tell pupils how to improve their work, and encourages dialogue with teacher and pupil.
5. Errors should be corrected.
6. Marking may include various forms of self-assessment by the pupil, or pupils marking each other's work (peer assessment).
7. Credits are awarded to pupils where work (both written and oral) are of a high standard or reflect a great deal of positive effort. Work that is handed in to a poor standard may be asked to be rewritten.

Appendix B: Expectations Sheet

What to bring to Lessons

- Boys are to bring their **pencil case, student planner, Reading book, folder** or **exercise book**, and **textbook** to each lesson.
- Each pencil case must include at least two writing pens, grey pencils, a ruler, rubber, a pencil sharpener, glue stick, scissors and coloured pencils.
- Boys are **not to bring any bags or rucksacks into the classroom**.

When prep is set, boys must copy the instructions from the board into their student planner.

Presentation

1. Write the **date** (3 September) **on the top line inside the margin**. Miss a line and then write the **title** (in the centre). Miss a line again and then write the Learning Objective in full, as this will show what we are going to do.
2. Write your class notes and preps in **blue ink**. Underline the date and title with a **grey pencil**. If you use a biro, then you will be asked to do it again properly.
3. Draw all diagrams in pencil (including annotations), and use a ruler and pencil for any arrows or lines.
4. Do **not** doodle on your exercise notes, red folder or in the textbook.
5. Start a new exercise (or set of notes) on a new side of paper.
6. Cross out a mistake with a ~~single line~~ using a **pencil** and a **ruler**. Do not use ink eradicator or Tippex.

Marking

The aim of marking is for the teacher to **give you feedback** so you know how well you did and how to improve next time.

It is the pupil's responsibility to catch up on any missed work.

Class Discussions

- Remember to give **detailed answers** when invited by the teacher to contribute to the class discussion. **Don't rush your answer**, give examples (if possible) and explain your ideas clearly.
- If you have a question, **put up your hand and wait**. Please do not shout out or interrupt your classmates.

Take pride in your work and always do your best!

Appendix C: Assessment for Learning

Below is an example of an AfL sheet.

Battle of Crécy

Learning Objective:

To make an A4 poster on the Battle of Crécy and show an understanding as to why the French lost, and the legacy of the English victory.

Success Criteria	Pupil Evaluation	Teacher Evaluation
To learn about Edward III's chevauchée through northern France (summer, 1346), and how the English were chased by King Philip VI of France.		
To learn how the Edward III and the Black Prince set up their army on a hill with the sun behind them.		
To understand that the French army was much bigger (30,000 to 40,000 men) and was dominated by nobles on horseback (men-at-arms).		
To understand how technology (the long bow) enabled an English victory over the Genoese crossbowmen fighting for the French army.		
To learn about the blind King John of Bohemia and understand that the traditional story of his motto (Ich Dien) and ostrich feathers may or may not explain the motto and crest of the Prince of Wales. The debate.		
To understand the legacy of the battle and how the English victory crippled the French army.		

Appendix D: Assessment for Learning

Below is an example of the presentation policy, which is called DUMTUM. A3 sized posters are on show in every classroom to help the boys. DUMTUM stands for **D**ate, **U**nderline, **M**iss a line, **T**itle, **U**nderline, **M**iss a line.

