



# Myddelton College

## Academic Policy

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## Statement of Intent

The academic policy supports the Myddelton College ethos and fulfils our school aims.

There are three key components of the academic policy:

- the curriculum
- teaching and learning
- marking and assessment

This document should be read in conjunction with:

- Additional Learning Needs (ALN) Policy
- Admissions Policy
- Behaviour Policy
- More Able and Talented (MAT) Policy
- Personal, Social and Health Education (PSHE) Policy
- Prevent Policy
- Staff Code of Conduct

**This is a whole school policy.**

**The main language spoken in the school is English; the teaching medium used is English throughout the school.**

## Introduction and Aims

### Broad and balanced curriculum

We are committed to providing a broad and balanced curriculum to enable pupils not only to make progress in their learning and achieve high academic standards but also to enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.

The curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

The curriculum is designed so that all pupils are able to realise their full potential. It is challenging and caters for all pupils in each year group.

The wealth of co-curricular activities provides a counter-balance, extension and enrichment to the learning taking place in class. The academic breadth of the subjects offered ensures that there is suitable challenge for the most able; equally the school also provides appropriately for those with specific learning needs.

Those of compulsory school age receive a supervised education, experiencing a range of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects, appropriate to their ages and aptitudes.

Pupils are expected to acquire high-level skills in speaking and listening, literacy and numeracy. They also participate in a personal, social and health education (PSHE) scheme appropriate for their age and experience which reflects the school's aims and ethos. They receive careers' guidance to enable them both to select courses at GCSE and post-16 and to consider the impact of their decisions upon their futures.

All pupils receive relationships and sexuality education (RSE) according to their age.

Teaching throughout the school is supported by schemes of work drawn up by Heads of Faculty in collaboration with teachers. The schemes of work are appropriate for the pupils, allow for progression through the school, and are revised annually.

### English as an Additional Language (EAL)

For pupils in the school whose first language is not English, teachers are sensitive to their needs and the school arranges appropriate support where necessary.

### British Values

We promote the historical and current values that underpin the national identity known as being British. Within this, we ensure that the curriculum actively promotes these fundamental British values. We are a multicultural community within which we celebrate pupils and cultures from all over the world. Alongside this, the school is keen to support all pupils in learning about and deepening their understanding of British values, culture and systems. We display the British Values in English and Welsh in all classrooms.

## Aims

The curriculum is designed to:

- Provide a smooth progression from Preparatory School, through to Senior School and beyond
- Ensure that pupils develop the essential literacy and numeracy skills
- Provide pupils with a full and rounded entitlement to learning
- Foster pupils' creativity and develop essential skills, including independent learning skills and maturity in decision making
- Inspire pupils to a commitment to learning which will last a lifetime
- Promote and engender the highest standards in all learning and teaching
- Ensure that all pupils have the opportunity to learn and make maximum progress
- Promote pupils' spiritual, moral, social and cultural (SMSC) development
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of Wales
- 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
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Wales
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in Wales

## Developing skills

As pupils progress through the school, they should be able to:

- Develop a positive self-image
- Be effective users of skills of numeracy, literacy, oracy and digital skills
- Make a positive impact on the environment
- Be independent, self-motivated and self-disciplined
- Appreciate human aspirations and achievements
- Work together in co-operative groups
- Acquire the competencies and attitudes needed for adult life.
- Develop an understanding as to how citizens can influence decision-making through the democratic process
- Develop an understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- Understand that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- Understand that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

## Access to the Curriculum

We seek to ensure all children admitted are both able to benefit from the rounded education provided and to be happy within the school community. We recognise our duty to embrace diversity and to work to overcome prejudice. We do not discriminate on the grounds of gender, race, religion or any of the protected characteristics defined in the Equalities Act 2010.

Pupils are expected to co-operate with the teaching and support staff to promote the greater good. We also wish to establish a full partnership with parents in order to promote the interests of the pupil body.

## Admission agreement with parents

The partnership between the school and parents is based upon mutual honesty and respect. We have the right to expect full disclosure of any additional learning requirements or medical circumstances known to parents at the point of entry, and thereafter.

We cannot offer places to those whom we cannot safeguard or uphold within our own pastoral and learning support systems.

We reserve the right to make direct contact with any other previous school or educational establishment. Progression from one part of the school to another is expected but cannot be guaranteed: there are occasions when such progression is not in the interests of the child or of a wider community. In such circumstances we would inform parents of relevant circumstances well in advance and offer guidance as to future options for schooling.

All those joining the school must agree to abide by the Standard Terms and Conditions of Myddelton College and to promote adherence to relevant school rules and policies.

## Equal Opportunities

Myddelton College intends that all present and prospective pupils and staff shall enjoy equality of opportunity and shall not be disadvantaged by any condition or requirement that cannot be shown to be justifiable.

Pupils, staff, parents, governors and all external agencies which support the work of the school are aware of the aims of the school and its expectations of behaviour that reflect the commitment to a policy of equal opportunity.

All information and publicity that is disseminated will reflect the policy of equal opportunity.

All aspects of the curriculum will reflect the school's commitment to equal opportunity and will respect the dignity and value of all individuals.

Grouping of pupils will not be affected by conscious or unconscious stereotyping.

The school's Behaviour Policy and Staff Code of Conduct will strongly reflect the commitment to combating prejudice.

## Learning Support

Myddelton College is an inclusive environment and learning needs are addressed in accordance with the Additional Learning Needs (ALN) Policy. The school has an Additional Learning Needs Coordinator (ALNCo) who is responsible for the implementation of the ALN Policy.

## Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)

Myddelton College provides comprehensive programmes of PSHE and RSE for all its pupils to ensure their personal, as well as their academic development, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head of PSHE, supported by the Senior Deputy Head. The Head of PSHE undertakes regular reviews of the school's provision to ensure that it is comprehensive, responsive and fit for purpose. This is informed by the Personal, Social and Health Education (PSHE) Policy and the Relationships and Sexuality Education (RSE)

## Careers' Guidance

Appropriate careers' guidance is provided initially through PSHE and in registration periods with Form Tutors. In the Sixth Form, careers and university guidance is offered to all pupils. Careers' education is overseen by the Deputy Head (Academic)

## English Language Support

Extra English language support is available for overseas' pupils who require it throughout the Senior School. Up to and including Year 8, support is provided through differentiated English lessons. In Year 9, support is provided through EAL lessons taking place instead of Spanish lessons for those who need this. This is in addition to differentiated English lessons. In Years 10 & 11, pupils can learn English through a specially tailored programme of study focussing on developing English skills as well as preparing for GCSE English as a Second Language and Trinity English Language qualifications.

At Sixth Form level, pupils are given English as an Additional Language lessons (including grammar and 'Use of English') which support pupils in their preparation for the IELTS examinations required to gain entry to university. Conversational English lessons are given to improve overall confidence in oral communication.

## British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which informs the curriculum. This is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. All staff and pupils are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist, it will be rooted out, and democracy and the rights of individuals will take centre stage.

## The Prevent Duty

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised; please refer to Prevent Policy for full details.

## The Curriculum

The curriculum is taught through the medium of English.

## The Timetable

The timetable is a two-week cycle comprising of seventy lessons spread over ten days. This corresponds to a seven period day. The lessons are 50 minutes in length. Additionally, there are two daily registration periods, 15 minutes each morning and 10 minutes each afternoon. The school day commences at 08:30. The Preparatory School day is marginally shorter than the Senior School day with the seventh period lasting until 3:30pm rather than 4:00pm.

The School primarily offers A Levels and IGCSE/GCSE subjects and qualifications. The choice of awarding body and specification is left to the professional judgement of the individual Heads of Faculty and the Deputy Head (Academic).

All pupils from overseas for whom English is not a first language benefit from specialist EAL tuition supporting pupils to prepare for IELTS examinations (Sixth Form). Other qualifications provided for pupils in younger years include GCSE English as a second language and Trinity examinations (GESE and ISE).

## Organisation

In some subjects in Years 10 and 11 (typically mathematics, English and science) pupils may be taught in sets which are determined through academic performance, observed pace of work and need for a particular type of differentiation. Careful monitoring takes place through regular awarding of assessment grades, tests, examinations and MidYIS/YELLIS scores.

In all other year groups, including Preparatory School, classes are of a mixed ability.

## Programmes of study and schemes of work

These undergo an annual review and this helps to ensure that lessons are well planned, that effective teaching methods and suitable activities are used and that there is wise management of class time taking place.

## Teaching and learning

A variety of teaching and learning methods and materials are used to suit pupils' different needs. Scrutiny of exercise books/electronic files, and pupil feedback help to ensure that pupils as a group and as individuals have the right attitudes to learning and pride in their work, and are developing the ability to think and learn for themselves.

Faculty schemes of work are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored and recorded through the school reporting and assessment grades' procedures.

Pupils will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education through the core and extended curriculum.

Each Faculty has their own marking policy.

## Teaching time allocation

Subjects are taught or offered to pupils of compulsory school age and provide pupils with a range of experiences indicated.

## Prep School

### **The Curriculum**

In Reception, there are seven areas of learning and development that shape the provision. The following prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive: Communication and Language, Physical Development, Personal, Social and Emotional Development. The following specific areas build on the prime areas of learning: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design.

From Lent Term 2025 the Pre-Prep department will begin the Process to transfer from the 2014 English National Curriculum towards the 2022 Curriculum for Wales.

The following subjects are taught to pupils from Year 1-Year 6:

English, Maths, Science, Topic (History, Geography and Art), Religious Studies, Spanish, Music, Sport, PSHE, Computing, Learning Through The Outdoors (LTTO)/ Forest School.

### **Core Subjects**

#### ***English***

Reading: Phonics is taught to pupils in Pre-Prep through the Twinkl Phonics scheme. Pupils are given Rhino Reader books that match their phonics level. Once a pupil completes the phonics scheme in Pre-Prep, they then move on to Accelerated Reader. Pupils from Year 3-Year 6 take part in the Accelerated Reader program. They take a Star Reader Assessment four times a year and choose books within their zone of proximal development. After reading each book, pupils take a quiz. Star Reader reports and book quizzes are carefully monitored by form tutors. Pupils from Year 3-Year 6 receive four, thirty minute, reading lessons a week. These sessions focus on fluency, close reading and extended reading. If a pupil is not yet fluent, they attend a phonics intervention. From Year 3 upwards, fluency is assessed at the end of each term. Pupils are read to daily by their class teacher. The class novel is read purely for pleasure. It links to their topic each term.

Writing: In years 3-6, writing is taught through a mixture of grammar lessons and 'The Write Stuff' approach to ensure consistency and progression for the children. Focusing on specific areas of learning, our English scheme of work incorporates non-negotiable skills that should have been cemented over previous years and units of learning. Each 'The Write Stuff' unit begins with a model, followed by heavily scaffolded sentence stacking lessons reinforcing



the grammar skills learnt that term, and ends with an independent write. Once an independent write is marked, targets are set for each pupil and a photograph of the work is uploaded onto the Preparatory School OneNote to monitor progression.

**Spelling:** Pupils receive one spelling lesson and one test each week. We follow the Spelling Shed scheme, which focuses on involved the relationship between sounds and written symbols and using morphology to help spell through meaning.

### **Mathematics**

White Rose Maths provides the structure for the teaching of this core subject. White Rose Maths is a whole-class mastery programme that sparks curiosity and excitement to help nurture confidence in Mathematics. Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are exceeding expectations. The enriched approach combines interactive teaching tools alongside textbooks and practice books. It contains lesson-based formative assessments, as well as end of topic summative assessments that are built in. These elements support the staff in tracking progress more readily.

In addition, from Year 3 upwards, each lesson begins with a 'Flashback' which helps with retrieval. Pupils are asked a question from the last lesson, the last week, the last unit and the last year. Maths Shed and Hit The Button are used as an online learning platform for multiplication and mental arithmetic.

In Reception, the White Rose Maths scheme is also followed. However, lessons begin with a short group input before exploration of the provision areas.

### **Science**

Our Science Curriculum uses hands-on investigative science activities to promote a deep understanding of scientific concepts and helps children develop effective methods of scientific enquiry.

### **Topic (History & Geography)**

From Years 3- 6, pupils are taught across termly topic titles. In Pre-Preparatory, the topic titles change half termly. These become more refined with Years 5 and 6, when the lessons are separated in History and Geography. The Topic titles feed much of the cross curricular links and, where possible, are embedded from the class book that is being enjoyed.

**Other subjects:** Teachers will provide opportunities to participate in music, drama, art, computing physical education, Spanish, and 'Learning Through The Outdoors'.

### **Spiritual, Moral, Social and Cultural Development, and PSHE**

PSHE and Religious Education (RE) are all included within the timetable as specific times where spiritual, moral, social and cultural issues are raised and discussed. British values, such as promoting respect for others, are promoted.

### **Retrieval**

Pupils in Year 3 upwards spend 25 minutes each day on retrieval practice. During this time, pupils revise English, mathematics and science skills from previous units of work. In addition, pupils use this time to practice their spellings and multiplication tables.

## **Homework**

There is an expectation that all children should read their Accelerated Reader or Rhino Reader book every day at home for a minimum of 15 minutes. This does not mean they have to read alone and there is no better interaction and bonding opportunity than taking the time to read together with your child. There is also an expectation that children practice their times tables on a nightly basis where possible. Prep teachers will give an extension to learning task each week but this is not obligatory

## **Years 7 and 8**

Pupils follow a Core Curriculum of the following subjects taught in discrete lessons with seventy lessons taught over a two week timetable:

- English: 10 lessons
- Mathematics: 12 lessons
- Science: 9 lessons
- Art: 3 lessons
- Computer Science: 3 lessons
- Drama: 1 lesson (in English Lessons)
- Geography: 3 lessons
- History: 3 lessons
- Learning through the Outdoors: 7 lessons
- Music: 4 lessons
- PSHE: 3 lessons
- Religion and Ethics: 3 lessons
- Spanish: 3 lessons
- Sport: 3 lessons
- Assembly: 1 lesson

Pupils requiring ALN support may be withdrawn from some lessons for bespoke provision.

## **Year 9**

Pupils follow a Core Curriculum of the following subjects taught in discrete lessons with seventy lessons being taught over a two week timetable:

- English: 10 lessons
- Mathematics: 12 lessons
- Science: 9 lessons
- Art: 3 lessons
- Computer Science: 3 lessons
- Drama: 1 lesson (in English lessons)
- Geography: 3 lessons
- History: 3 lessons
- Learning through the Outdoors: 7 lessons
- Music: 4 lessons
- PSHE: 4 lessons
- Religion and Ethics: 3 lessons
- Spanish: 3 lessons
- Sport: 3 lessons

Pupils requiring ALN support may be withdrawn from individual lessons for bespoke provision.

Pupils requiring EAL support may be withdrawn from Spanish lessons for additional English language lessons.

In Key Stage 3 (Years 7 – 9 inclusive), pupils acquire communication skills and increase their command of language through listening, speaking, reading and writing through the core curriculum of English, as well as Spanish, to develop their linguistic skills.

Mathematics and computer science lessons help to develop pupils' numeracy and logic skills.

Science helps to increase knowledge and understanding of nature, materials and forces and it also helps to develop the skills associated with science as a process of enquiry (e.g. observing, forming hypotheses, conducting experiments and recording findings).

Art, drama and music provide access to creative and performing arts and encourage expression of individuality.

History, geography, PSHE and philosophy, politics and ethics cover the human and social aspect of the curriculum. This covers the area concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Learning through the Outdoors challenges pupils to develop their interpersonal and leadership skills, whilst developing resilience, collaboration, communication and independence. There are many opportunities for cross-curricular and pastoral work afforded in this curriculum.

Sport provides the opportunity to develop physical control and co-ordination as well as tactical skills and imaginative responses, and to help them evaluate and improve their performance.

Pupils are taught in mixed ability groups throughout Key Stage 3. Pupils for whom English is a second language or who have a specific learning need may follow an amended curriculum that is adjusted to suit their individual needs. Support is given throughout these early years to enable pupils to develop and establish learning and study skills. Where learning difficulties are evident, the nature of these is carefully assessed and additional support is provided, on an individual basis if necessary, to help pupils acquire the appropriate learning skills, strategies and knowledge.

### Years 10 and 11

At the end of Year 9, pupils have an element of choice over the subjects they wish to study during Years 10 and 11. The courses on offer enable almost all pupils to complete Year 11 with at least nine GCSE awards (although some pupils may achieve the equivalent of significantly more).

In addition to the core curriculum of English (9 lessons) and mathematics (9 lessons), pupils choose either combined science: trilogy (2 GCSE equivalence) or the individual sciences of biology, chemistry and physics (3 GCSEs). For pupils choosing combined science: trilogy (12 lessons), they may select four additional subjects. For pupils choosing individual sciences (18 lessons), they may select three additional subjects. Elective subjects are grouped into option blocks and each subject is allocated 6 lessons. The placing of subjects within the blocks will vary from year to year, as will the availability of combined science: trilogy or individual sciences to suit the majority of individual pupils' preferences. Whilst every effort is made to accommodate subject combinations, it is not always possible for pupils to be given the combination they request.

EAL is an additional subject for pupils who study English as a second language and is timetabled alongside English lessons.

The choice of subjects which pupils make at the end of Year 9 should not involve irrevocable decisions which determine their whole future. Therefore, before finalising their choice, consultation involving pupils, parents, subject teachers and tutors takes place. This ensures that the courses are appropriate to individual pupils and their career aspirations. Throughout this process there is an emphasis upon retaining flexibility and breadth of choice into the future.

Some GCSEs are offered at two tiers (Higher/Foundation or Core/Extended) with separate examinations for each. Pupils will be entered for the tier of entry most appropriate to their likely level of achievement by the School. This decision will be made by the Head of Faculty and subject teacher in consultation with the pupil concerned.

Lessons for mathematics, English and science in Years 10 and 11 are scheduled to afford Heads of Faculty the opportunity to set students by ability or to teach in mixed ability groupings to suit the individual pupils and topics taught, but this is not the case for the option blocks where there is generally only one set. If there is sufficient take up of a subject for two groups then these may be in the same option block so they can be arranged to maximise learning opportunities through correct groupings or the subject could be placed in two option blocks to provide pupils with more first choice options.

Our GCSE pupils are expected and required:

- To fulfil all of their school commitments and give their best efforts in all subjects
- To prepare appropriately for internal and external examinations
- To seek academic help from teachers when it is needed
- To complete coursework and learning tasks (such as homework and prior learning activities) by the specified deadlines
- To be a good example to younger pupils and a positive ambassador for the school

Academic rewards and disciplinary sanctions exist to support the above expectations.

## The Sixth Form

The A Level route sees pupils normally study three or four subjects, one subject is chosen from a maximum of four of the five option blocks. The majority of subjects will be allocated

10 lessons each, although where the number of pupils is 2 or fewer only 8 lessons will be allocated.

Subjects offered include:

Art and Design; Biology; Business Studies; Chemistry; Computer Science; Drama/Theatre Studies; EAL; Economics; English Language; English Literature; Further Mathematics; Geography; Government and Politics; History; Mathematics; Media; Music; Music Technology; Physical Education; Physics; Psychology; Spanish.

## Information evenings

The Sixth Form Information Evening is held during the Michaelmas Term and the Year 11 Parent-Teacher meeting during the Lent Term will provide parents with the best opportunity to discuss subject choices with teachers and Heads of Faculty, and they will be given the Sixth Form Information booklet which gives details of the specification requirements of all the subjects on offer.

Reports and school examination results should also help to inform the choice. As a general rule a prospective candidate should have been predicted/have achieved at least a grade 5 in a subject which they intend to study.

## Study Periods

In the Sixth Form pupils will have a number of lessons (Study Periods) when they are not being taught and are therefore expected to undertake private study. This can be done in the Sixth Form Centre or Library.

If there is cause for concern about a pupil's work then they will be placed in supervised study in the Library.

## Homework/Prior Learning Activities (PLAs)

Homework and Prior Learning Activities are valuable and integral components of the learning process, consolidating skills, extending knowledge through research and wider reading, and promoting independent study. In addition, they are evaluative tools for teaching and assessment of progress and understanding.

Purposeful and useful homework or PLAs must be set with regularity and staff are expected to insist that it is completed fully, and to an acceptable standard, by every pupil.

There should be parity between each pupil's experiences of homework and PLAs regardless of their option choices.

Homework and PLAs:

- Will offer opportunities for learning, consolidation or practice that is independent of the teacher

- Can promote prior learning so that pupils come to the lesson prepared with some knowledge of the lesson topic to be taught so learning during the lesson deepens understanding and addresses questions raised
- Should arise naturally out of classroom activity, or serve to prepare pupils for future lessons or to enrich and broaden understanding
- Should be meaningful and have an obvious value to the learner
- Should be varied and ensure that a range of skills are developed
- Will take account of the individual pupil's learning needs, including those with ALN/EAL/MAT

For Prep School	15 minutes per day of reading and 15 minutes per day of tables plus choice of extension tasks
For Years 7-11	homework/PLAs may take a variety of forms (e.g. written work, research, planning, retrieval practice, etc.). As guidance, the school expects pupils to spend the following times on homework:
In Years 7 – 9	up to 6 x 10 minutes per subject, per day (lessons taught that day).
In Years 10 – 11	pupils in Key Stage 4 are expected to manage their time effectively and distribute longer tasks, essays and activities over extended periods to meet deadlines for each subject. Coursework is also likely to require further time allocations.
In Sixth Form	it is envisaged that each student will spend on average 15 hours per week on homework and academic research, including during study periods. If pupils are not doing approximately three hours of work each day other than contact teaching time, then something is wrong. Homework/PLAs may be set over a longer period and it is the student's responsibility to organise his or her time to ensure deadlines are met.

Once external examinations begin many pupils find they have to commit more time during evenings and weekends to complete their work and to revise appropriately.

Pupils are expected to manage their time and develop the ability to prioritise. In the Sixth Form homework should be the minimum of what a pupil does to consolidate and enhance their learning in a subject.

## Homework/PLA diary

Each pupil has access to Microsoft 365 and Teams Assignments are used as a homework/PLA diary to help pupils to manage their time effectively. Teachers assign tasks to pupils using Teams Assignments which are then visible to pupils with clear deadlines and rubrics (if appropriate). Pupils submit their completed responses and staff can then mark and return assignments to pupils with comments for reflection, correction and enhancement, all conducted via Teams.

Members of teaching staff should mark and return homework/PLAs promptly: in Years 7-9 this will probably be by the following lesson; examination work may take longer.

## Pupil Absence

When pupils are unable to attend school as a result of illness, the school does not normally expect them to carry out school work whilst ill. The school acknowledges that, in circumstances of illness, pupils are unlikely to be able to complete work to their normal standards and may be unable to do so as a result of missing crucial aspects of a lesson. Pupils may not be physically nor mentally capable of completing work during their absence.

Pupils are expected to catch up on any missed work after their return to school. This includes copying up missed notes, completing any questions or prep that have been set. Teachers will provide any help that is needed to ensure they have understood the work they have missed.

If a pupil misses a lesson for another school commitment, there is an expectation on that pupil to catch up on any work missed. If appropriate, time will be allocated by the activity taking the pupil out of lessons to allow them to catch up in a supervised setting. This will need to be covered by the faculty taking the pupils out of school.

## Marking

Marking is a mechanism for providing feedback on tasks and activities completed by pupils. Each faculty has their own marking policy which should work in harmony with the following principles. In order to have a positive impact on pupils' current and future learning, marking should be:

- Meaningful; promoting the next steps in a pupil's learning and/or addressing gaps and misconceptions in their current learning
- Motivational; encouraging and supportive
- Manageable; not onerous on either teachers or pupils

Clear criteria for assessment should be made explicit to pupils to focus their learning, to focus teacher marking, and to ensure the marking informs future teaching and planning. Feedback should relate to this focus. Faculties will consider making A Level and GCSE mark schemes available to the student.

Marking is only part of the assessment process but needs to be completed regularly. Feedback to pupils is important and should act to support teaching and learning. It may be provided through audio/visual or written forms.

## Assessment

Assessment should support teaching and learning by identifying what pupils already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons.

Assessment has various purposes and may be formative or summative. It may be, as part of routine teaching, to help gauge how well the pupils have grasped what they have been taught allowing teachers to plan for teaching and learning that meets the individual needs of

all the pupils in the classroom. Pupils need to know their achievements and areas for improvement in the learning process to make progress. Assessment should monitor the progress of student learning and achievement and produce coherent feedback for pupils and parents. In the case of external examinations assessment should sum up what a student has achieved for the benefit of others such as universities and employers.

Assessment should help ensure pupils are making informed curriculum choices and also ensure that the curriculum meets the needs of the pupils.

All teachers should:

- help pupils to understand how work is assessed within subjects and within the different courses (iGCSE, GCSE, A Level)
- adopt a range of methods to ensure that they can assess the progress of all pupils accurately
- ensure that lessons begin with clear expectations and pupils are aware of how progress will be measured
- ensure that all pupils know and understand the learning objectives of the lesson
- identify through assessment, and intervene with as necessary, those pupils at risk of under-achievement
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons
- reward good progress as appropriate
- Provide feedback to pupils that is prompt and supportive
- keep a clear and accurate record of all assessment activities
- look for evidence of what pupils know and understand
- always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

If a teacher suspects malpractice, he/she will refer to the school's Examinations Officer or Deputy Head for guidance.

## Tracking Pupil Progress

All teaching staff are expected to track the progress of their pupils and be able to evidence this.

Teachers will be expected to make use of the data available to them including MidYis, Yellis and ALIS data produced by the CEM Centre as well as any other available data. This information, along with test results, prep and class scores should help monitor the progress of each pupil.

The CEM data can be found on the school's Management Information System, Engage, and the Senior Deputy Head can help staff if they have any queries. Training is provided to staff to help them make the most of this data.



Use of baseline data should go hand in hand with knowledge of each pupil and any additional learning needs that have been identified, in order to ensure that they make excellent progress. Each faculty may adopt a slightly different recording procedure and staff are expected to follow the procedure for their faculty.

## More Able and Talented (MAT) Pupils

We believe that there are pupils who are more able and talented individuals. As teachers, it is our responsibility to enable every one of our pupils to fulfil their potential. When a school focuses and caters to more able and talented individuals, we believe that this leads to improved teaching and learning both in and out of the classroom through more engaging activities for all pupils.

Myddelton College caters for these pupils through the More Able and Talented (MAT) Policy. The school has a More Able and Talented Coordinator who is responsible for the implementation of the MAT Policy.

## Reports

Careful monitoring of academic progress is essential. Enough written work must be set and marked to produce meaningful subject assessments during each term. As a result of effort and attainment in class, homework and internal examinations, all pupils are given grades for readiness to learn, effort and attainment. Reports are an extremely important part of our relationship with parents and are studied carefully by most parents with comparison with previous terms frequently made. Many parents set great store by our comments and judgements.

The primary objective of the reporting system is to inform parents about how their son or daughter is progressing academically but, in most instances, the report will also be read by the pupils. To meet these different needs the report should provide an objective assessment of a pupil's progress as well as constructive criticism and encouragement. Additional comments on particular strengths and weaknesses should be made as appropriate. For a full academic report, the report comment is accompanied by specific advice on how the pupil can improve in that subject area.

Reports and grade data input are all completed electronically by teachers on Engage. Reports will be shared with parents via the Engage Parent Portal. All teachers should report on every pupil they teach. Heads of Faculty will monitor a selection of reports from all members of their faculty to look for consistency in reporting and to highlight any errors in reports. Further checking of reports for errors needs to be completed by tutors (before writing their own report) and by Heads of Year. All reports are given a final check by a member of SLT but it is hoped that all typographical errors should have been eliminated by this stage.

## Parents' Evenings

Parents' Evenings for each year group are scheduled at appropriate times throughout the year. These are primarily academic discussions between teacher, pupil and parent. All parents' consultative meetings take place either in-person or online.