

CURRICULUM, ASSESSMENT & REPORTING POLICY

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This policy should be read in conjunction with the following documents:

- Junior School, Key Stage 3, GCSE & A-level Curriculum Guides
- EYFS Policy
- PSHE ('Learning For Life') Policy
- RSE Policy
- Careers Education Policy
- SEND Policy
- Behaviour & Anti-Bullying Policies
- EAL Policy

1. CURRICULUM

All pupils should be able to access all areas of the curriculum regardless of gender, religious denomination, ethnic origin or special educational need. To this end we provide a balanced, well-focussed and wide-ranging programme of study which both challenges and encourages our pupils to be responsible for their own learning. We meet the aims of our mission statement, by providing these opportunities to our pupils.

We deliver effective teaching, coaching and pastoral care through a programme, broadly in line with the National Curriculum, which:

- provides a stimulating education which encourages pupils to work hard to achieve their potential
- meets the needs of individual pupils, paying due heed to their varying abilities and methods of learning
- ensures that pupils have an education which is rich in linguistic, mathematical, scientific, technological, physical, and aesthetic and creative experiences
- presents opportunities to take part in extra-curricular activities, including sports, creative and performing arts and CCF, enriching the experiences of the pupils
- provides every pupil with a form tutor, who takes a special interest in their general well-being
- provides every pupil in the Sixth Form with a mentor to guide them through their UCAS applications and give support and advice where necessary
- promotes a culture which builds self-esteem and teaches the value of the individual within the community
- gives pupils responsibilities and experiences in preparation for future opportunities
- allows the involvement of parents in the education of their children

It is important to acknowledge that the education at Read School extends broadly beyond the classroom curriculum. The co-curricular activity, which includes external visits, residential visits (in the UK and overseas), sporting and recreational activities, adventurous activities, the CCF and the Duke of Edinburgh Award programme clearly contributes considerably to building confidence and self-esteem among the pupils. Such provision is apparent throughout the school. Sport and sports fixtures with other schools plays a pivotal role in both Junior and Senior schools.

Lower Junior School

Early Years Foundation Stage to Year 2 – Key Stage 1

Head Lower & Upper Junior School: Mr Galen Hill

The Lower Junior School is organised into 2 classes, each with their own members of staff.

**Reception
Year 1 & 2**

Mrs Lisa Fairhurst / Mrs Amy Wilson
Mrs Vicky Burnell

We welcome all children into the Lower Juniors as unique, individual learners and offer them a positive, safe, engaging environment and bespoke teaching that encourages all children to meet their full potential. We work in partnership with families to ensure that all individual needs are met and to ensure that all children feel valued. Lessons are planned to be exciting and engaging, building on children's prior learning. This helps the children develop confidence in their own knowledge, skills and understanding as well as making links between subjects and ideas.

The Reception class offers:

- English activities incorporating oracy, phonics, reading, writing (including development of gross and fine motor skills, handwriting and transcription)
- Practical maths activities following White Rose Maths and Mastering Number
- Learning through constructive and organised play
- Working on themes developed to follow the children's interests
- Art and craft activities
- Music, singing and drama
- Encouragement of expression of ideas and use of knowledge and skills acquired
- Story sessions
- PE, music and movement, games
- Some paired learning with Years 1 & 2 to help develop skills

Years 1 and 2

Building on the essential skills taught in Reception, we continue to develop the core skills of reading, writing and maths with continued building of phonics knowledge. The mornings are typically devoted to Phonics, English and Maths whilst the afternoon work includes Science, History, Geography, Art, Design Technology, PSCE, RE, PE, ICT, Dance, Games, French and Music. Long term curriculum planning for Years 1 and 2 is shared with parents via the school website

Reading: Each child reads to their class teacher individually at least three times a week, but reading opportunities are daily including through phonics and English lessons. Pupils progress through the structured reading programme at their own pace. We use Rhino Readers as our primary reading scheme that is matched to our phonic teaching using the DfE validated Twinkl phonics scheme. The children have a daily phonics lesson and work systematically through the six levels which are assessed half termly. Assessment in reading is done at the end of each term using the recently introduced "Rising Stars" assessment scheme (specifically PiRA – Progress in Reading Assessment; Termly tests enabling teachers to reliably benchmark performance and track progress against national averages in reading).

English: Oracy, phonic work, handwriting, grammar, spelling, composition and comprehension skills are taught. We follow the learning objectives of the National Curriculum. Handwriting and spelling is taught explicitly as advised in The Writing Framework published in July 2025. Handwriting is taught regularly to ensure children have opportunities to practice letter formation thus becoming automatic and fluent.

Spelling is taught systematically using the Spelling Shed scheme which continues into Upper Junior School. This focuses on the children's understanding of orthography, morphology and etymology to help them spell accurately. Assessment in spelling, grammar and punctuation is done at the end of each term using the "Rising Stars" assessment scheme (specifically GaPS which enables benchmarking against national averages in grammar, punctuation and spelling).

Mathematics: We use the White Rose Maths scheme of learning. We concentrate on the four rules of number, problem solving, mental arithmetic and practical work. Formative assessment is conducted during each unit of learning. We follow the learning objectives of the National Curriculum. Assessment in maths is done at the end of each term using the "Rising stars" assessment scheme (specifically PUMA – Progress in Understanding Maths Assessment) which again measures progress in Maths and allows performance comparison with national averages.

Other subjects are taught with a thematic approach. These topics run on a two-year rolling programme with an informal assessment being made at the end of each topic. The children are assessed regularly in order to promote more effective learning. Staff meet regularly to discuss progress and flag up any cause for concern.

Typically, we perform a Nativity Play at Christmas, a Spring themed concert at Easter and an end of year concert at the end of the Summer term. We have a Sports Day in the Summer Term. Educational trips and visitors into school are organised to complement our teaching and these take place every term.

We take part in whole school functions, which include the Harvest Festival, Carol Service, Easter Service and Commemoration Day amongst others. We have a curriculum information evening at the beginning of each academic year to inform parents about the curriculum with a particular focus on teaching of phonics and reading.

Upper Junior School

Years 3 to 6 – Key Stage 2

Head of Junior School

Mr Galen Hill

The Upper Junior School is organised into four year groups, each with their own Form Tutor):

Year 3	Mrs Jayne Meek & Mrs Francesca Newman
Year 4	Mrs Sarah Campbell
Year 5	Mrs Rachel Wake
Year 6	Mr Galen Hill

The Upper Junior School is a warm, welcoming and successful department, meeting the needs and requirements for younger pupils through Years 3 to 6. Not only do we value the way in which all our pupils are unique but we all work together to promote a positive and enjoyable attitude towards learning.

A broad range of subjects are introduced to our pupils in Year 3 which continue throughout their time in the Upper Junior School providing a solid foundation for further learning in the Senior School. The policy is to maintain small classes in the core subjects and to combine the classes where desirable or appropriate for other subjects.

The curriculum comprises: English, Mathematics, Science, History, Geography, RS, PSHE (LFL), French, ICT, Art, DT, Music, Dance, Drama, PSHE (LFL) and PE & Games. There is also a daily form period (Key Skills), usually taken by the Form Tutor, which includes reading, spelling, basic numeracy and handwriting, follow up PSHE and related form matters. Maths and English are mostly taught by the form tutor in separate year groups, and when numbers permit the year group may be split to further support the needs of individual pupils. Each member of staff also has their own specialist subjects, which they teach across the department.

Long term curriculum planning for Years 3-6 is available via the school website.

We believe that effective assessment provides information to assess pupil progress and inform teaching and learning. Informal assessment is an ongoing process during lessons as teachers ascertain pupils' knowledge, understanding and skills from practical work, written work and verbal answers.

As in the LJS, pupils in the UJS undertake three assessments towards the end of each term. The Hodder Education assessments are in grammar, punctuation and spelling, Mathematics and English reading. The data from each test provides evidence of areas of weakness and progression for each child as they work their way towards the end of Year 6 before transitioning into the Senior School. Where individual causes for concern exist, these are discussed with the SENCO and Head Key Stage prior to the start of the new academic year so that necessary support can be put in place.

There are measures in place to ensure smooth transition for our pupils from Year 2 to Year 3 and from Year 6 to Year 7, including induction days and transfer meetings. Shared teaching occurs in Sport, Music and Science which ensures that pupils benefit from continuity of teaching methods and curriculum approach as they move through the School.

We assess pupils using the KS2 national measures (SATS), the results of which will be distributed to parents and to Senior School staff as part of the INSET transfer meeting.

Senior School Years 7 to 11 – Key Stages 3 and 4

The Senior School curriculum is planned and regularly reviewed to give pupils a variety of experiences not confined to the classroom environment.

Whilst the numbers in the Senior School vary from year to year, it remains the policy of the school to maintain small class sizes. Groups will only rarely be more than 15 pupils and there will often be fewer. Each class is in the care of a Form Tutor, who is the first point of contact between the school and the parents. Most pupils transfer from the Upper Junior School with around fifteen additional pupils joining from primary schools in the local area.

It is policy to establish good social groups in deciding the composition of pupils in forms. Mathematics, English and Science are usually set within the year group, timetable constraints permitting. Sciences are taught as separate subjects from Year 9.

Key Stage Three Curriculum

A broad programme is studied in Years 7 – 9 including: English Language & Literature, French, Spanish, Latin, Mathematics, the Sciences, History, Geography and Religious studies, ICT, the Creative and Performing Arts, PE & Games and PSHE ('Learning for Life'). Creative & Performing Arts at KS3 includes: Music, Drama, Art and Design, Design Technology and Food & Nutrition.

Read School has a thriving languages curriculum with French and Spanish taught in Year 7 and pupils also having the opportunity to learn Latin. German is available for study at GCSE and A Level for pupils joining Read School who have previously studied this language and is also offered as an after-school club.

Computer Science and PSHE ('LFL') are incorporated into schemes of work across the curriculum as well as being individual subjects in their own right.

Good literacy skills are a key factor in academic success and pupils take Hodder Reading assessments in Key Stage 3. Those pupils who are identified as having reading need are allocated a reading mentor, including Sixth Form students. Depending on the pupils' reading results a programme of additional reading support is put in place.

A separate Key Stage 3 Curriculum Guide is being developed to provide additional information for parents and is available on the school web site.

GCSE Curriculum

In the GCSE years, pupils study English, Mathematics, the Sciences and a programme of citizenship and careers as the core subjects, and a further four subjects according to interest and need.

The option subjects offered are: Separate Sciences, Further Mathematics, History, Geography, Computer Science, I-Media, Design Technology, Business Studies, French, German, Spanish, Chinese, Latin, Art & Design, Music, Drama, Food Preparation and Nutrition and PE. Pupils are encouraged to choose a language/humanity to ensure a broad portfolio of subjects. Overseas pupils may sit GCSE examinations in their own language (Chinese or German for example).

Pupils will take examinations in Trilogy Science (two subjects) depending on progress over the two years. Most pupils will study English Literature in addition to English Language, again depending on progress over the two years. This will provide our pupils with between seven and nine subjects taken at GCSE. External examinations are normally taken at the end of Year 11.

Gifted mathematicians will have the opportunity to take both GCSE Mathematics and an additional qualification called Level 2 Certificate in Further Maths during Key Stage 4. This qualification counts as an additional GCSE but more importantly helps prepare students for studying Maths at a higher level.

It is recognised that not all pupils require the same programme in school. Adjustments to the curriculum can be made for those boys and girls who are gifted, dyslexic, are simply behind with their studies or have other special needs, or for those whose first language is not English.

Specialist EAL support is available to pupils for whom English is an additional language and EAL pupils have the opportunity to complete additional qualifications (see EAL Policy for further details).

Additional Maths or English support is available to pupils wishing to select only three options subjects. Alternative qualifications, including Functional Skills, Entry Level Maths or English, Unit Awards and the ASDAN programme have been introduced to meet individual needs of SEND pupils.

Baseline Testing

Baseline testing is undertaken through the MidYIS programme of the University of Durham. This programme was introduced into the Senior School in September 2001. It provides testing for Year 7 with follow-up tests in Years 8 and Year 10 (YELLIS). The tests provide information about an individual pupil's abilities over a range of skills. These provide a prognosis for GCSE performance and a baseline guide for monitoring pupil performance. The results are communicated to both teachers and parents, and the GCSE projected grade used on reports to parents in Years 10 & 11, to monitor whether or not a pupil is 'on target'. Relative Progress measures (value added) are provided to the school for Year 11 pupils (after GCSE). A pupil profile detailing the results of all objective assessments done is issued periodically. This data is confidential and must only be discussed with the individual pupil to whom it relates.

A 'flight path' tracking system is in place for pupils in Senior School. Academic data from termly assessments is completed by staff every term and the information provided is incorporated into subject-specific 'flight paths' which are used to inform of progress in individual subjects and across the board.

Careers advice is available to help guide pupils in KS4 towards a target, helping focus their learning at this stage and the School subscribes to the Morrisby career profiling service which is used in Years 9, 10, 11 and Sixth Form.

Parents are regularly informed about their son or daughter's learning through parents' evenings and written reports. Individual concerns are dealt with initially by the Form Tutor or subject teacher with a follow up by the Head of Key Stage if required.

Sixth Form

Lower & Upper Sixth – Key Stage 5

**Head of Sixth Form
Sixth Form Tutors**

Mrs Annette Oliver
Mr Mark Perkins
Dr Will Gordon
Dr Kirsty Davey

The Sixth Form is an important time for academic study, often as a preparation for and requirement of university entrance. Some pupils will have been at Read prior to entering the Sixth Form, but equally, we welcome pupils who are entering after studying a GCSE programme elsewhere. Life in the Read Sixth Form is an altogether different experience from other schools and colleges. Classes are small, rarely exceeding eight pupils and provide a more adult, seminar or tutorial type experience with individual attention given to assist with learning methods and needs. Relationships with teachers are less formal and more individual, something perhaps emphasised by the number of duties and tasks those teachers and Sixth Formers carry out together. Sixth Formers are, of course, distinguishable from their younger peers through the wearing of smart business clothes rather than school uniform, and they have their own centre in the school for private study and recreation.

Our aim is to maximise the potential of the pupil in class and out, so that universities and employers are receiving competent and enthusiastic young adults at the next important stage of their lives.

There are typically around fifteen to twenty pupils in each year, most of whom take three subjects to A2 level (Upper Sixth). Sixth Form studies are centred on A-level and BTEC; still the most widely used and predominant qualification for university entry. Studies should be enjoyable, rigorous and disciplined. Modern A-levels have undergone significant reform in recent years yet remain interesting and challenging studies providing sound preparation for university.

Sixth Form Curriculum

At Read we offer a diverse range of A-level subjects covering Mathematics, Sciences, Humanities, the Creative & Performing Arts, Modern Languages & Classics, Business & Economics, Sport and PE. There are relatively few restrictions and pupils can select from the full range of subjects offered to suit their individual needs, interests and abilities.

The subjects available are: Mathematics, Further Mathematics, Physics, Chemistry, Biology, Computer Science, IT, English Literature, Art, Photography, Design Technology, Music, French, Spanish, German, Latin, Classical Civilisation, History, Geography, Economics, Business Studies, Psychology, PE. Overseas pupils may sit A-level examinations in their own language where available (Italian, Portuguese, Russian and Chinese have been taken over the last few years).

BTEC Level 3 qualifications in Health & Social Care, Business, Uniformed Services and Sport were recently added to the portfolio of subjects offered. Pupils in Upper Sixth are also encouraged to take the Extended Project Qualification (EPQ) which promotes independent research and study skills as well as offering additional UCAS points.

Subjects are offered each year, taking into account the requirements of pupils and constraints of staffing.

The ALIS programme is used for tracking, a system run by Durham University. This works in broadly the same way as MidYIS. A predicted grade is provided for each subject studied and is seen as the MAG (minimum achievable grade) for that pupil. Again, these projected grades are used when reporting to parents whether or not their son/daughter is on target.

The Heads of Sixth Form and Sixth Form tutors handle all matters pertaining to UCAS applications and references. Each pupil is assigned to either Head of Sixth Form or the Sixth Form Tutor to assist them with any difficulties they may be having.

Sixth Formers are expected to set a positive example and have responsibilities in school, including:

- fulfilling role of Heads of School, Prefect or Senior Prefect

- assisting senior school staff with playground and lunch duty
- classroom support assistants working in KS3 & KS4 lessons, which is useful for both younger pupils and the sixth former themselves
- supporting coaching of Junior School sports
- joining the school newsletter editorial team
- completing a work experience programme
- other prefect duties as required

Having responsibility for more than just themselves offers our Sixth Form pupils a unique opportunity to demonstrate leadership skills and gives the school a real sense of family. A Read Sixth Form Diploma (**R**eflect **E**xtend **A**spire **D**evelop) is being introduced to chronicle the extra-curricular achievements of individual pupils and to provide a testament to the all-important soft skills that universities and employers are seeking.

2. Inclusive Learning and Learning Support

SENCO
Head of Inclusion

Mrs Georgina Ashton
Mrs Philippa Anderson

Learning Support Assistants (LSA's)

In the context of additional learning support, we identify three categories:

1. Those whose first language is not English
2. Those with specific learning difficulties
3. Those, who for some other reason are behind with their studies and so require extra help

The SENCO produces a full audit of learning needs for both junior and senior pupils, which is available on the intranet for teaching and support staff. She will draw attention to this as appropriate at staff meetings and it is the responsibility of each member of staff to be familiar with the information in it, especially as it applies to pupils in their classes.

Some pupils have the support of a learning support assistant (LSA) in their classes; usually pupils with EHCPs. Pupils' individual timetables may be adjusted to enable them to receive appropriate support at the right time. Pupils who have an Educational Health Care Plan may follow a differentiated curriculum as per their plan. These adjustments ensure that their level of learning is appropriate to their individual needs, by setting suitable challenges and thus overcoming potential barriers. Work can require a lot of concentration/physical effort/extra time for pupils with SEN and the amount given must closely reflect ability. Each Scheme of Work / Lesson Plan / Homework given should govern the rate of progress to ensure an adequate pace.

The ILD staff supervise pupils who have a tailored programme during their study time. This means that pupils can have extra support with homework or in key areas of the curriculum. The SENCO will discuss and agree with parents the nature of the study sessions. In addition to GCSE, BTEC and A-level examinations, SEND pupils are also able to access additional qualifications including Functional Skills and ASDAN.

Mentoring and Support

Throughout their time at Read School, pupils benefit from extensive pastoral support from their Form Tutor, Head of Key Stage and the Pastoral team. Buddy programmes are in place to support the transition from Year 6 to Year 7,

A Year 11 mentoring programme is offered to promote examination success and help GCSE students reach their full potential. This close staff guidance offers 1 to 1 bespoke support monitoring revision and offering guidance to manage stress throughout this assessment period.

In the Sixth Form a UCAS support programme is offered by Sixth Form tutors.

English as an Additional Language

We aim to ensure that all pupils become autonomous in all aspects of the English Language: speaking, listening, reading, writing and culture.

Up to and including Year 9, EAL pupils will continue in all mainstream classes (except possibly MFL).

In Year 10 and 11, EAL classes may replace some English lessons and pupils prepare for the IELTS (International English Language Teaching System) examination. EAL classes are offered at an additional charge.

More able pupils remain in English classes and sit GCSE English at the end of Year 11.

In the Sixth Form, pupils are offered EAL tuition to assist with preparation for the IELTS examination, which is the standard qualification required for admission into English speaking universities.

Gifted & Talented

Pupils identified as gifted and/or talented are listed on the G&T register, which is updated regularly. The pupils can be identified by staff, by their profile on entry to the school or by their MidYIS outcomes (in the Senior School). We ensure that these pupils are stretched and challenged through our differentiated classroom curriculum and by offering activities where pupils with particular strengths can excel. We are careful not to exclude pupils and so at Read we offer these activities to all pupils and can adapt them based on uptake.

Group work can help weaker pupils be challenged more and give stronger pupils the opportunity to develop their leadership skills as part of a team.

Gifted and talented pupils may be given the opportunity to take GCSE or A-level examinations early and individual pupils have had considerable success with this in recent years.

External competitions such as the UKMT maths challenge, *Bebras* computing challenge, STEM and Junior Chef competitions provide additional opportunities for individual G & T pupils to be stretched in their preferred subject. A cooking competition in conjunction with Leeds United was recently held to offer pupils the chance to stretch and challenge their culinary skills.

Pupils enter a poetry competition annually with several pupils achieving the accolade of getting work published.

The G&T register will also include pupils who are considered gifted in non-academic areas, such as sports or performing arts. Provision is put in place to ensure that these pupils are appropriately stretched such as bringing in specialist sports coaches for non-core sports. Talented musicians have the opportunity to join school music groups such as the Baroque group or Selby Abbey Chorister programme.

Pupils are also challenged to develop leadership skills through the School's adventurous activities programme and the opportunity to assume an NCO position within the CCF or complete the Institute of Leadership & Management (ILM) Level 3 Leadership qualification. A number of Senior Read cadets have also been appointed as Lord Lieutenant's cadets in recent years – a prestigious award which recognises outstanding service and commitment within the CCF.

3. ENRICHMENT

At Read, we provide a number of extra-curricular activities and extension opportunities to inspire and challenge all our pupils regardless of background or ability. These activities run alongside our regular daily routine and timetabled after-school activities and examples are included below:

- National Science Week which includes an assembly, guest speakers and special activities.
- Participation in local and national STEM competitions
- Visits to local power stations
- Visits to local food processing facilities
- Attending local cooking school to develop specialist cooking skills
- Participation in *The Future Chef competition*
- Participation in annual Poetry Competition
- Participation in Leeds United cooking competition
- Visits from local chefs and food manufacturers
- Senior and Junior School Productions with opportunities for performance and participating in set design and backstage support
- Maths challenges at junior, intermediate and senior level, including UKMT maths challenge
- European Languages Day
- *Bebras* Computing challenge
- CREST Science Awards Programme (introduced 2024-2025 academic year)
- National Citizen Service Pupils from Year 10 and above have previously had the opportunity to participate in the NCS programme.
- Annual Careers Fair during National Careers Week
- Work experience opportunities
- A range of visiting speakers into lessons, assemblies and for 'lunch 'n learn' seminars
- ILM Leadership programme for Sixth Form
- UCAS convention and apprenticeship fairs for Sixth Form
- A number of theatre and museum visits take place annually
- A broad range of educational visits, both in the UK and overseas. In the academic year 2024-2025 school visits took place to Marbella (Spain), New York, Sorrento, Normandy and Filderstadt, Germany.
- Several CCF camps and weekends are organised throughout the year and a bi-annual visit to Cyprus is organised in conjunction with other local schools.
- Read School partners with World Challenge to offer exciting adventurous trips every two years and recent adventures have included wild camping in Norway, Costa Rica and India.
- Several Senior pupils complete work experience programmes which are organised and supported by the School.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

It is important that our pupils understand their place in the world and develop mutual respect and understanding of others. We are a very inclusive community, with pupils from many different faiths, cultures and backgrounds and this is highly valued by pupils and staff alike. The Read School PSHE ('rebranded as *Learning for Life*') policy reflects the new curriculum, reflecting relationships and sex education (RSE) and health education which was compulsory from September 2020. This is outlined in a separate PSHE (LFL) policy.

SMSC is developed where possible throughout the curriculum and also through our PSHE (LFL) programme, where we enable pupils to:

- develop their self-knowledge, self-compassion and self-confidence
- gain a broad general knowledge of and respect for public institutions and services in England
- distinguish right from wrong and to respect the civil and criminal law of England
- learn to respect themselves and others through knowledge and understanding
- demonstrate tolerance and how to live in harmony with one another
- acquire an appreciation of their own and other cultures
- learn how to articulate and justify their feelings
- gain the confidence to ask questions and be curious
- learn to accept responsibility for their behaviour
- show initiative and make a positive contribution

We have continued to develop the role of our School Council and its purpose and place within our community. Senior School Council pupils meet weekly with the Head and a separate School Council exists in Junior School. Pupil voice surveys are conducted on a regular basis.

Recent projects have included the introduction of a new school skirt, new winter coat, upgraded bathrooms and changing rooms as well as various fundraising projects.

We have strong links with St Peter and Paul Parish Church, Drax and hold regular services in the Church, including an annual Harvest Festival, Remembrance Service, Christmas and Easter Services as well as ad hoc events. The Head regularly meets with the local vicar to discuss the School's spiritual curriculum and the vicar visit the School on a regular basis to deliver assemblies and support RS lessons.

We have also developed excellent links with Selby Abbey with several pupils performing as Choristers at the Abbey and our Christmas concert and Commemoration Day taking place there.

The mental health and well-being of our pupils is paramount and we give them the tools to develop their own strategies and coping mechanisms as they mature into young adults. Our aim is to guide our pupils to develop into self-assured, confident and happy young people who can make a positive contribution to society in general through individual aspirations and work within their community.

4. HOMEWORK ('PREP')

Rationale

Homework and independent study are both a regular and essential part of any pupils' education. They encourage good study habits and allow reflection of the days' lessons. Independent study enables the pupils to think for themselves and encourages them to have responsibility for their own learning. Homework is set from the earliest age, and tasks change and develop appropriately as pupils move through the school.

All pupils in Junior School and Senior School up to Year 11 have a pupil planner, which they should be encouraged to use correctly. Teachers should ensure that homework is being properly recorded. Form Tutors should check diaries on a weekly basis for parent signature and any comments from staff. The school provides supervised study facilities for those pupils who may not have the opportunity to complete all homework at home.

It is important that the homework schedule is adhered to, as this gives pupils a balanced workload each day. Homework may not be appropriate at certain times during the academic year, i.e. assessment week, on the night of parents' evening, when pupils have GCSE controlled assessments. Although homework may occasionally involve completing work set in class, this should not be the norm.

It is the responsibility of faculty leaders to ensure that regular, consistent and appropriate homework is being set and marked by all members of their department, in accordance with individual departmental and whole school guidelines. It is the responsibility of the classroom teacher to ensure that each pupil is given appropriate work, differentiating as required.

Some SEND pupils may have a reduced homework expectation based on the need and ability of the individual pupil and this is agreed with parents, Head of Key Stage as well as the SENCO / Head of Inclusion.

Homework Aims

- To consolidate, extend and revise work done and skills learnt during lessons
- To ensure that teaching time is used to maximum effect
- To help raise the level of attainment of individual pupils
- To encourage independent study skills and self-discipline as pupils progress through the school
- To allow pupils to practise and develop research skills
- To encourage a love of learning
- To create a sense of achievement when work is completed
- To provide evidence for the evaluation of teaching and learning
- To provide the opportunity for parents to be involved in the work done by their sons/daughters

Homework should be:

- Set on a regular basis, in line with the timetable
- Appropriate to the individual
- Relevant, varied and well structured
- Clearly explained and properly recorded
- Completed to a good individual standard
- Given with a realistic timescale
- Marked and returned at the earliest available opportunity

Pupils are responsible for organising their own homework diary and handing work in on time, but teachers must ensure that pupils with SEN are given sufficient time and support to record, understand and complete the work.

Procedure in School

Lower Junior School (EYFS and Years 1 & 2)

We set homework that will encourage the children to be independent.

Reception Words to read and spelling and reading books

- Year 1** Reading book and any follow up work in their workbook plus weekly spellings
- Year 2** Reading book and any follow up work, weekly spellings, times-tables and topic-based research

Upper Junior School (Years 3 to 6)

Homework in the Upper Junior School is very important. Not only does it allow children to consolidate lessons learnt and to practise new skills but it encourages self discipline and time management. Reading is an essential activity to be completed every night but we also expect pupils to learn spellings and mathematical tables as part of their homework.

We increase the amount of homework given to pupils as they move through the Upper Junior School:

- Pupils in Years 3 and 4 should spend approximately 15-20 minutes per night on homework plus additional reading time
- Pupils in Years 5 and 6 should spend approximately 30-45 minutes per night on homework plus additional reading time

Senior School (Years 7 to 11 and Sixth Form)

The homework timetable is made to ensure that pupils have an equal load of work distributed over the week. Homework deadlines should be made clear and need to be realistic.

- Years 7 to 9 pupils usually receive three pieces of work per night, lasting no longer than 15 minutes each.
- Years 10 and 11 pupils should have three pieces of work per night, lasting no longer than 20 minutes each.
- Sixth form pupils should be set regular assignments/homework that will promote independent learning

Evidence

Staff should keep clear records of homework tasks completed, including the content of the task and marks given. Marks should be given in accordance with the marking policy where appropriate. Marking records should be made available to faculty leaders on request. Marks should be available for discussion at parents' evenings and within the body of written reports sent home.

5. REWARDS

Lower Junior School (EYFS to Year 2)

- Children gain 'Dojo points', stars and stickers for good work, manners and attitude throughout the week.
- Award charts are displayed in the classrooms.
- Excellent work is shown to other members of staff in the department and shared in a good work assembly at the end of the week.
- Each week a gold award is given to a pupil who has achieved something of particular note or been consistently good across the week.

- There is a Dojo award given each week and ‘pupil of the term’ is also awarded.

Upper Junior School (Years 3 to 6)

As a department we focus on good work and behaviour. We encourage the children to compete in a variety of inter-house competitions in order to gain points and encourage team spirit and togetherness.

We praise and reward pupils for good behaviour in a variety of ways:

- teachers congratulate pupils.
- teachers give pupils ‘Dojo points’ and these are recorded on the Class Dojo website, which is accessible (password protected) to the individual child’s parents or guardians. Dojo points also contribute towards house points.
- if a particular piece of work is outstanding they are given a ‘merit’ which is equivalent to three ‘Dojo points’. For practical purposes these are now awarded as quick points in the MIS system.
- each week in assembly, we celebrate with the winning boy or girl of Class Dojo from each class by giving them a ‘Dojo’ certificate signed by the Head of Junior School.
- each pupil is allocated to one of three Houses and can be given House points (merits) for a variety of events such as inter-house sports competitions or musical performances. These are collated, culminating in the winning house having a cup presented to them at the end of each term.
- we distribute ‘Dojo points’ to pupils either for consistent good work or behaviour, or to acknowledge outstanding efforts or acts of kindness in school.
- all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- if pupils have achieved particularly high standards of work, they are sent to the Head of Junior School who will write a suitable comment of praise on their work
- outstanding work is rewarded with the pupil seeing the Head or the Head of a particular department in the Senior School, for example an excellent poem being seen by the Head of English.

Senior School (Years 7 to 13)

Pupils should be awarded house points for work that is good based on **their individual standards**. Teachers should record each merit they give to a pupil in the appropriate section of the pupil planner. Teachers should also keep their own records of merits awarded. Form tutors are expected to monitor the number of merits through checking planners and inform JW when certificate milestones have been reached. Merit certificates are presented at full school assembly and are awarded according to the following guidelines:

Bronze	- 25
Silver	- 50
Gold	- 100
Platinum	- 150

At the end of each term, the house points are totalled and the cup is awarded in the final assembly to the winning house for the term.

Celebrating our Successes

Each half term, we have individual Key Stage celebration assemblies, where pupils are awarded certificates for effort and achievement in subjects or any other personal achievement. The subject certificates are coordinated by faculty leaders however awards may also be given out for music, drama, participation in school council or being a school 'ambassador' as examples. These certificates and awards are not tied to a particular year group or age range and so can be given to any pupils across the Junior and Senior Schools.

The Duke of Edinburgh Awards are given at Commemoration Day and also recognised in assemblies.

Many prizes and awards are given on Commemoration Day (always the first Saturday in July). These are for academic achievement, effort, sport, performing arts, creative arts and a number of special awards for service to the School. The school has its own music competition, named The Moloney Trust Competition. Trophies for winners of this competition are presented at Commemoration Day and winners are added to the board in Moloney Hall.

6. SANCTIONS

Upper Junior School

If a pupil does not complete their homework by the set deadline, they are expected to complete this during their break time, unless there are exceptional circumstances.

If there is a repeated lack of homework from a particular child, they will receive a detention, where they have to complete a set of lines, in addition to completing the expected homework by the following day.

Senior School

For those pupils who do not complete work, the following should be implemented:

1. The first-time work has not been handed in on time a warning should be given and the pupil should be asked to present the work on the following day for marking.
2. The pupil fails to produce the work after a warning and extended deadline have been given – they should be given suitable sanction by the teacher or Head of Department, i.e. kept in at lunch or break to complete the work.
3. The pupil still fails to produce work – a non-satis should be filled in and given to the form tutor to follow up with the pupil. This should be logged on Engage.
4. A pupil fails to produce work after steps 1 to 3 have been followed – they should be placed in detention, and the Deputy Head given clear instructions as to what the pupil needs to do during that time.
5. A pupil continues to miss deadlines – parents need to be involved and should be contacted by letter or telephone by the member of staff concerned in liaison with the form tutor, and an appropriate plan of action put in place.

7. HANDWRITING & PRESENTATION

We believe that a legible and fluent style of handwriting is essential for every pupil. Our aim is to foster an individual style of handwriting so pupils can take pride in their work.

It is important for pupils to present their work to a high individual standard and we teach our pupils:

- an appropriate way to format and present a final copy piece of handwritten work
- how to present information in a diagram or table

- the IT skills to present coursework to examination standard

Guidelines

- pupils are expected to have developed an individual cursive handwriting style that is legible for written work (any noticeable difficulties should be brought to the attention of the SENCO)
- drafted work needs to be legible with suitable space available for marking and comments
- final copy work should be written in pen using **blue** or **black** ink in the exercise book provided
- pupils may use chrome books and all pupils should be encouraged to develop their word processing skills
- pupils will be taught how to annotate and draw an accurate diagram using the correct materials
- pupils will be taught how to present data and results in a table (refer to subject specific guidelines)
- if errors occur within a handwritten piece (draft or final copy), a single ruled line is preferable to the use of ink erasers and the use of Tippex is not encouraged (this promotes examination technique)

8. MARKING

A consistent approach to marking written work will be of great benefit to pupils; marking should have a purpose and give clear feedback, which can be verbal but should preferably be written. It is important that work is marked in such a way as to encourage pupils to improve, to look for strengths before identifying weaknesses and to help provide opportunities for self-assessment. Pupils should also be encouraged to mark each other's work when appropriate.

It is the responsibility of faculty leaders to ensure that the marking policy is being consistently implemented by all members of their department. This should be done by periodically reviewing samples of work from each class.

Aims

- to provide positive individual/tailored feedback to pupils and set targets accordingly (to reinforce the learning objectives)
- to correct errors of fact, spelling, punctuation and grammar as a cross-curricular approach to supporting a pupil's development
- to encourage pupils to proof-read and self-correct their work before handing it in
- to encourage peer assessment
- to ensure progression
- to check for individual and class standards and set targets appropriate to the subject and the needs of the class

Procedures in School

Lower Senior School (Years 7 - 9)

- an equal balance of **constructive criticism** and **positive comment** should be part of the overall marking strategy for a piece of work
- staff should set specific **learning objectives** where appropriate based on the errors in a piece of work
- marking should be done in **GREEN** ink
- pupils will be taught to pay attention to the progressive skills of careful planning, drafting, revising and proof-reading their work before handing it in (having taken notice of previous teacher marking intervention)
- pupils will be encouraged to put a single ruled line through errors

Upper Senior School (Years 10 - 13)

As above for Lower Seniors with particular attention being paid to the following:

- marking will be according to coursework and exam criteria
- the **'tracking system'** will give staff the opportunity to feedback particular subject concerns arising from their assessments and marking of pieces of coursework

9. **ASSESSMENT**

Faculty Leaders are responsible for ensuring that subject teachers carry out meaningful and regular assessments with every class they teach. Pupils must be given warning that assessments are going to take place, giving ample time for preparation.

Assessments for Lower and Upper Junior School are conducted by the Hodder assessments, along with SAT exams for Year 6, as noted above.

Assessment results should be used in conjunction with homework and classwork marks to generate current attainment when reporting to parents. Assessments should be done at appropriate times during the course and all pupils in Years 7 to 10 may also have an examination based on the work covered during the year at the end of the summer term. The outcome of these results should help to determine progress made over the year and setting for Maths, English and possibly Science.

All pupils in Year 11 and Year 13 will sit mock GCSE and A-level examinations in the Spring term and results from these will be sent home to parents along with predicted grades and tier of entry for GCSE examinations, which will be taken in the summer term. Interim class tests will be given throughout the year, usually at the end of each topic.

Continuous assessment results and homework scores are to be reported to parents each term in the form of attainment, expectation and effort descriptors. These will form part of the Full (comment and work covered) or Summary (comment only) reports which will be written at the end of term. A written report will not be sent in the term where there has been a parents' evening for that year group.

Tutors should meet with their tutees to discuss assessments and reports and follow up any concerns with parents.

10. **EVIDENCE & REPORTING**

Staff should keep clear records of homework tasks completed, including the content of the task and marks given. Marks should be given in accordance with the marking policy where appropriate. Marking records should be made available to faculty leaders on request. Marks should be available for discussion at parents' evenings and within the body of written reports sent home.

There will be either a report written at the end of term or a parents' evening during the term. It is the responsibility of individual subject teachers to express concern if there is considerable change in work or effort of any individual pupil. Matters should be discussed with faculty leaders and form tutors before making contact with parents.

The schedule for reporting and parents' evenings is as follows:

Autumn Term

- Curriculum Information Evening Lower Junior School
- Parents' Evening Lower and Upper Junior School
- Parents Welcome Evening Year 7 (start of term)
- Options Evening Year 9

- Parents Evening Year 7
- Sixth Form and Year 11 Parents Evenings
- Half Term Interim Report All Senior School pupils
- End of Term Mini Report All Senior School pupils

Spring Term

- Parents' Evening Lower and Upper Junior School
- Parents' Evening Years 8
- Parents' Evening Year 9
- Parents' Evening Year 11 & Sixth Form (pupils will receive their Mock Examination results and predicted grades prior to parents' evening)
- End of Term Mini Report All Senior School pupils

Summer Term

- End of Term Full Report – all pupils (except Year 11 and 13)

Report Types:

- **Interim Report** – this includes behaviour, effort and homework (graded E, G, S, RI, I – descriptors below)
- **Mini Report** – as Interim Report plus information on attainment based on GCSE grades 1 to 9 (Developing, Secure and Mastered at each level)
- **Full Report** – this includes a full teacher commentary on achievements by subject along with any targets for improvement

Each pupil report includes:

- Subject reports
- Tutor report
- Head of Boarding report for boarders
- Head / Head of Juniors report

Reporting Guide (half-term interim reports)

Behaviour	This means:
Excellent	They: <ul style="list-style-type: none"> ● always work with focus, displaying a level of maturity beyond their years ● act responsibly at all times and can be relied upon to help with important tasks ● are honest and show great dedication to their school work ● wear their uniform with pride ● are an excellent role model to others and a real asset to the school
Good	They: <ul style="list-style-type: none"> ● work with focus and maturity; they rarely get distracted ● can be relied upon to help and support when needed ● are honest and display good levels of self-discipline and commitment ● wear their uniform well and rarely fall below standard ● are a good role model to others and an asset to the school
Satisfactory	They: <ul style="list-style-type: none"> ● generally work well and have a reasonable attitude towards their work ● help when asked but don't take the initiative to offer this without prompting ● usually wear their uniform well but could be more consistent with this ● can disrupt lessons but respond positively when reminded of the rules ● have the potential to become a better role model to others

Requires Improvement	<p>They:</p> <ul style="list-style-type: none"> ● can work well, but is easily distracted and can disrupt the learning of others in the class ● rarely offer help and support to others, and usually have to be pushed to do so ● lack self-discipline and don't always make the right choices when reprimanded ● can look untidy in appearance and sometimes arrive late to lessons without reason ● have lost their free time because of poor behaviour on a few occasions during the term
Inadequate	<p>They:</p> <ul style="list-style-type: none"> ● make poor choices regularly in their interactions with teachers and peers ● show little enthusiasm and usually disrupt the learning of others in the class ● do not respond well when reprimanded or take responsibility for their choices ● constantly need reminders regarding how to wear their uniform correctly ● regularly lose their free time because of poor behaviour

Homework	This means:
Excellent	<p>They:</p> <ul style="list-style-type: none"> ● always hand their work in on time, completing all tasks set to the very best of their ability ● show initiative and hand in creative and thoughtful work ● spend time reflecting on comments given and act on these to help their own progress ● are keen to ask for help before the next lesson if they haven't understood the task
Good	<p>They:</p> <ul style="list-style-type: none"> ● hand their work in on time with little exception ● usually complete tasks to the best of their ability ● work well with their teacher to highlight areas for improvement ● ask for help if they haven't understood the task at the beginning of the next lesson
Satisfactory	<p>They:</p> <ul style="list-style-type: none"> ● mostly hand their work in on time ● complete tasks set, but not always to the best of their ability ● sometimes follow guidance from their teachers to help their progress ● occasionally ask for help but would usually wait until this is offered
Requires Improvement	<p>They:</p> <ul style="list-style-type: none"> ● often hand work in late or incomplete ● can complete tasks to a good standard but don't do this regularly ● don't always respond to targets set or make the adjustments needed to improve ● don't ask for help and often hide the fact that they haven't done their work
Inadequate	<p>They:</p> <ul style="list-style-type: none"> ● rarely hand work in on time ● show little effort in any homework they do ● do not respond when offered help and support from teachers ● regularly have to repeat work during a detention to get this to a reasonable standard

Effort	This means:
Excellent	<p>They:</p> <ul style="list-style-type: none"> ● always give their best, which is of an excellent standard for them ● take responsibility for their own learning and know their strengths and weaknesses ● are honest about what they have achieved and learn from their mistakes ● give support to other pupils which consolidates their own learning ● are always keen to learn and make progress, both in and out of class; they care

Good	<p>They:</p> <ul style="list-style-type: none"> ● always give their best, which is of a good standard for them ● have an idea of their own strengths and weaknesses in key areas ● are able to build and improve on work that may not have been their best ● work well as part of a group and can assist the learning of other pupils ● are keen and show an interest in class; they care
Satisfactory	<p>They:</p> <ul style="list-style-type: none"> ● occasionally complete good work, but this is not consistently done ● make a reasonable effort, but don't exert themselves ● need help to identify their weaknesses and strengths ● work as part of a group but may take a back seat in this ● can show interest, but not always enthusiasm; care is not always apparent
Requires Improvement	<p>They:</p> <ul style="list-style-type: none"> ● complete work of a mediocre standard, regularly doing the bare minimum ● are not always able to identify their weaknesses or offer suggestions ● struggle to make progress and improve on their work through sheer lack of effort ● have minimal input when working as part of a group ● show some interest, but lack any real enthusiasm; care is rarely apparent
Inadequate	<p>They:</p> <ul style="list-style-type: none"> ● don't always complete work, and when done it is of a mediocre standard ● do not take any responsibility for their own learning and progress ● are happy to let others in the group do the work ● have become disaffected and do not engage with the class or teacher ● seem to lack interest in their education; they appear not to care

11. FLIGHT PATH INFORMATION AND ASSESSING PROGRESS (Years 7-11)

Flight paths, charting a pupil's progress to achieving their MidYis or Yellis predicted GCSE grades will be produced each year to identify the extent to which a pupil is tracking on, below or above target.

Flight path data is based on mid-year teacher assessments and is produced for Parent's Evening discussions to provide a graphical view of a pupil's progress to date. Flight paths are always accompanied by a teacher-led discussion of what specific improvements need to be made to accelerate progress or remain on track to achieve / exceed targets.

Updated August 2025

Next update: August 2026