



BANCROFT'S SCHOOL

Curriculum Policy (Complete)

(I) OVERVIEW

The curriculum at Bancroft's aims to fulfil the school's objective of providing a "broad, balanced and forward-looking curriculum relevant to the aspirations of the students and their parents together with a wide-ranging programme of opportunities both within and outside the school day".

In particular, the curriculum aims to ensure that:

- Pupils have an experience in linguistic, mathematical, scientific, technological, human and social, physics and aesthetic and creative education.
- Subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
- Where a pupil has a statement, the education at Bancroft's fulfils its requirements
- Pupils acquire speaking, listening, literacy and numeracy skills
- The personal, social and health education reflects the school's aims and ethos
- Appropriate careers guidance is given to pupils receiving secondary education
- For all pupils, including those above compulsory school age, the programme of activities is appropriate to their needs
- All pupils have the opportunity to learn and make progress
- Pupils are adequately prepared for the opportunities, responsibilities and experiences of adult life.

The school provides a stimulating and relevant curriculum for students aged 11 – 18 who have passed selective entrance procedures. The curriculum broadly follows the National Curriculum but extends it to provide what we feel is appropriate breadth and challenge for our students. It should be noted that the students develop and benefit from being in Bancroft's as much from the co-curriculum as the academic curriculum: sports, the CCF and DofE scheme, activities, study trips, societies, music, drama, chapel, assemblies, the house system, etc. are all an important part of what we offer. Between the curriculum and co-curriculum, the opportunities offered by the house system, chapel, assemblies as well as in

collective worship focusing on religions other than the Christian faith, we believe we give students the opportunity to be educated in a wide ranging and holistic way.

The curriculum is designed to be broad and balanced, in particular from 11-16, so that decisions to specialise at Sixth Form level and beyond have not been prohibited by choices made at earlier points in the school. This broad and balanced nature ensures that students are given the experience they require in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The link below is to a chart displaying how these areas of experience are covered by the curriculum subjects. Department Handbooks further explain how the areas are covered and developed.

- [Areas of Experience Curriculum Chart](#)

We are assured that students acquire skills in speaking and listening, literacy and numeracy by our core curriculum. From years 7 through to 11 all students study English Literature and Language, Maths, at least one Modern Foreign Language and all three Sciences.

The development of pupils as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the whole educational experience at Bancroft's. Preparing students for later life and the challenges and decisions they will need to make as adults is an important part of the education at the school. Personal, Social and Health education within the PSHE programme is one way in which these objectives are met. In addition to PSHE sessions, there are other opportunities both on the curriculum and in cocurricular activities where this education can take place such as assemblies, chapel talks, societies, study trips and within many academic subjects.

All pupils in years 7 – 11 have weekly or fortnightly lessons in PSHE with their tutor. Each year has a scheme of work which develops from the years covered before, and fits to that particular age group. Every year group has a Convener who is in charge of the scheme for the year and gives resources and training, where needed, to members of the tutor team delivering the PSHE. External speakers are used within the programme where appropriate. Students in year 12 have a fortnightly lecture series, which covers PSHE, University & Careers, talks to create or further interest, etc.

Religious Studies is in the core curriculum in years 7 – 9 and within it the range of world religions are studied along with human and social issues relating to each.

Career guidance for students occurs within the PSHE programmes, extra information evenings and also by tutors and house staff. Information evenings for GCSE and A-level options are held and students in year 10 are offered the opportunity to take the Morrisby careers test and associated interview. Each student will have an individual interview with their housemaster in the run-up to choosing GCSE or A-level options, and tutors give additional advice. In the Sixth Form there are information evenings on the UCAS process as well as talks housed within the L6th lecture series. Students are offered the opportunity to have practice interviews. Assistance is given to pupils who would like to do work experience in the Fifth or Sixth Form including summer placements.

Although there are no students with statements at Bancroft's there are a number who are recognised with having learning difficulties and who require some support. Students who the school recognises could usefully get supported are, even if there is not as yet an identified learning difficulty. All of these are looked after by the learning support department and Individual Plans are drawn up for students on the learning support register. The learning support department offer drop-in times for any pupil in the school and pupils in years 7-11 are withdrawn from one lesson a week to be given more individual support within the department. The subject offering withdrawal is varied throughout the year. In the sixth form support is given in study period.

When students join the school they undergo a screening test for literacy-based learning issues and cases followed up on, as required. The students also sit the MidYIS test, the results of which are also looked at carefully as a separate indicator of aspect that may need following up.

Bancroft's selects pupils at entrance partly according to their ability in written English. It is therefore only very occasionally that individuals are admitted who have some problems arising from having English as an additional language.

Such pupils are treated according to their individual needs, and their welfare and progress is overseen by house staff in liaison with the learning support department.

Departmental schemes of work and guidance are designed so that all students have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded regularly by department assessments and reported by the school's half-termly grades. The progress of all students is evaluated by house staff and interviews with students are arranged as appropriate.

A system of academic tracking exists for all students in order to identify those students who are underperforming and require support. Regular dialogue between the tutor, house staff and student ensures that targets are set and followed-up. There is also a system of daily report-cards for students that temporarily would benefit from the narrower focus and more immediate feedback.

(II) CURRICULUM BY YEAR

The school day is based on a two week cycle with each day having eight 35-minute lessons each day. These are a combination of single and double periods depending on the subject preference.

In years 7 – 11 students have a lesson provision of around 25 hours a week. The subject breakdown varies by year, as detailed separately below.

THIRD FORM (YEAR 7)

The table below shows the number of 35 minute lessons per subject or activity over the two week cycle, out of a total of eighty lessons.

English (9)	Maths (9)	Science (8)	German (6)	Spanish (6)
Geography (5)	History (5)	R.S. (5)	Drama (3)	Art (4)
Music (3)	Technology (4)	P.E. (5)	Games (6)	P.S.H.E. (2)

Students are set broadly by ability in Maths. In other subjects classes are mixed ability and set in common between subjects according to two clusters. One cluster is for English, Science, History, Geography and Religious Studies, where the average class size is 22. The other cluster is for Creative Art, Technology and Modern Language subjects, where average class size is 16 to study Art, Drama, Music, Technology, German and Spanish. Classes in these clusters are designed to allow the students to have a different mix of other students to interact with: their Maths class, 5 classes in one cluster, 6 classes for the other cluster and then PE and Games. The aim being that a range of relationships are developed through the different mixes. It is for this reason that the classes are designed to all have a mix of houses and forms within them.

Technology in the Third Form contains half a year of D.T. and half a year of Electronics.

PSHE is taught by house throughout the school by the form tutor and in the case of the third form also the junior housemaster. The forms are around 15 in size, which allows the form tutor to get to know them well and to support them effectively. The students meet their form tutor twice a day. Form tutors act as the first point of contact between home and school.

The PE contains swimming lessons and special attention is given to weak or unconfident swimmers within the programme.

Pupils in the Third and Removes have their end of year examinations in the week before the summer half-term so that the half-term is used for a break and is not used for revision. Teachers will use the lessons for revision activities in the week before the exam week to also lessen the burden of work on the pupils.

Removes (year 8)

English (8)	Maths (8)	Science (8)	
Modern Foreign Language (MFL): 2 x (5) – French / German / Spanish			
Latin (6)	Geography (5)	History (5)	R.S. (5)
Art (4)	Technology (4)	Music (3)	Drama (3)
P.E. (4)	Games (6)	P.S.H.E. (1)	

The classes continue to be mixed ability except for Maths. As with the Third Form classes are arranged in common within two clusters and are re-set from the Third Form to allow for new relationships to forge and to allow for groupings to be found problematic in the previous year to be avoided.

Technology in the Removes contains half a year of D.T. and half a year of Computer Programming.

LOWER-FOURTH FORM (YEAR 9)

Students make language choices and pick two creative and technical options as shown in the table below.

Core	English (8) Physics (5) P.E. (3)	Maths (8) Geography (5) Games (6)	Biology (5) History (5) P.S.H.E. (1)	Chemistry (5) R.S. (5)
Options	<p>Language Choices: Three to be chosen from:</p> <p>Modern Language Block: 1 x (5) – French / German / Spanish</p> <p>Classical Block: 1 x (5) – Classics / Latin (<i>Classics has no language component and is not a necessary precursor to GCSE Classical Civilisation</i>)</p> <p>Mixed Block: 1 x (6) – French / German / Russian* / Spanish / Classics / Classical Greek* / Latin</p> <p><i>(Russian and Classical Greek are from beginner level, which is why this last block has an extra lesson a fortnight)</i></p> <p>Creative & Technical Choices: Two to be chosen (4) from: Art / Music / Design Tech. / Electronics</p>			

Except for Maths, classes continue to be mixed ability, with the option subjects classed according to pupil choices. The Science lessons are now split into Physics, Chemistry and Biology, each having a specialist teacher.

The Lower-Fourth end of year exams are straight after Easter at the start of the Summer Term. The timetable is changed for this year group for the second half of the summer term and they start what will be their Upper Fourth timetable and begin GCSE classes.

UPPER-FOURTH FORM (YEAR 10)

The vast majority of students take 10 GCSE subjects at the end of year 11. Both English Literature and Language are done to GCSE. The timetable is designed around the student choices, rather than choices confined to set option blocks. It is rare for there to be any students that cannot have their first three options.

English, Physics, Chemistry and Biology at this stage have classes set broadly by ability.

Core	English (10) Physics (6)	Maths (10) One MFL(8)*	Biology (6) P.E. (3)	Chemistry (6) Games (6)	P.S.H.E (1)
Options	3 x (8) Art Design Technology Geography	Classical Civilisation Electronics German	Drama French Classical Greek		
	History Religious Studies	Latin Russian	Music	Spanish	

*If a student chooses to do both Classical Greek and Latin then they may choose two other subjects that do not include a Modern Foreign Language.

The top two sets for Maths are accelerated and take their GCSE at the end of the Upper Fourth year. Some subjects will do one of their controlled assessment units during this year.

GCSE class sizes are on average 20 in size, both in the core curriculum and optional curriculum. No option subject will have more than 24 student, with the limit being 16 for Creative and Technical Subjects.

FIFTH FORM (YEAR 11)

The two classes accelerated in Maths continue with Maths to a higher level in the Fifth Form, splitting into three classes to study Additional Maths, sitting the Free Standing Maths Qualification (FSMQ) at the end of the year.

Normally a small amount of re-setting of science sets occurs from the Upper Fourth Form, based on the progress of the students in Science to this point. When this is done it produces one science set focussed on preparing for Core and Additional Science GCSEs, although still taught separately the Biology, Chemistry and Physics by specialists. The other science sets work towards the three separate GCSEs.

Core	English (11) One MFL(8)	Maths (10) P.E. (2)	Biology (6) Games (6)	Chemistry (6) P.S.H.E (1)	Physics (6)
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Options	3 x (8)	Art Design Technology Geography History Religious Studies	Classical Civilisation Electronics German Latin Russian	Drama French Classical Greek Music Spanish
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The P.E. course in the Fifth Form has a particular focus on health and fitness for life.

LOWER SIXTH FORM (YEAR 12)

As with GCSE options, the students choose their options first and then the timetable is designed to accommodate their options. This includes the options made by the 20 or so external students joining the sixth form.

The vast majority of students start with 4 subjects. A good number of students choose to do Double Maths (Maths & Further Maths), which counts as one subject choice but leads to two A-levels with a few extra lessons and the expense of some study periods.

A fortnightly lecture series is organised by the Head of Sixth form and consists of mainly external speakers. The range of talks is designed to interest and challenge, as well as to continue the students PSHE and Careers education.

Students considering Medical-based degrees and careers meet for a fortnightly timetabled Medics Group, where they find out more about these courses and careers as well as being given advice and support towards their applications.

Core	Lecture (1)	Games (6)		
Options	(12)	Music	Music Technology	
	(16)	Art Class. Civ. Electronics German Latin Physics	Biology Design Tech. English Lit. Classical Greek Maths * Russian	Bus. Studies Drama French Politics Physical Education R.S.
		Chemistry Economics Geography History** Spanish		
		(26) Double Maths (Maths & Further Maths A-levels) – 1 Option Block		

*Students opting for Further Maths will follow the legacy specification for the 2017-2019 cohort, completing a number of A-level Maths modules in the first year of the course. The new linear Further Maths course will be studied from 2018 onwards.

**History students are allocated either Modern or Medieval and Early Modern according to teacher expertise.

UPPER SIXTH FORM (YEAR 13)

The majority of students continue into the Upper Sixth year with three subjects for A2. These will then also choose an Additional Studies option, indicative courses shown below. These courses are non-examined and are simply designed to stretch and enrich the students beyond the confines of the A-level curriculum. Another additional option is Philosophy, Politics and Ethics for Medics (PPE) which is a popular course which also helps to prepare students for the BMAT exam (section 3)

<i>Indicative courses:</i>	
Additional Studies	(4) Musical Theatre
	Spanish
	Computer Programming
	Introduction to Law
	Astronomy
	How We Have Got Here (Historical Perspective Course)
	French
	Russian
	Mandarin Chinese
	Photography
	Architectural Design
	German
	Earth Science
	Music Tech.
	Carpentry

Those that continue with four subjects may also choose an Additional Studies option, but it is not mandatory for them to do so.

LINKS TO RELEVANT DOCUMENTS:

- [GCSE Curriculum Booklet – for September 2017 start](#)
- [Sixth Form Curriculum Booklet – for September 2017 start](#)
- [Sixth Form Additional Studies Brochure – for September 2017 start](#)
- [Annual Options Process – details](#)

(iii) Curriculum Development

Heads of Department (HoDs) meet once or twice a term and Housemasters (HsMs) meet every fortnight for an operational meeting and once a term for discussions of longer items or ones of a more strategic level. From time to time Working Parties are made up to work on a proposal, or to look at a matter, before discussion takes place at these larger bodies. Recent examples being:

- KS3 Curriculum Working Party
- Report-Writing Working Party
- A-level reform Working Party
- GCSE Achievement Grades Working Party (in light of the 9-1 and *-E mixed economy)
- Attitude to Learning: consultation on changing the Effort Grades system

Recent Developments of the curriculum have been:

- Consideration of English Curriculum Time for the new GCSE

Link: [Discussion Document on English Curriculum Time 16-18](#)

- Inclusion of an Introduction to Computer Programming Course for all Removes, as part of their Technology Course for half a year.
- Development of Design Technology with a view to introduce it as an A-level Choice, along with the refurbishment and redevelopment of Design Technology in the school. The subject now includes CAD and CAM, and is broader and more up-to-date in outlook.
- Moving into A-level Reform – Revising Bancroft's Sixth Form Curriculum from September 2015.

Link: [A-Level Reform Proposal for September 2015](#)

- Change in MFL provision. Rather than only French for the first two years, students now study a Romance and Germanic language in the 3rd form – Spanish & German (for most this is *ab initio*) and then choose two of French, German and Spanish in the Removes year. This was a three year phased change from 2013 – 2015, as shown below.

Link: [KS3 Curriculum Changes](#)

- Introduction of Russian as a choice in the L4th year and onwards to GCSE level. Introduction of A-level Russian onto the curriculum from 2017.
- Revision of the Additional Studies options (mostly unexamined) to only be offered in the U6th following the increase in curriculum time for A-levels from 14 periods per fortnight to 16. See below for indicative content.

Link: [Additional Studies Brochure for Sept 2017](#)

- Implementation and improvement of a school VLE and student email service
- Improved zoning of subjects around the school – particularly Maths, History and Modern Foreign Languages.
- Preparation classes for University thinking skill assessments (BMAT, UKCAT and TSA) and appointment of a University Test Co-ordinator.
- Review of student tracking with a view to trialling use of a Bancroft's Baseline with the Year 7 students. Staff are also being consulted on possible changes to the current Effort Grades system, to be replaced by an *Approach to Learning* grades system.

Link: [Consultation document on Bancroft's Baseline](#)

Link: [Consultation document on Approach to Learning](#)

(iv) **Homework and Marking**

ASSESSMENT FOR LEARNING

Students' work should be assessed regularly and thoroughly and this information used to plan teaching so that pupils can progress. This assessment need not be limited to the marking of homework. As teachers we will be assessing students and their understanding and abilities in a number of ways. The key point is that our planning for future teaching *takes into account* the assessments that we make so we can plan for more effective learning. Clearly there is an accompanying need for differentiation in our teaching and work-setting if this is to be done well with individual pupils in mind.

Members of staff should ensure that the homework task can be reasonably done in the time allocation for the homework. In more open tasks, clear guidance should be given to ensure that the right amount of time is spent by students.

Homework needs to be clearly set and also set as a task on the VLE. Members of staff are encouraged not to wait until the end of the lesson to set the homework as this can be chaotic and make the task resemble an afterthought. Often it can be effective to tell the class about it at the beginning of the lesson

When rewarding homework, ([see section vii](#)), members of staff are asked to be careful not to only reward students who have spent longer than the recommended time, and that it is possible for students to get these rewards for spending the guided time-allocation and no more.

Homework should be collected at the first reasonable opportunity after it is set. Members of staff may not set work and expect it to be done by the next calendar day, even if a timetabled lesson occurs then. In the vast majority of cases the homework timetable is written to avoid this.

Additional homework is not set specifically for any half-term or between term break with the exception of revision work for exams or coursework in certain exam years.

THIRDS TO FIFTH FORM

Homework should only be set on slots shown in the homework timetables. For the junior years (3rd – L4th), the setting of homework is not mandatory every slot.

- [Link to Homework Timetables](#)

At the bottom of this policy is a break-down of homework loadings by year and subject

SIXTH FORM

There is no published timetable, but subjects should generally set the equivalent of about 4 hours of work per week for the average pupil. The setting of work should be co-ordinated for groups which are shared between two or more teachers so that pupils are not put under unreasonable pressure. Deadlines for work should be set so as to allow students to plan their work and how it fits with their extra-curricular involvement.

MARKING

Departments have their own Marking Policies, as outlined in Department Handbooks. It is the policy of the school that for all year groups the work from students should be collected regularly and be marked promptly and returned to the pupil as soon as is reasonably possible - generally within a week. Pupils should be given constructive feedback where possible, in a way which is clear and understood by the students.

Grades or marks do not necessarily need to be put on work which is returned to students, in fact members of staff are recommended to consider if comment-only marking would be more appropriate for the task. In any case, it is expected that records are kept of homework effort and achievement in markbooks, to monitor progress and give supporting evidence to halftermly grades or reports.

WORK SCRUTINY

Heads of Department should carry out a work scrutiny in the second half of the Autumn Term. This may be done as part of department meeting where books are shared and discussion of work, marking, etc. can be had between colleagues. Heads of Department should in any case look through a sample of books for each member of staff at this point, whether via a department meeting method or not. A record of this work scrutiny should be made and passed on to the Assistant Head (Academic). Heads of Department should carry out other Work Scrutiny or monitoring of work-setting and marking for their department or individuals with it, as they feel is necessary and reasonable.

Department Peer Review occurs once every three years. As part of this a Work Scrutiny is carried out by two Heads of Department of other subjects.

- [Link to Department Review](#)

Heads of Department should ensure that new teachers to the school and department understand the expectations of work-setting and marking at Bancroft's and in they should monitor the practice of the new member of staff, particularly during their first term.

Homework Loadings by Subject and Year: 2017-18:

Year	Loading
3rd form (year 7)	4 hours per week
Removes (year 8)	4.5 hours per week
L4th (year 9)	5.5 hours per week
U4th & 5 th (years 10 and 11)	9 hours per week
6th form (years 12 and 13)	4 hours per A-level per week (Double Maths is 6 hours per week)

(v) Coursework and Controlled Assessment

This is a summary of how we have agreed that the coursework timetable should operate. It is not a statement about obvious Departmental responsibilities for such things as drafting processes, internal moderation, secure storage, verification that work is authentic, posting off coursework etc.

- 1) The coursework timetable for U4 to U6 is drawn up each year in June and reflects where possible the stated preferences of Departments for the following academic year, but also attempts to limit the cumulative pressures on students. If a Department finds that the timetable is unworkable, this must be discussed with the Director of Studies as soon as possible so that an alternative solution can be found.
- 2) The length of time allocated to a task should reflect its length or complexity, and should enable the student to complete the task without unreasonably limiting the time they have to spend on their other subjects. Where parallel groups are working on the same task, similar conditions should apply to them all - for example the amount of class time and prep time allocated. Final deadlines should where possible not be in the last week of a term and Friday deadlines should in general be avoided.
- 3) Where a piece of coursework is scheduled to take several weeks to complete, interim deadlines should be set. Interim deadlines could usefully be set for shorter pieces of

work if desired, particularly where the completed task depends on some intermediate stage, such as collection of data, having been achieved.

- 4) Student progress should be monitored regularly during the period in which the coursework is being worked on. They must also be given a clear idea of what they will be expected to produce for each interim deadline. Students should be given feedback on their progress, and teachers must keep records of interim checks. A structure of the expected escalation and communication is below:

Stage 1: Missing an interim or final deadline.

A clearly defined extension is given and the tutor told about this (with HsM copied in). The tutor should speak to the student and get back to the MoS after having done so, along with anything they have put in place to support. In the case of the final deadline being missed, or for habitual offenders, home should be contacted at this point by tutor or HsM.

Stage 2: Missing the extension:

A school detention should be given and again communication to tutor with HsM copied in. At this stage contact should be made with home by house staff and the house staff and the MoS agree a date by which it should be completed, and what steps need to occur to support this (time in library after school or in study periods, on top of the detention, etc.)

Stage 3: Failure to meet stage 2 should now involve working with the Assistant Head (Academic) to support working towards completion.

- 5) Students must be given a clear idea of what the component criteria for assessment are, and where they may need to improve if they have future pieces of coursework to complete. A grid photocopied for each individual may be a useful way of achieving points 4 and 5. If a student does not meet either an interim or final deadline, the punishment must be immediate and may take the form of staying behind after school to complete the work to the stage required. The House Staff and Head of Department should be notified if the student does not rectify this immediately. Often, the Housemaster will then ensure the parents are informed at this stage as well. Clearly, special circumstances such as serious illness or bereavement will require special arrangements, but “pressure of work” is not a special circumstance, especially if deadlines have been published by the teacher well in advance.
- 6) Tutors of the affected years - particularly the 5th and U6 - should be proactive in helping their tutees to anticipate pressure points and to manage their time effectively, and should alert the Director of Studies if they become aware of the coursework timetable breaking down.
- 7) If students have been working on some coursework during a reporting period, teachers should comment on their efforts when writing the report.

- 8) It is the responsibility of Heads of Department to ensure that their staff adhere to the schedule and the policy, and to support teachers in the management of coursework and the completion of deadlines by their students. This is in addition to ensuring that the requirements of the exam boards are met, for example in dealing with internal moderation, secure storage etc. Particular care must be taken to ensure that coursework supervised by a member of staff who subsequently leaves the school is assessed and retrievable.

Links to other documents:

- Link to Coursework Timetable 17-18
- [Link to Controlled Assessment Policy](#)
- [Link to Controlled Assessment Risk Management Guidance](#)

(VI) GRADING AND REPORTING

Departments should interpret these descriptions in the context of their subjects and should develop a consistent approach to grading within the department.

EFFORT GRADES

In the first half term of the September the 3rds will be given only effort grades: it is good to report singularly on effort without pigeon-holing achievement too early. All others year groups will receive both effort and achievement in this first grade session.

Effort grades are given for two strands: Classwork and Homework. Classwork will include aspects of work done in class, e.g. experiments & practical work, research in class, language conversation, class tasks, etc.

The descriptors are the same for both strands and are being changed to include new labels and a fifth effort grade to be between “excellent” and “good”.

previous grade label	description	new grade label
A	excellent	X
	very good	V
B	good	G
C	some concerns	S
D	serious concerns (becomes “unacceptable”)	U

The intention is that X is attainable for all, and that S and U are such that some degree of action is needed. There is designed to be a gap between G and S, with S being a “bad grade” along with U.

Notice that in the 3rds and Removes the following subjects do not set regular homework and therefore do not give homework grades:

Art, Drama, Music, Technology

ACHIEVEMENT GRADES

Two grade scales exist. One for KS3 and one for KS4 and 5.

Exam Years Scale For U4th – U6th.

The grades map to descriptors of what standard the students are working towards as indicated by their performance since the last grade given. e.g. if a B is given to 6th form, then based on their current level of performance and a continuation of that, we would expect them to get a B at A-level.

Note these are not predictions, but statements of the level of performance since the last grade was given. There is inevitably an element of forecast, based on current trajectory, with all subjects, particularly those with a significant maturation factor.

For further advice on the above, see the below document:

- “[Reporting Back but Looking Ahead](#)” – advice on awarding achievement grades in the exam years.

A) SIXTH FORM ACHIEVEMENT GRADES

Grade description	Grade label
A* grade standard at A-level	A*
A grade standard	A
A / B grade borderline	A / B
B grade standard	B
B / C grade standard	B / C
C grade standard	C
D grade standard	D
E grade standard	E
below E grade standard	U

b) GCSE Years Achievement Grades - From September 2016 many subjects start the new GCSE specifications, culminating in 9-1's rather than A*-G's. Accordingly, both the U4th and 5th Form will have the following grades from September 2017. All subjects will give grades to the U4th on the 9-3 scale, including 7.5 and 6.5. This is irrespective of the grade-set that the subject qualification uses.

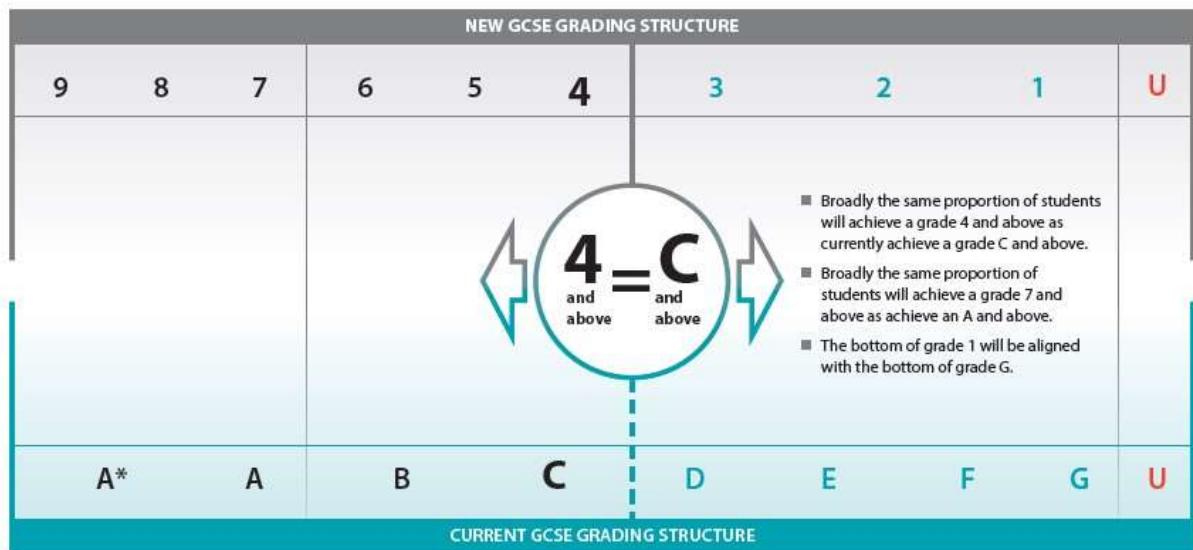
Grade	Descriptor
9	high A*
8	A*
7.5	A*/A
7	A
6.5	A / B
6	B
5	B / C
4	C
3	beneath C

Grades 7.5 and 6.5 have been introduced to give more discrimination in Bancroft's grading, as we have many pupils in the A - B range. Similarly the Bancroft's achievement grades do not go below 3 because it is extremely rare for pupils to be at this point for a subject, let along the grades beneath them.

The diagram below shows how the 9-1 grades are thought to relate to A*-G's.

Grading the New GCSEs in 2017

Ofqual



JUNIOR YEARS SCALE

FOR 3RD – L4TH

Grade	Descriptor	Expanded Meaning
6	excellent	Work is outstanding in all respects
5	very good	Has demonstrated an impressive grasp of the subject
4	good	Coping with the work in most respects
3	competent	A basic grasp of the subject, with some minor difficulties
2	some concerns	Consistently experiencing difficulties, giving rise to concern over progress
1	major concerns	Serious difficulties in the subject.

- Link to ["Shape of the Year 17-18" showing reporting schedule](#)

REPORTS

Grades or reports are sent home at regular intervals: grades normally each half term and a full report once a year. Details of staff deadlines for producing grades/reports appear in the calendar. Parents' Evenings complement the written reports so that the parents receive either written or oral feedback at least twice a year.

The purpose of a report is to encourage further progress by taking stock, as precisely as possible, of what has gone well and what has gone badly. **Reports should convey the feeling that the MoS knows that child and what their individual strengths and weaknesses are.** Reports should be fair and avoid excessive criticism or praise. It is important that advice for the future deals with specific points, e.g. learning material, use of paragraphs, listening to instructions for practical work, reading exam questions carefully, etc. MoS should note the character limits agreed for each report; these should not be routinely exceeded. Further advice can be sought from HSMs, HoDs and the Director of Studies.

The school grade structure and departmental policy should be adhered to. Grades cover the period since the last grade, whether they are on a grade-card or on a report. Although the wording of a report will normally cover a longer period than the report grade, there should not be inconsistencies between the two which are not explained in the report.

Some Points on Style

- Reports are written bearing the parents in mind as readers. Students should be referred to in the third person without comments such as “*Well Done!*” at the end. For the same reason take care not to use too much subject specific or educational jargon which may not be understood by the parent. Aim for lucidity.
- Remember that you have given information already via the report grade. Comments such as “*his homework is not as good as his classwork*” are therefore unnecessary. In addition, take care not to contradict the grades without explanation.
- Use the student’s preferred name on reports (on iSAMS this appears with the press of the (i) key to the left of the report).
- Do not overuse the student’s name; to use it too frequently is an unnatural way to write.
- Try to use continuous prose rather than short disconnected sentences – these can read as impersonal commentary.
- Do not list subject matter that has been covered unless this is crucial to the comprehension of the report. Parents do not want to read this, but how their child is doing and what, if anything, they could do to progress further.
- Do not fill the report with statistics: use words to convey a message. In general exam percentages should not be given on end of year exam reports as we convey this information via exam grades. There may be times when it is right to communicate a particular result, e.g. “*Billy should be rightly proud of his recent 92% test result and it shows what he can do if he prepares well*”

- Subjects should not have capital letters unless they are languages. Seasons should not have capitals either, e.g. *"There is every reason to believe Mark can get an A* in physics this summer"*. If referring to a particular term capitals should be used, however, e.g. *"Martin should take care that cricket does not distract too much from his studies this Summer Term"*. Sports follow the same rules as subjects and should not have capitals.
- Contractions should not be used in reports, e.g. *can't*, *they'd*, *won't*, *shouldn't*, etc.
- Practise using practice: *"Billy's technique will improve with practice"*
"Billy needs to practise rearranging equations"
- Single spaces should be used after full stops, not double spaces.

(VII) ACADEMIC REWARDS AND SANCTIONS

This is not an exhaustive list but gives some suggestions that colleagues can and should look to use to support their teaching.

REWARDS

- Spoken praise to the student.
- Email of congratulation to tutor / house staff
- Mentioning to HoD for a conversation with the student.
- House Merit Points (junior years)
- House Commendations – recommendations to Heads of Section (HoS) every half-term in years 7-10 (and the Autumn Term of the 5th form) by house-staff based on grades, reports, general progress.
- End of Year Academic Prizes – recommendations to Head of Section by house staff – for achievement grades and also for progress.

SANCTIONS

- Conversation with student at the end of the lesson, or break-time.
- Email to tutor / house staff. Note the red-slip system for small misdemeanours to tutor.
- Conversation between HoD and student after repeated offences.
- Detentions. There are formal School Detentions on Monday and Friday evenings, run by the Senior Tutor. Members of staff may choose to give their own but for repeat offences and more serious issues should utilise the school detentions system so a formal note is sent home, and a central record kept.

Members of staff should always be ready to seek advice and to report situations to HoD/HoS/HsM/SMT. The student's tutor remains the staff focal point for concerns or praise so that patterns can be identified and strategies co-ordinated effectively.

(VIII) STUDY LEAVE ARRANGEMENTS

Students go on general study leave and stop attending lessons for the summer examination period only. For the 5th and U6th the dates are decided by the Deputy Head based on when the public examination timetable for that year starts to affect a large number of students. For the U6th, study leave is normally just before the summer half-term although consideration may be given to remaining legacy AS examinations.

Once study leave commences for a particular year group, any sessions we organise with students should be on an *ad hoc* basis. Similarly we may well advertise to students that we will probably be available in what were the scheduled lessons (invigilation and cover permitting of course), but there should be no expectation that students attend these lessons.

Teachers and departments should not be running organised or scheduled *en masse* revision sessions during study leave. The reason for this is that it's not always possible to know all the exams that are affecting all the students and when they are occurring, and in general study leave is a time for the students to be doing their final preparation in their own way and not under any structure we put in place.

Outside of study leave, whenever a student has an afternoon examination, they may take that morning off lesson in order to prepare for it. This time may be spent in school, revising in one of the libraries. For a morning examination no extra consideration is given. It is expected in both cases that students return to lessons after their examination.

For Language Oral examinations, if the oral is scheduled in period 2, 4, 5, 7 or 8, the student is permitted to study in the library in the academic period immediately preceding the period the oral is taking place in.

(IX) MONITORING BY HEADS OF DEPARTMENTS

Heads of Department are responsible for monitoring and ensuring that the teaching and learning in their department are of a good standard across all years and abilities. To assure themselves that this is the case, it is expected that they will monitor student progress and monitor and support the teachers within their department. To this end, Heads of Department review the staff within their departments, sharing this responsibility in larger departments with other senior department leaders. Within this review process, targets are set and monitored in order to develop the capabilities of staff and enable the school to progress.

All departments have regular department meetings, with the majority occurring in timetabled slots. These can be used for the purposes of the below.

- Supporting the department and its teachers in the sharing of good practice of teaching methods and pedagogy, planning and producing resources, assessment for learning, etc.
- Monitoring member of staff's progress against the Scheme of Work, and that lessons are being planned accordingly.
- Keeping a central record of common unit or end of year tests and discussing these and individual student cases with members of staff, as necessary.
- Evaluate test and exam results: Heads of Department produce an end of year report considering results achieved by students within each class. These can and should lead, if necessary, to department aims, etc.
- Monitor the half-termly grades that members of staff give, to check there is some consistency within the department.
- Monitoring marking and teacher record-keeping. Heads of Department should carry out at least an annual Work Scrutiny of members of their department and keep a record of such. It is normally the expectation that this is carried out in the second half of the Autumn Term.
- Ensuring that Coursework and Controlled Assessment is well organised and that members of staff are given support if needed for any aspect of this, including with students who are behind with deadlines, etc.

The Staff Review system has at it's centre the Heads of Department. Please see below a link to the staff review process document. Heads of Department themselves will be reviewed by a member of the SLT.

Link to: [Staff review process](#)

As part of the Department Review system when a department is being reviewed all of its members will be observed by a HoD from a different department. It is reasonable for Heads of Department to observe members of the department teach at other times as well, although fair notice should be given.

All Departments have Departmental Handbooks, written by the Heads of Department. Contents and formats vary, but the link below shows guidance to Heads of Department on what the Handbooks should contain:

- [Guidance on contents for Departmental Handbooks](#)

Up to date copies of these handbooks are kept in the Assistant Head (Academic)'s office.

(X) USE OF CEM DATA FOR BENCHMARKING AND VALUE ADDED ANALYSIS

Students in year 7 sit the MidYIS test during their induction day at the end of year 6 and the results are used to give some basis for expectations and in order to check progress made by the students during their time at the school. GCSE results are checked against the MidYIS scores and value added analyses are made.

Student's MidYIS scores are only made available to housemasters and SMT so as to avoid the dangers of complacency at the top-end for students or staff, or a risk of a self-fulfilling prophecy at the bottom-end. It should be noted in any case that at the individual level the MidYIS scores as predictors are not reliable enough to make up for these concerns.

For A-level, Bancroft's use the ALIS system which gives baseline predictions according to average GCSE score attained. These baseline predictions are shared with all teaching staff, after the first set of half-term grades have been given by staff.

The school is trialling a Bancroft's Baseline in year 7 during 2017-18. This is with a view to rolling it out across more year groups in subsequent years. The Bancroft's Baseline will only be known by teaching staff and it is a tool to help track a student's progress through the school. It will also be used to help assess different cohorts such as department, gender, year group, etc so that school provision and policy can be monitored and improved where necessary. The Baseline will be based on MidYIS, entrance exam and other data known to the school about each year 7 student. The Baselines will be adjusted periodically as new information comes to light.

Link to: [Proposed New Bancroft's Baseline Tracking trial](#)

(XI) RELIGIOUS EDUCATION AND SPIRITUAL LIFE

SPIRITUAL LIFE

One of the greatest strengths of Bancroft's is that we are a diverse and multi-faith community in which all pupils have opportunities to develop their own spiritual life and learn about the beliefs and values of others. Our ethos is one of mutual respect, and acceptance of those of all traditions and backgrounds.

The provision of SMSC at Bancroft's is tailored to the family backgrounds, ages and abilities of our whole school community. We work to ensure that this provision, whether as part of collective worship in Chapel, assemblies, pastoral time or dedicated PSHE lessons, will be acceptable and beneficial to the whole school community.

The aims of this provision are:

- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law;
- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (iv) provide pupils with a broad general knowledge of public institutions and services in England;
- (v) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and
- (vi) encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

There are also opportunities for those from particular faiths to meet together for an act of worship. Currently this includes regular Communion Services, meetings of the Christian Union, and weekly Jewish and Muslim assemblies. Provision is also made for Muslim members of our community to pray daily. This provides pupils with a forum to share and develop their faith. Inter-faith assemblies are also held. There is also an opportunity for each faith group in the school to take a chapel service in order to inform the rest of the community about key aspects of that particular religion. There is also an opportunity for groups of pupils from a variety of year groups to lead a chapel service in which they can reflect on issues or spiritual and moral values that are important to them. Optional services are also held prior to Easter and Christmas, on Remembrance Sunday and to commemorate our Founder, Francis Bancroft. Pupils who wish to attend Roman Catholic Mass should contact the Chaplain.

The aims of collective worship at Bancroft's is to provide the opportunity for pupils to:

1. Experience acts of worship that are inclusive and that reflect on diverse theistic ideas and the difficulties posed for religious belief in the modern world.
2. Reflect on ideas of morality that are in line with Christian values as well as those of other faith backgrounds and their own beliefs.
3. Develop a community spirit, a common ethos and shared values.
4. Consider spiritual and moral issues

RELIGIOUS EDUCATION

The RE Course is designed to accommodate all pupils, irrespective of their religious or denominational background. It forms an important part of the curriculum and is approached without commitment to any particular set of religious beliefs.

The course seeks to inform pupils about the beliefs and practices of the major world religions. It also aims to help pupils to think deeply on the issues of life today using the wisdom of the past, so that they may value human life and be able to make responsible decisions.

ATTAINMENT TARGETS

There are two Attainment Targets for Religious Studies at Bancroft's:

AT 1, **Learning about religions**, is concerned with giving pupils knowledge and understanding of the beliefs, teachings, customs and practices of different world faiths.

AT 2, **Learning from religion**, is concerned with enabling pupils to explore the ideas and beliefs of different world faiths and their own ideas, attitudes and beliefs.

It seeks to teach pupils specific skills related to these processes and to foster key attitudes. It covers fundamental questions about life and different responses to them and provides the opportunity for pupils to apply what they have learnt about the different world faiths to their lives and their communities.

The right of Withdrawal from RS and Collective Worship

At Bancroft's School we look to be an inclusive community but recognise that parents, of course, have the right to withdraw their children from either Religious Studies or Chapel services on the grounds of conscience. We would ask any parent considering this to contact the Head in writing to raise any concerns or anxieties about the policy, provision and practice of either religious studies or communal worship at Bancroft's School. In practice few pupils are ever withdrawn as the vast majority find these aspects of school life to be an inclusive experience.

(XII) THE PSHE PROGRAMME & THE PROMOTION OF BRITISH VALUES.

Participation in the PSHE programme is part of the wider role of the Tutor. The development of pupils as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the whole educational experience at Bancroft's. We are committed to achieving the outcomes of the Every Child Matters agenda. The PSHE programme is one way in which these objectives are met (also see the [Religious Education and Spiritual Life policy 5.11](#)). Through the PSHE programme the School ensures all pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

1. A programme for each year group, 3rds – 5th form is drawn up by Convenors, working with the PSHE Co-ordinator. The programme is monitored, reviewed and

adapted on a regular basis to ensure that it meets any new challenges or difficulties that our pupils face and any significant developments or issues facing the modern world.

2. A variety of resources are available. An effort has been made to make these user friendly for Tutors and stimulating for pupils. The resource bank is regularly updated and increased. Resources are stored on the school system and (where necessary) photocopied and distributed to tutors by the convenor.
3. Topics include health education, anti-bullying, personal safety, financial awareness, study skills, careers education, the environment, rights and responsibilities, citizenship and celebrating diversity. The aim of the PSHE programme in respect of citizenship is to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths. These are implicitly and explicitly highlighted in the PSHE programme e.g. Britishness and the values associated with citizenship is covered in the 5th year scheme of work. The rule of law in England; crime and the nature and purpose of punishment and the justice system feature in the year 9 (L4) scheme of work, this enables pupils to distinguish between right from wrong and to respect the civil and criminal law of England. Democratic processes including the importance of voting and how democracy and the law works in Britain is covered in the 5th year. These topics serve to highlight the British commitment to justice, tolerance, and equality. This commitment is further reflected in the anti-homophobia workshop in year 9 (L4th) and the sessions on racism (L4/year 9). Pupils are expected to gain a broad understanding of and respect for public institutions and services in England, such as the police, NHS and the welfare state throughout the course of their time at Bancroft's. This is achieved through talks from the Police in the L4th and L6th as well as discussions about how these public institutions have evolved.

Staff are encouraged to challenge behaviour in school that is contrary to fundamental British values.

4. As a result of the PSHE programme the school would expect that pupils will have
 - a. An understanding of how citizens can influence decision making through the democratic process – this is also achieved through elections to student council and mock elections at the time of the General Election as well a recent assemblies on the Scottish referendum.
 - b. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.

- c. An understanding that there is a separation of power between executive and the judiciary and that some bodies are accountable through Parliament, such as the military and police others, such as the judiciary, are independent.
- d. An understanding that the freedom to hold other faiths and beliefs is protected in law.
- e. An acceptance that people having different faiths or beliefs (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. Pupils are also encouraged to celebrate each other's faiths and understand different cultural traditions.

The school has a number of different societies which are open to all and promote different cultural values, such as the Jewish Society and the Hindu, Buddhist, Sikh and Muslim society (HSBM). HSBM holds a wellattended annual extravaganza called TAAL, which involves much of the school community and celebrates the myriad of cultures that are encapsulated by HSBM.

This is also promoted through the chapel programme that the Chaplain has regard for.

- f. An understanding of the importance of identifying and combatting discrimination and encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). This is reflected in the anti-homophobia workshop in year 8 (Removes) and the sessions on racism (L4/year 9) and whole school assemblies on such topics. This is also promoted through whole school assemblies and the chapel programme.
- 5. Although the Convenor proposes a programme, the scheme is flexible to meet the needs and interests of pupils and Tutors. Some sessions involve the whole year group. Tutor Groups also meet separately and the Tutor can shape his/her own programme, although key topics are covered by all tutor groups. A variety of activities is encouraged e.g. discussions, outside speakers, presentations for assemblies, worksheets etc.
- 6. Pupils are encouraged to develop their self-knowledge, self-esteem and self confidence which goes hand in hand with the school's stated aims of ensuring that pupils develop into self-assured, confident, happy, young adults. There is increasing input on mental health (U4) and mindfulness (5th year) in order to help

students understand and cope with stress. There is also greater emphasis on the use of social media and its potential effects.

Pupils are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

This is achieved by celebrating success through whole school and House assemblies. Older pupils mentor younger pupils in the Thirds and Removes and act as instructors in the Duke of Edinburgh Award scheme and the CCF. In addition many pupils contribute to outside community programmes, such as the Epping Forest PHAB group which meets in School weekly, community service based activities such as working in local primary schools and also contributing to Serious Fun on Saturdays.

7. Tutors are required to complete a simple record sheet of topics covered. Records are kept on the PSHE file on the staff network.
8. Tutors and pupils are invited to provide feedback so that the programme can be developed in the light of comments made. Evaluation by tutors is recorded on the staff network. Evaluations by pupils are collated by Convenors and the PSHE Coordinator. These evaluations include the chance for pupils to suggest new topics and to record the impact of particular topics on their attitudes and behaviour (via exit feedback cards that are completed after certain key issues are covered)
9. A PSHE programme for 6th formers is arranged by the Head of Sixth Form. This includes a series of lectures on issues facing pupils of that age, including lectures on the role of Police, drink-driving and personal welfare.
10. All teachers are reminded that they must not in the day to day course of their teaching promote partisan political views. This means that when political issues are discussed or arise pupils are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed. The school takes a common sense approach, for example achieving balance in the range of topics discussed over a period of time, when inviting a speaker with a partisan view, it is not required that the speaker's views are challenged at the time or for a speaker with an opposing view to address the pupils be arranged. It would be perfectly appropriate to present opposing views in the course of a subsequent class.

The contribution of PSHE to ISI guidelines on SMSC development is covered in more detail in a [separate SMSC](#) document