MOUNT KELLY
Boarding and Day School
Boys and Girls, Aged 4-18

Curriculum Policy

(This policy applies to all pupils including those in the EYFS)

Reviewed	October 2026
Next Review	November 2027
Owner	Deputy Head (Academic)

This policy is split into three sections to reflect the curriculum at Mount Kelly Preparatory School (MKPS) and at Mount Kelly College (MK), and to cover policies that apply across the whole school, not least the academic vision in the School Development Plan.

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Section A – Mount Kelly

1. Vision and overview

Our academic vision and aims for the School are set out in the Strategic Plan (2021-2026). This vision and the eight objectives are copied below.

Vision: To provide an environment where all pupils enjoy a breadth of academic and intellectual experiences, and are enabled to develop and deepen their own particular interests and enthusiasms. To achieve this through providing a curriculum and facilities that promote personalised and independent learning, guided by teachers who are expert in their field and skilled in bringing out the best in each child. Setting and encouraging rigorous standards to which all can aspire, and establishing a community of conversation and debate.

Drive scholarly ambition and value-added achievement
Become a Thinking School
Engage with the *OECD Learning Framework 2030*
Maximise digital literacy and capability
Embed an integrated whole-school curriculum that is broad, inclusive, relevant, challenging, inspiring and globally-focused
Develop a programme of off-timetable intensive enrichment courses
Grow the role of Personalised Learning
Strengthen pathways to the best post-secondary educational programmes worldwide

2. Policy on Literacy

Across the School, Judith Hockman's The Writing Revolution (TWR) is currently being rolled out as our consistent approach to literacy instruction. There are 3 main strands for the strategy:

- Sentences are the building blocks of all writing. Explicit instruction in English classes of TWR methods supported by common language and methods used across all subjects to deliver content
- Common Note Taking symbols using WWWWWH prompts to access the knowledge and understanding of content (see appendix A)
- Extended Writing supported by use of Single/Multiple Paragraph Outlines.

Alongside this, fortnightly Literacy Foci are encouraged to be covered by subjects across the School which address common errors such as homophones and apostrophes (see appendix B)

To address vocabulary instruction, all pupils have been given a vocabulary book which is to be used and referred to in all subjects, particularly for EAL pupils.

*Phonic Instruction starts with Jolly Phonics and then Read Write Inc is adopted for phonic delivery consistency through Years 1 and 2.

*Spellings are currently started in Year 2 and pursue a Read Write Inc structure though to Year 4. An approach in keeping with a Jane Considine methodology is adopted in Years 5 and 6. The programme is also supported by Doodle spelling. There are plans to adopt the GL National Group Spelling Test assessment to monitor and review spelling throughout the school.

*Accelerated Reader is embedded in Middle Prep and Star Reading Tests are used to provide useful data on reading ages and appropriate targets. Pupils in Year 2 who become independent readers can access AR and commence the reading programme early. Use of AR in Upper Prep is currently being reviewed, particularly in Year 8, as we look towards greater challenge and a smoother transition to college reading culture.

*https://www.thewritingrevolution.org/

Aims

Mount Kelly is committed to raising the standards of literacy for all its pupils, so that they develop the ability to use literacy skills effectively in all areas of the curriculum and as a platform for the demands of further education, employment and adult life.

Literacy underpins the school curriculum by developing pupils' abilities to speak, listen and communicate, to think, explore and organise. This includes helping pupils to express themselves orally and in writing. Mount Kelly aspires to be a literate school through the embedding of TWR; the literate school produces powerful communicators across the curriculum. All teachers are teachers of Literacy.

Objectives

1. To open up personal pathways to success central to personal expression and active participation in society, economy and culture

2. To develop competent literacy skills and also enable pupils to read, understand and access examination materials, so that pupils can achieve their educational potential across the curriculum

3. To personalise learning in order to create a coherent learning system tailored to the individual pupil

4. To approach literacy across the curriculum in relation to pupils' abilities to think, express themselves and learn, and with TWR, reduce their cognitive load

Roles and Responsibilities

- Senior Managers/Leaders: lead and give a high profile to literacy; a Reading Governor is in place to support the development of a reading culture across the School
- English Department: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively.

- Teachers across the curriculum: contribute to pupils' development of literacy by adopting TWR and Literacy foci
- All subjects identify both Liminal Concepts and Key Vocabulary across all age groups which underpin the curriculum maps
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of literacy
- Pupils: take increasing responsibility for recognising their own literacy needs and making improvements

The English Faculty

In addition to the whole-school aspects of this policy, the English teachers at Mount Kelly have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively. Key Stage 1 and 2 English teachers embed TWR practices in lessons as informed by the Key Stage pacing guide (see appendix C). Key Stage 3 and 4 schemes are adapted to deliver content through TWR strategy.

Literacy development across the curriculum requires

- All teachers to understand that they are teachers of literacy and to embed the strategies of TWR in their delivery of content
- A whole-school CPD programme that offers strategies that can be implemented to encourage student progress in different subject specialisms
- A shared understanding among teachers of the relationship between language and learning, and how the work undertaken in different subject areas can contribute to the development of literacy skills
- Teachers to be aware of the language demands made upon pupils in their subject areas
- The development of TWR resources within subjects to improve their pupils' use of language
- The development of TWR from KS1 to KS5 to ensure progress over time.
- Sharing of good practice between colleagues throughout the School to ensure consistency of approach and the support of colleagues where needed through INSET
- Evaluation via the school monitoring process

Assessment and Monitoring

- The English department uses diagnostic assessments for years 9 and 10 every term to assess how well the strategies are being implemented and the progress of pupils in the use of such
- Pupil voice is collected and evaluated to inform next steps
- Head of English meets with Key Stages to monitor approach and identify areas for further support**.**

Learning environment

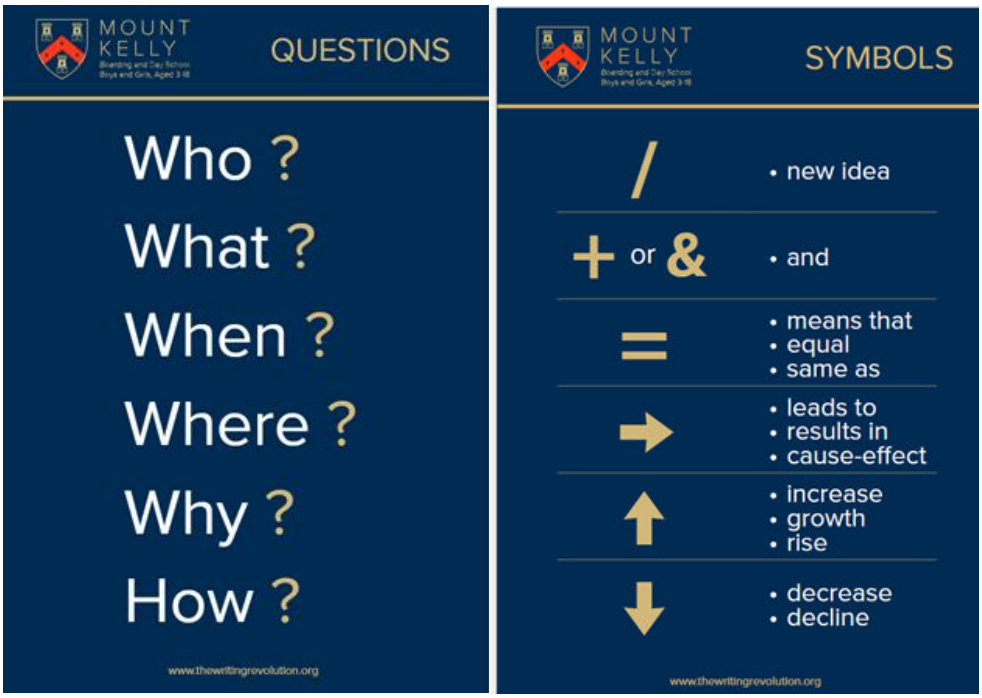
- Displays of TWR concepts: Note Taking Codes and question words in all classrooms (including in MFL language rooms in Foreign Languages)
- Displays of reading material relevant to the topic or national curriculum subject; each classroom promotes subject-specific vocabulary which pupils are encouraged to use regularly; this is evidenced in the information sent to parents including Liminal Concepts and Key Vocabulary
- High quality reading material, which is up-to -date, relevant and balanced in its presentation of ethnicity, culture and gender
- Access for pupils to the school libraries; access for pupils to a good quality range of texts during lessons
- Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which pupils are encouraged to use and add to their vocabulary books
- Access to appropriate audio-visual equipment

Inclusion

Mount Kelly pupils are entitled to our highest expectations and support. Some need additional support and others need to be challenged and extended. Strategies that we use include:

- **Quality First Teaching**
- Questioning based on Bloom's Taxonomy
- Adjusting the demands of the task informed by PLPs
- The use of TWR to reduce cognitive demands across subjects
- Use of Kagan group structures/ pairings that support EAL/SEND learners
- Making focuses clear and PLP informed instruction for individuals
- Creating an atmosphere where pupils evaluate their own and others' work
- Opportunities to reflect on work and make improvements in Review process of TWR
- Pre-reading of texts and key vocabulary

Literacy Policy Appendix A: Note Taking Symbols and Question Words



Literacy Policy Appendix B: Literacy Foci Schedule

Week	Focus	Suggested activities
	Capitalisation	• Pupils correct unpunctuated sentences: yours, theirs, peers etc • verbalise their punctuation. • Explicitly mark and address any small i for I/ Proper nouns within subject • Mark for ambiguous letter formation
	Capitalisation **(retrieval/ongoing homophones + apostrophes)**	As above + any of previous foci as part of sentences/ activities
	Using numbers in written work **(retrieval/ongoing homophones, apostrophes and capitalisation)**	• Slot in to any WWWWWH with focus on 'When' for your subject • Use support slides on Literacy power point to adapt for subject specific numbers • Match up correct way of writing numbers with sentence
	Using numbers in written work **(retrieval/ongoing homophones, apostrophes and capitalisation)**	As above + any of previous foci as part of sentences/ activities
	Colons **(retrieval/ongoing homophones, apostrophes and capitalisation, using numbers)**	• Focus on using to introduce a list of topics found in your subject. • Integrate with capitalisation and sentence type activities
	Colons **(retrieval/ongoing homophones, apostrophes and capitalisation, using numbers)**	As above + any of previous foci as part of sentences/ activities
	Nouns of direct address **(retrieval/ongoing homophones, apostrophes and capitalisation, using numbers, colons)**	• Write short letters/ emails/ notes to teachers on your subject specific topic/ get out of prep etc. • Verbalise where the comma would go! • Success criteria to include prior foci
	Nouns of direct address **(retrieval/ongoing homophones, apostrophes and capitalisation, using numbers, colons)**	As above + any of previous foci as part of sentences/ activities
	All Michaelmas foci through recap/ low stake/ exit tickets etc.	• Kahoot and form quizzes etc

Literacy Policy Appendix C: Pacing Guide Key Stage 1 and 2

INTENT	EXAMPLES
Year 1	
ORAL TWR Activities	
• WWWWWH questions	When did…? Where were…? Why is…?
• Sentence expansion *(when/where/why)*	The dog slept…all day/ in his bed/ because he was tired.
• Sentence Completion with the words *because* and *but*	The dog slept because he was tired. The dog slept but the cat didn't.
• Sentence types *(statements and questions)*	The dog slept. Why did the dog sleep?
• Moving on to: *fragments to sentences*	The dog… slept all day…cat didn't…
Year 2	
MAINLY ORAL Sentence Activities (moving on to written)	
• Converting fragments to sentences	The dog *slept in his bed*.
• Sentence expansion *(when/where/why)*	As above
• Sentence Completion with the words *because* and *but*	As above
• Sentence types *(statements and questions)*	As above
• Ending punctuation	. ! ?
• SPOs and Paragraphs as a class	TS: <u>The dog slept.</u> SD1: in bed SD2: all day SD3: tired+ long walk + beach Turned into Paragraph/sentences: The dog slept all day in his bed. He was very tired because he had been for a long walk on the beach.
Year 3 (All of the above be included in addition to the following activities- oral and written)	
Sentence Activities	
• Converting fragments to sentences	As above
• Correcting run- ons	The dog slept in his bed he was tired.
• Scrambled sentences	Dog The tired slept day all
• Sentence expansion using all question words	The dog slept- WWWWWH?
• All sentence types	Statement/command/question/exclamation The dog slept? The dog slept! The dog slept. Go to sleep dog.
• Sentence Completion with the words *because, but* and *so*	As above; don't forget comma before but/so
• Subordinating conjunctions to introduce dependent clauses at the beginning of a sentence *(after, before, when, if)*	After a long walk on the beach, the dog slept all day.
• Sentence combining (two or three sentences)	The dog slept all day after a long walk on the beach with his family.

Outlining and Paragraph Activities	
• Brainstorming or relating details (written as key words and phrases) for a given topic sentence and filling in SPOs as a class (narrative and expository structures)	TS: Dogs are one of Britain's favourite pets. Brainstorm Dogs: canine/ packs/domestic+wild/ furry/ smelly/ pets/ funny breeds= border collie/terrier/wolfhound SPO: TS: Dogs are one of Britain's favourite pets. SD1: canine/ packs/domestic + wild SD2: breeds= border collie/terrier/wolfhound SD2: furry/smelly/funny…
• Distinguishing topic sentences from supporting sentences	TS: Dogs are one of Britain's favourite pets. Supporting Sentence: These canine creatures would naturally hunt in packs.
• Generating a topic sentence from given details written as key words and phrases, using the sentence-type strategy	Key words/phrases: dogs/canine/ breeds Dogs are canine creatures that come in many different breeds.
• Selecting relevant details from a list to support a given topic sentence	TS: Dogs are canine creatures that come in many different breeds. Cats/ teeth/ terriers/ collies/ bed
• Using conclusion transitions and, in narratives, time sequence transitions	Ultimately, dogs are still one of Britain's favourite pets. After a day on the beach, the dog was tired.
Year 4 All of the sentence activities above should be included in addition to the following activities -oral and written	
Sentence activities	
• Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); *add whenever, even though, although, and since*	Whenever the dog went to the beach, he came back tired.
• Transitions; add illustration transitions	Whenever the dog went to the beach, he came back tired. The last time he went, he slept for three whole days!
• Sentence combining (two, three and four sentences)	As above
• Appositives	The dog, Britain's favourite pet, comes in many different breeds.
• Creating a new sentence that follows a given sentence, using a given transition (e.g. 'Global warming is causing the oceans to rise. As a result,….')	The dog, an old Jack Russell, looked weary as he came back from the beach. As a result, he went to sleep immediately.
• Proofreading and editing for commas, capitalisation and punctuation	the dog an old Jack Russell looked weary as he came back from the beach. as a result he went to sleep immediately

Outline and paragraph activities	
• Developing topic sentences using all three strategies (sentence types, appositives and subordinating conjunctions)	As above
• Transforming key words, abbreviations, and symbols into sentences and vice versa	Dog= canine The dog is a canine creature.
• Use common abbreviations on detail lines of SPOs	T.S (topic sentence) SD. (Supporting detail) CS> (Concluding Sentence) + am/pm, asap, b/4, b/c, e.g. etc.
• Using symbols on detail lines	Dog= canine/Jack Russell+ brown + black
• Clustering details that have been derived from brainstorms relating a sequence of facts, or from a given list into categories or a logical or chronological order	As above but explicit instruction to organise ideas from brainstorms
• Improving given topic and concluding sentences	The dog is tired. Fatigued by his walk on the beach, Alfie, the Jack Russell terrier, went straight to bed.
• Varying vocabulary	Tired/ fatigued/exhausted/etc…
• As a class revising and editing an unelaborated paragraph then in pairs/ small groups	Whenever the dog went to the beach, he came back tired. The last time he went, he slept for three whole days! Whenever the dog went to the beach, particularly when it was a hot day, he would return and climb laboriously into bed.
• Outlining and then drafting and revising paragraphs that use narrative, compare and contrast, problem-solution, and opinion text structures	More detail to follow when at this stage!
Year 5 All of the above in addition to the following activities -oral and written	
Sentence and Paragraph activities	
• Subordinating conjunctions (add unless/ while)	Unless you have a great aversion to dogs, they can make the most excellent pets.
• Underlining key words and phrases in a given paragraph	Whenever <u>the dog</u> went <u>to the beach</u>, he came back <u>tired</u>. The last time he went, he slept for three whole days!
• Creating SPOS for text structures introduced in Year 4 and adding descriptive, cause and effect, and separate pros and cons SPOs	As above, with more to follow
• Revise unelaborated paragraphs with specific instruction	Specify which parts of paragraph to revise
• Practice all types of transition	Conjunctions, discourse markers, and signposts to focus on the flow of writing
• Correcting errors in verb tense and number agreement in given sentences and then in own writing	Give incorrect verb/tenses for pupils to identify (supported by Literacy fortnight foci

• Single sentence and SPO summaries	More to follow- adaptable templates available
• Transition Outlines/ MPOS without thesis (book report/ biography)	More to follow- adaptable templates available
Note taking and Outline activities:	
• Using additional symbols when appropriate for detail lines and margin notes	More to follow as we add symbols to the basic list
• Convert given paragraph into SPO	Reverse process based on content from subject
Year 6 All of the above should be included in addition to the following activities- oral and written:	
Note taking and Outline activities:	
• Three and four paragraph MPOs for neutral pro/con text	More to follow- adaptable templates available
• Developing thesis statements	More to follow- adaptable templates available
• Completing segments of MPOs as a class (scaffold activities)	More to follow- adaptable templates available
Sentence and paragraph activities	
• Citing evidence from text using illustrative transitions	More to follow- supported by Literacy Fortnight Focus
• Combined Outline summaries	More to follow- adaptable templates available

3. Policy on Numeracy

Education at Mount Kelly is values led and life defining. It is vital that we pursue excellence in both Numeracy and Mathematics as this really is life defining. The Times Education Commission found that 'People with low numeracy skills earn £7,000 less on average than those with basic or high numeracy skills.'

Improving numeracy and mathematical skills is a whole-school matter.

What we want to achieve.

Consistent practice across all areas of the school leading to a simpler experience for pupils in all subjects.

Support other subject areas - What maths do they need in place and when?

Raise the profile of Mathematics.

Reduce maths anxiety - including removing the phrase 'I was never any good at maths' from all conversations with pupils.

What can the Mathematics department do?

Develop a curriculum which focuses on building understanding and gives pupils time to develop the key numeracy skills required to succeed.

Numeracy intervention for those pupils whose skills are falling behind – pupils can be identified and referred by other departments. Personalised learning and Mathematics staff to work on programme for pupils together.

Mathematics intervention where pupils are identified within the department. MASH

What can other departments do?

The teaching of numeracy and mathematical skills is the responsibility of all teachers and the school's approaches should be as consistent as possible across the curriculum. Departments should identify where Numeracy sits in their Scheme of work and liaise with the Numeracy coordinator to plan for delivery and provide support to those pupils who require it. We need to ensure consistency.

What can parents do?

Communication between parents and the classroom teacher is vital. Teachers should be quick to involve parents and offer advice about how to encourage the development of both Numeracy and Mathematical skills.

Supporting parents and families | nn.org (nationalnumeracy.org.uk)

Championing Numeracy and Mathematics

Everyone - teachers, pupils and parents should be talking positively about Mathematics. We can start this with positive and fun Mathematics events and support.

- MASH – Mathematics And Statistics Help.
- Numeracy intervention.
- Cross curricular cooperation.
- Mathematician of the week – identified and chosen by the maths department. Crown and certificate. Photographed and celebrated on Twitter.
- STEP papers support for those applying to Oxbridge
- UKMT club.
- Mathematics ambassadors – A Level pupils on hand to support younger pupils.

The Prep School has adopted Doodle Learning as a digital platform to support and extend both numeracy and literacy. Pupils are encouraged to engage with the platform 'little and often' to reinforce and consolidate numeracy skills. The platform is monitored by both form and subject teachers.

We recognise the importance of times tables as a building block of core numeracy skills. Teachers in Years 2, 3 and 4 pursue a departmental strategy to ensure that table recall is effective.

Strategy

Within the Mathematics department.

Numeracy intervention – Little and often

Everyone needs intervention at some point. Numeracy intervention should be about giving corrective instruction, focusing on learning that is long term and durable. Mathematics is hierarchical, new concepts rely on previous concepts and if those are not durable then Mathematics becomes very difficult.

Pupils should be identified quickly and accurately which relies on high quality 'live' data. Topic test, Exit tickets and formal assessments are a good way of identifying those requiring intervention.

Tuesday 1:00 – 1:45 pm

Who are we working with?

What are we doing?

How do we know that?

Resources are teacher instruction followed by Dr Frost Maths or other online resources to consolidate learning.

MASH clinics

General mathematics support open to all years and staffed by maths staff and year 12 volunteer mathematicians.

Thursday and Friday 1:00 - 1.45 pm

STEP paper support

Identify those pupils in year 12 who may wish to apply for Mathematics at university and provide support.

Beyond the Mathematics department.

Numeracy across the curriculum.

Every department will audit how it teaches and uses numeracy in KS3/4. English, Biology, Chemistry, Physics, Languages, Geography, History, Business Studies, Religious Studies, Physical Education, Drama, Design and Technology, Art and Music.

It is proposed that a designated Numeracy coordinator will be appointed from each department and liaise with the Maths faculty to see what GCSE maths is used and when. This enables the Maths teachers to support the maths and influence how it is taught.

The process: -

Identify areas of GCSE maths and where it is being used in each department with the numeracy coordinator.

Check the resources used within those subjects

Feedback the timings so that it informs our current scheme of work.

Maths anxiety A six-week Numeracy course will run for pupils in year 9. This will form part of the Futures PSHE course and/or fit into the Critical thinking lessons currently on the year 9 timetable. The classes will work on developing numeracy skills in an accessible, fun and mixed ability setting.

Timings

Phase 1

Information collected during the audit will allow us to develop an advice sheet of 'Preferred terminology' and 'Exemplar methods'.

Phase 2

Increasing the amount of numeracy covered in other subjects.

4. **Policy for EAL [English as an Additional Language] and for the EAL team**

The EAL teachers at Mount Kelly are a team of second language specialists who work with overseas pupils to develop their Listening, Reading, Speaking and Writing skills.

The EAL team's aims are:

1. to welcome overseas pupils and support their journey through the school academically, pastorally and socially
2. to improve pupils' language skills in order to gain accredited second language qualifications
3. to raise cultural awareness and promote diversity across the school
4. to promote social and cultural awareness opportunities through a programme of after school and weekend activities

Initial Assessment

The EAL team regularly liaises with admissions regarding pupil entry. All pupils are assessed for Grammar/ Reading and Writing via an online test which grades their language level against the Common European Framework (CEFR). A B1 grade is recommended for entry to Year 9 and a high B1/ B2 for entry to sixth form (depending on the A Levels being studied). Overseas pupils showing high levels of fluency in the initial tests may not be invited to do EAL but might still request support.

Curriculum

- In the Prep, pupils requiring EAL support have one-to-one or small group tuition with an EAL specialist every week. This is either a single one-hour lesson or two 30-minute lessons
- In Year 9, overseas pupils receive four/eight lessons of EAL tuition per fortnight. This replaces the timetabled lessons in French and/or Spanish.
- In Years 10 and 11, overseas pupils take EAL in place of one of their GCSE options and receive seven lessons per fortnight
- In Year 12 overseas pupils are timetabled for two lessons and in Year 13 a single lesson each week. (NB Sixth Form classes are often very small to allow for the range of ability amongst the new pupils)

External Assessment

- EAL pupils in years 9 - 10 are prepared for external English language exams in the form of the **Cambridge English First for Schools** examination (CEFR B2 Level). This is an upper-intermediate level second language qualification. A pass denotes the pupil as an Independent Language Learner who is ready for study at GCSE/Sixth Form Level.
- Pupils in Years 11-12 study for the **IELTS [International English Language Testing System**]; a requirement for entrance to a British university at Foundation and Undergraduate level. Most pupils are aiming for scores of between Bands 6 – 9, 6 being the minimum level required for most courses.

Pupils who are not intending on going to University in the UK but who still wish to gain an English Language qualification may also opt to take:

- Cambridge English Advanced; also known as the CAE [CEFR C1]
- Cambridge English Proficiency; also known as the CPE; the most advanced qualification, proving an extremely high level in English [CEFR C2]

Pastoral

Teachers of EAL have a broader pastoral role with overseas pupils, often acting as confidantes and additional tutors providing support for any initial learning difficulties, culture shock and possible homesickness; just as for our other pupils, the aim is to promote the spiritual, moral, social and cultural development of overseas pupils, and give them an understanding of British Values.

Additional EAL and Cross Curriculum Support

EAL teachers have timetabled periods when small group or 1-1 cross-curricular support can be offered to pupils identified by subject teachers. EAL staff may also identify pupils who require additional skills training. Sometimes this is offered on a drop in basis.

Extensive Reading

As research consistently shows that Extensive Reading (ER) makes a huge difference in Second Language Acquisition, all pupils in Years 9-10 are enrolled on an online second language reading programme (M-Reader) in order to develop their language skills and to motivate them to read for pleasure.

The International Society

The EAL department works with a pupil led team to organise an activities programme. As a result, in addition to the activities on offer throughout the school, EAL pupils are also added to an Int Soc *Team* and can book onto weekend trips and visits. Some examples of the most popular activities include the start and end of term BBQs, international football matches, cinema trips, climbing, indoor karting, laser tag, surfing in Bude and Segway. These activities are also offered to non-international pupils and are very popular.

5. Policy on promoting digital literacy and use of digital technology in class

The ongoing review of the School's strategy for use of digital technology consider next steps for rolling out further use of MS Teams and other platforms, on the back of the successful introduction of the BYOD policy.

Devices

The following covers the current rules at the Prep and College:

Pupils in Year 7 and above should bring laptop/device to classes.

Those pupils who use laptops as their usual way of working, in accordance with the EAA 'Access arrangements' rules for public examinations and on the advice of the head of Personalised Learning, may use a laptop in all lessons. In some circumstances this may not be appropriate, and a teacher may occasionally require a pupil not to use a laptop, for example for a test.

For other pupils at the College, use of a laptop is at the discretion of the teacher, but the assumption is that this will be permitted in most circumstances. However, since pupils may not use a laptop for public examinations unless they have formally recognised special educational needs, it may not be appropriate for pupils to become too dependent on word-processing all their work.

All preps are set, returned and marked through the Teams system. Teams are also the means for delivering online lessons where appropriate.

Wider school rules on the use of mobile phones apply in all cases. Currently, pupils are not permitted to have mobile phones with them during the school day.

Teams

All preps should be set, submitted and returned vis teams. Teams is also used for communication with classes, alongside traditional use of emails to individuals or year-groups.

Some subjects make extensive use of One-note.

6. Policy on developing listening and speaking skills

Mount Kelly views the development of effective speaking and listening skills as an important part of the broader academic education for the C21st. As with literacy, numeracy and use of ICT, they are promoted chiefly through day-to-day teaching and learning in the classroom, and every teacher has a responsibility to give opportunities for pupils to improve these key 'soft' skills. In addition, the school provides a range of co-curricular opportunities for developing speaking and listening skills.

Academic classes

Many courses provide opportunities for class presentations. This is a formal part of the English course, but is common in History, Business, Geography etc. MFL classes depend on the development of these skills, with the oral a key part of the GCSE and A level assessment. In Year 12, all pupils have the opportunity to take the EPQ, one part of which is the 10-minute formal presentation.

Within the monitoring of teaching and learning via Learning Walks there is a regular focus on teachers' development of speaking and listening skills in the classroom.

LAMDA

For Years 3-11 LAMDA is an optional opportunity to develop a range of performance and public speaking skills. In the College it operates as with music lessons (ie pupils miss timetabled lessons) and is taught by a resident teacher. At the Prep the LAMDA lessons are generally before or after timetabled lessons. As part of the Beyond the Curriculum programme, all pupils in Year 12 are timetabled to have two lessons per fortnight in a Public Speaking course for the Michaelmas term.

Mount Kelly pupils may take the full range of LAMDA exams, up to grade 8, and have achieved considerable success in recent years. Entry for level of LAMDA is at the discretion of the teacher.

Academic Co-curricular opportunities

The annual Poetry recital competition for Years 3-8 at the Prep is a major event and celebration.

The Year 8 post exam programme expects that all Year 8 pupils will produce and deliver a talk in the style of a TEDx presentation, in front of their peers. There is considerable pupil agency in how the presentation is delivered, and the content therein.

Every year, every pupil in the Prep School contributes to a performance on stage. There are opportunities for speaking, choral and technical roles.

Rotary Club public speaking competition, 'Youth Speaks'. This annual event takes place in January/February and involves teams at junior, intermediate and senior level.

Debating. Pupils have the opportunity to do debating in the co-curricular academic enrichment slot on Monday afternoon.

Plum Society. This brings together the more enthusiastic and scholarly pupils in years 9/10 for various cross-curricular activities aimed at developing skills of interpretation and evaluation, lateral and creative thinking, and an openness to challenge and debate.

The Head Master's Round Table gives groups of pupils the opportunity to discuss academic articles.

Chapel and assembly. Apart from the reading of the lesson, including at whole school services at St Eustachius, pupils at the College are asked to speak in assembly about activities in which they have taken part.

7. Policy on Careers and Universities Guidance

Aims

Guidance at Mount Kelly is a progressive journey from Year 6-13. The programme is planned so that pupils receive the relevant careers information and education that is suitable to their age. The progression throughout the years encourages students to be proactive about their future and actively seek careers advice and guidance. The Guidance team is dedicated to tailoring the provision to meet pupils' needs in order to help them on their future path. The programme allows for impartial advice and guidance, making pupils the focus. The guidance programme is designed to help the pupils plan and take control of their future, notably through the UniFrog platform, promoting greater pupil agency.

Objectives

- To source and provide up-to-date information about occupations, fields of work, undergraduate courses and apprenticeship opportunities
- To help pupils understand and develop the necessary skills to equip them for whatever career path they choose
- To provide opportunities for pupils to understand their competencies, aspirations and options through a variety of means, including personal discussion with the Guidance team

Higher Education advice programme

UCAS

In Year 12, pupils are given a timetabled lesson to introduce them to the opportunities in Higher Education, advise them on research for universities and courses, and assist them with completing their UCAS form. These lessons also cover alternatives to going to University along with preparation of CV's and letters of application for employment.

At the start of the Summer term, parents and pupils are invited to a presentation on UCAS and a discussion with tutors. Pupils are permitted to take some time out of school late in the Summer term to attend university Open Days.

In Year 13, pupils are advised on the completion of their Personal Statement in the UCAS support lessons they continue having until October half term. References are written by tutors, drawing on teacher comments on Unifrog.

The UCAS co-ordinator oversees the administration of the process, and the Deputy Head (Academic) gives a final check to all references and personal statements before they are released to UCAS.

Oxbridge and Medicine/Veterinary applications

In Year 12, potential Oxbridge applicants attend an introductory talk and in most years a trip to Oxford or Cambridge is arranged. The school maintains links with Exeter College, Oxford, which offers outreach support to schools in the South West.

Biology and Mathematics teachers provide timetabled lessons to prepare pupils for medical or maths/engineering tests. All Oxbridge and Medical/Vet School applicants are given additional guidance in Year 13 for entrance tests and interviews. The school works with other schools to give interview practice to each other's pupils.

UCAS predicted grades

UCAS predicted grades are an essential aspect of the application process for higher education, school leaver schemes, apprenticeships and employment. Mount Kelly will provide UCAS predicted grades for all Lower Sixth pupils to support their applications, so that Universities and employers are able to assess students' potential and suitability for their chosen courses or job roles.

Subject teachers at Mount Kelly decide the predicted grades for the pupils in their Year 12 classes as they know them best and are able to draw upon a wealth of experience and professional judgment in making UCAS predictions. Grades will be based on the pupil's performance during their first year of A level or BTEC study and teachers will consider some or all of the following factors when making their decision:

- Mock examination results
- Grades achieved for BTEC modules completed
- Grades awarded in progress tests and informal class tests
- Performance in homework assignments and independent learning tasks
- Student's attitude and commitment to learning
- Coursework, portfolio, practical evidence or other non-examined elements
- GCSE results
- The pupil's ability based on teacher's professional judgement and experience in making predictions
- A previous educational establishment's comments on performance and capabilities
- Any other relevant factors

Teachers will predict grades that they feel are a true and honest reflection of the pupil's ability and potential. Predicted grades will be optimistic, assuming high levels of commitment, hard work and a certain degree of improvement in the second year.

Departments will not base predicted grades on the grades pupils require to apply for a particular course, university or job. The potential consequence of over-predicting grades is that students

may receive offers that they are unlikely to meet. This can lead to disappointment on results day and/or students might gain admission to a course on which they cannot succeed.

Timescale

Teachers provide predicted grades along with subject comments for pupils' UCAS and employment references at the end of the summer term in the Lower Sixth.

Staff will inform their Lower Sixth pupils of their predicted grades before the end of the summer term and pupils will have the opportunity to discuss their predicted grades with both teaching Staff and the Head of Sixth Form, who will help students make informed choices about suitable university courses and employment options.

Grades are reviewed again in September of the Upper Sixth to take into consideration any additional assessments, admissions tests, additional work, research or work experience completed over the summer holiday.

Changes to predicted grades will only be made after this date in exceptional circumstances. Once the UCAS application has been submitted, there is no opportunity to change the predicted grades if a student improves or declines in performance during the course of the Upper Sixth. Pupils will be supported through the UCAS clearing process in August if they either underperform and are declined from their university offers or exceed their predictions and look for new course options.

UCAS Reference

Predicted grades are given with the UCAS reference and the School will ensure the two are mutually supportive. All pupils have the opportunity to read through their UCAS reference before their UCAS application is submitted. Any amendments or changes to the reference will only be made to correct inaccuracies or to provide any other contextual information which has been agreed with the pupil.

Appeals

On the rare occasion that a pupil feels that a particular predicted grade is not a fair or true reflection of their ability or what they may achieve at the end of the Upper Sixth, they can make a request to the Deputy Head Academic for the grade to be reviewed. The pupil must outline in writing the reason why they think the predicted grade is not a fair assessment of what they may achieve. The Deputy Head Academic will then consult with subject teachers and make a decision about whether the grade can be increased. The final decision on predicted grades rests with the Deputy Head Academic.

Careers Advice Programme

In addition to providing expert advice on apprenticeships and careers in the armed services, the Careers co-ordinator assists with work experience placements and oversees the links between the school and local businesses. Careers fairs are arranged or attended, and there are opportunities for pupils to meet representatives from the professions or industry attending occasional informal 'careers cafe' events at school.

Programme Summary: College

Year 13

Will be given a UCAS briefing; attend University/College open days; have mock interviews; be introduced to Student finance; complete UCAS – Decisions, Confirmation and Clearing.

Year 12

Will complete a Leadership development programme; be introduced to Post -18 options; attend Why Higher Education? and UCAS talk/events; attend University/College open days; undertake Oxford and Cambridge preparation; attend the UCAS Exhibition; develop their Personal Statement; attend Futurewise courses and events, other taster/insight courses, and Gap Year Fair. Seminars on application to US colleges are made available for interested pupils.

Year 11

Will attend an individual guidance interview to discuss post -16 options; have post 16 taster sessions and guidance talks; be introduced to the UCAS website; attend CV writing workshop (including a covering letter); visit local careers convention; follow-up work experience debrief and presentation; attend range of optional careers lunches and talks.

Year 10

Will be introduced to KUDOS and Careerscape software on the school network. These programs offer opportunities to investigate different career areas; complete an interactive questionnaire based on interests to generate initial career ideas; cover further Careers Education modules within the PSHE programme; plan and prepare for a work placement.

Year 9

Will be introduced to the Careers centre and staff; cover Careers Education modules within the PSHE programme; receive a GCSE options briefing including subject choice and careers research; undertake the 'Real Game' to understand job roles and career choices; attend Plymouth University Open day.

Programme Summary: Prep

Careers are embedded into the curriculum and teachers signpost links between subject matter and jobs in their planning. Curriculum areas have also posted displays on how learning relates to real world application and future career options.

There are multiple career events throughout Upper Prep including presentations from the parent body and beyond. Pupils are exposed to a wide variety of sectors recently including marine biology, border force UK and performance sports. We are further planning a short seminar series online.

Strong links exist with the college and the head of Guidance, and pupils explore the Unifrog careers platform from Year 7 onwards in workshops.

8. Policy on Spiritual, Moral, Social and Cultural education

Introduction

Spiritual, moral, social and cultural education (SMSC) helps children develop personal qualities, which are valued in any civilised society; Mount Kelly promotes six core values.

Mount Kelly Values

COMPASSION

Empathy Tolerance Kindness

We treat others with compassion; demonstrating empathy, tolerance and kindness in all that we do

COURAGE

Determination Resilience Grit

We act with courage; demonstrating determination, resilience and grit in the face of both opportunity and challenge and always striving to learn through life's journey

HUMILITY

Modesty Gratitude Selflessness

We behave with humility; we are modest in our success, grateful for our blessings and selfless in the way that we share them

RESPECT

Courtesy Service Consideration

We value and respect every person equally; always seeking to serve those around us and treating all with courtesy and consideration

COMMITMENT

Dedication Loyalty Endurance

We demonstrate commitment to our School and to those around us, making the most of opportunities available; we are dedicated, loyal and always endure through to the end

INTEGRITY

Honesty Decency Morality

We value integrity above all; we are honest with ourselves and others, conducting our lives with decency whilst striving for the highest moral standards

At Mount Kelly we seek to inculcate these qualities across the curriculum and throughout school life. However, we also adopt the view that at a deeper level, spiritual, moral, cultural and social values are 'caught rather than taught' and fundamental to the development of these values is the quality of day to day relationships and the broader environment and culture.

All Staff contribute simply by the way they interact with pupils during lessons, but certain subjects, such as Religious Studies and Personal, Social, Health and Economic Education (PHSEE), have a particular contribution to make. In addition there are a number of Staff - the School Nurse, Housemasters/Mistresses, the Chaplain, matrons and others who work closely with individuals to assist them to prepare in diverse ways for the outside world. Each pupil also has a personal Tutor to oversee their academic, social and personal welfare, a relationship that is the bedrock of pastoral care at Mount Kelly. At the College, tutors take a pupil all the way through their school career.

The moral, spiritual, social and cultural development of each pupil is not something which can be achieved by curriculum organisation or prescription alone. It is an erratic, unpredictable and long-term goal, and the effects of even the most sensitive moral instruction may be different from those intended. Evaluation in terms of outcomes is difficult, but we feel that the character and quality of the young people we produce is testament to our success in realising these lofty ambitions.

In short, as part of our delivery of matters relating to SMSC we aim to provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society. To this end, every opportunity is also taken to actively promote Fundamental British Values in the school.

Definitions

We use the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Explore beliefs and reflect on experience; respect different faiths, feelings and values; enjoy learning about oneself in relation to others and the surrounding world; use imagination and creativity.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; uphold freedom of speech; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate our heritage and cultural influences in society; appreciate the role of Britain's constitutional monarchy and parliamentary system; participate in new cultural opportunities; understand, accept, respect and celebrate diversity.

How the curriculum contributes to SMSC:

Whilst we still believe such values are mostly 'caught, rather than taught', it is important to note that SMSC development can be demonstrated in a lesson through:

- The actual subject matter of the curriculum – the areas covered and through schemes of work
- The nature of the learning that takes place – which might involve pupil-led discussion, presentations, debate and effective Q&A
- The atmosphere / ethos of the lesson – often the hardest to evidence – a climate of mutual respect, willingness to have open discussion whilst respecting others, and pupil participation

The Contribution of English

English contributes to our pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language

The Contribution of Mathematics

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics

The Contribution of Science

Science contributes to our pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world

- Awareness of the ways that Science and Technology can affect society and the environment
- Consideration of the moral dilemmas that can result in scientific developments
- Showing respect for differing opinions, on creation for example
- Co-operation in practical activity
- Raising awareness that scientific developments are the product of many

The Contribution of History

History contributes to our pupils' SMSC development through:

- Looking at the creation and evolution of British society, including democracy and British values
- Studies of past 'civilisations' and reflecting on their contribution to society today
- Learning about continuity and changes in society and how values, beliefs and lifestyles have altered over time
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism
- Teaching pupils about persecution and the importance of tolerance
- Showing an awareness of the moral implications of the actions of historical figures

The Contribution of Geography

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection on the creation of earth and its origins, future and diversity
- Reflection on the distribution of the earth's resources and issues surrounding climate change
- Geographical issues like climate change, poverty, and inequality often involve complex ethical dilemmas. Students can develop their moral reasoning by considering these issues.
- Geography emphasizes the interconnectedness of humans and the environment. This can promote a sense of responsibility for the planet and foster a moral commitment to sustainability.
- Opportunities to develop social skills through planned group presentation and debates

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our pupils' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people
- Developing social skills through group activities and communication exercises
- Improving listening skills through oral/aural work

The Contribution of Philosophy, Religion and Ethics

PRE makes a distinctive and substantial contribution to the delivery of SMSC:

- Learning about beliefs, values and the concept of spirituality
- Reflecting on the significance of religious teaching in their own lives
- Developing respect for the right of others to hold beliefs different from their own
- Showing the influence of religion and philosophies on society
- Fostering an appreciation and understanding of different cultures, religions and traditions

The Contribution of Computing

Computing contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world, especially the potential 'pitfalls'
- Making clear the guidelines about the ethical use of the internet
- Acknowledging advances in technology and appreciation for human achievement

The Contribution of Art

Art contributes to our pupils' SMSC development through:

- Developing pupils' aesthetic appreciation
- Evoking feelings of 'awe' and 'wonder' about the world
- Giving pupils the chance to reflect on nature, their environment and surroundings
- Studying artists with a spiritual or religious theme, considering issues raised by artists which concern ethical matters, such as War paintings

The Contribution of Design and Technology

Design and Technology makes a contribution to pupils' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives
- Developing awareness of the moral dilemmas created by technological advances
- Showing how different cultures have contributed to technology
- Giving opportunities to work as a team, recognising others strengths, sharing equipment

The Contribution of Music

Music contributes to our pupils' SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures

- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)
- Leading pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience
- Looking at the way music can change moods and behaviour
- Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers

The Contribution of Physical Education, Games and Team sports

Pupils' SMSC development is actively promoted by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Exploring the sports and traditions of a variety of cultures
- Individual activities that provide the opportunity for self-reflection, awareness and challenge
- Roles / responsibilities – pupils in lessons take on many different roles within PE such as leader or coach. Pupils are able to experience the emotions and feelings that go with each role and activity. This allows pupils to develop their social skills in cooperation, communication, commitment, loyalty and team work
- Pupils understand how PE/Games can influence their healthy living and healthy lifestyle through team sports and health related fitness.
- Pupils learn and understand the rules of activity areas and the reason why they need to abide by them, understanding what sportsmanship and fair play is. Pupils are also nurtured to handles success and defeat with dignity.
- Pupils are challenged to increase their personal level of fitness and to understand the benefit of this. They are also taught about the importance of being healthy and active and how this impacts society.
- Pupils respect the facilities and the environment we are working in along with respecting equipment both when using it and when putting it away at the end of lessons.
- Pupils can work as part of a team, as well as reflect on feelings of determination, enjoyment and fulfilment.
- PE in general teaches pupils about code of conducts, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson, pupils abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding into their own lives.
- The concepts of self-discipline to excel are essential. Pupils are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

- Pupils in PE/Games use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels.
- Respecting pupils' different abilities and also the calls/judgements made by officiators.
- In team games and discussions, ensuring all pupils' opinions are heard and valued.
- The PE/Games department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global opportunities.

The contribution of PSHEE/Citizenship

Pupils' SMSC development is actively promoted in PSHEE and Futures/Citizenship by:

- Exploring questions about democracy, justice, inequality, how we are governed and organised
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens
- Appreciating diversity, understanding different viewpoints, collaboration for change

We deliver SMSC through a variety of ways beyond the curriculum:

- Tutor Periods
- School Assemblies and Chapel Services
- Links with the local church
- Pupil Leadership
- HE Guidance Provision
- The College's Sports Leadership Programme
- The Prep's LOTC Programme
- Our extensive Extra-Curricular Programme
- Sixth form pupil leadership committees
- Performing Arts (Music, Drama. PerfArts BTEC & LAMDA)
- Duke of Edinburgh
- School and House Councils

Monitoring and implementation of the SMSC policy

- A bi-annual 'audit' of SMSC provision by department
- Provision for SMSC is monitored and reviewed by the SLT, teachers and pupils
- Discussions are held at staff meetings
- Staff share classroom work and practice
- The implementation of this policy is the responsibility of all staff

Upholding British Values

The Ofsted definition of Fundamental British Values lists them as:

- democracy
- the rule of Law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Government guidance includes the following statement:

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

The curriculum followed in Year 9 in History and Religious Studies, and in the PSHEE classes in Years 9 to 11, educates pupils in the historical, political and ethical roots of liberalism, democracy, toleration and the rule of law. The PSHEE curriculum educates pupils in the broad outlines of the political and legal system in the UK.

In addition to the Christian message, the sermons and addresses delivered in chapel services explore themes around: self-esteem and self-confidence; justice; respect for difference; the balance between the individual and community; freedom and equality; British values and internationalism.

The school marks the occasion of major national celebrations and commemorations, but with respect for and inclusion of the international pupils which form part of the Mount Kelly community.

The school council for pupil representatives puts the principles of representation and democracy into practice within the school. Debating club and the Rotary 'Youth Speaks' competition introduce pupils to the principles and procedures of formal debate and an understanding of the importance of expressing disagreement with respect and restraint.

9. Policy on Scholarship Awards

Introduction

At Mount Kelly it is our policy to encourage and acknowledge excellence through the awarding of scholarships to applicants showing exceptional aptitude in their chosen area. The purpose of these awards is to facilitate admission to Mount Kelly for gifted individuals who, through their dedication and enthusiasm, will inspire those around them.

In addition to the scholarships and exhibitions, normally to a maximum value of 10% of the stated fees, there are a number of non-discretionary and means tested bursaries available.

- A candidate may enter for more than one scholarship
- Candidates for awards other than the academic award must meet the minimum entry requirements to Mount Kelly
- All candidates will be interviewed by at least one member of the senior academic staff

Information about Swimming scholarships, Choral scholarships and Sixth Form Sports scholarships, which broadly follow the same structure of all other scholarships at Mount Kelly, is available separately by contacting the Admissions Office

Year 9 Awards

Year 9 Scholarships and awards are available for pupils seeking to enter the College in Year 9. Pupils who are in Year 8 at the Prep may apply for awards at this point.

Awards available:

	Year 9 (13+)	**Closing date**	**Exam date**
Academic	Scholarship Exhibition	December	February/June
Sport	Scholarship Exhibition	December	February
Music	Scholarship Exhibition	December	February
Drama	Scholarship	December	February
Art	Scholarship	December	February
Design Technology	Scholarship	December	February

Application forms are available from the Admissions Office and should be completed and returned by the closing date stated above.

Academic – pupils put forward for an academic scholarship will be invited to the College to sit examination papers in English, Mathematics, Science, and a 'Humanities' paper from which the candidate may choose questions in French, Geography, History and PRE, according to their strengths and preferences.

Questions are designed to be challenging but accessible for candidates in the hope that they enjoy the experience and are able to demonstrate their academic curiosity and interests.

Particular ability demonstrated in a single subject may attract an award (exhibition).

Sport – candidates will be assessed in two sports of their choice (see below) in addition to completing a physical test. Exceptional talent in only one sport may attract an award (exhibition) but all candidates will be required to participate in two sports on the assessment day. Sports that may be offered for assessment are set out in the table below.

	Boys	**Girls**
Michaelmas Term	Rugby	Hockey
Lent Term	Hockey	Netball
Summer Term	Cricket	Cricket

Holders of any Sport awards are expected to participate fully in the sporting life of the School including pre-season training and tours.

Music – candidates will usually offer a first and second study either of which may be singing. At the audition candidates will be required to perform two contrasting pieces on their first study, one piece on second study, scales and sight reading on first study only. Exceptional talent in one study may attract an award (Exhibition).

Music scholarships include free tuition on two instruments (Including singing). Holders of a Mount Kelly Music award are expected to sit for GCSE Music, though this is not a requirement, and to play a full part in the instrumental, vocal and concert life of the School.

Drama – candidates will be required to read and perform a task they they have pepared and also an unseen piece.

Art – candidates will be required to complete a piece in the Art Department on the assessment day and bring with them a portfolio.

Holders of a Mount Kelly Art award are expected to sit for GCSE Art, but this is not a requirement.

Design Technology – candidates will be required to execute a number of skills in the DT Department on the assessment day and bring with them one example of something they have made and a portfolio.

Holders of a Mount Kelly Design Technology award are expected to sit for GCSE Product Design, but this is not a requirement.

Sixth Form awards

Academic - Candidates will be invited to the College to sit an examination paper with general essay questions in Arts and Science. Candidates will also be interviewed.

The Westall Academic Scholarship, up to the value of the full day fee, may be awarded annually. This award, for academic excellence, is open to anyone living within 30 miles of Mount Kelly and is not open to current pupils. The award is offered 'for those who would not otherwise be able to afford the fees to benefit from a Sixth Form education at Mount Kelly' and thus any offer of an award is subject to a means test.

TERMS AND CONDITIONS

The numbers and size of awards made in any category will depend on the size and quality of the field and the availability of funds. A number of means tested bursaries are available the assessment of which will include any scholarship awarded and any non-discretionary award for which the candidate might be eligible. For further details of these awards please check the Admissions pages of our website or the Essential Information Booklet available from the Admissions Department. Awards will be honorary for pupils who are children of members of the School Staff.

Full means tested bursaries may be offered for initiatives such as the HMC Scholarship Programme, the Cumberland partnership and the Royal SpringBoard Foundation Scholarship Programme and will be awarded at the discretion of the Governors and the Head Master.

Duration of Awards – We have high expectations of our scholars, details of which will be sent to successful candidates. These expectations are designed to ensure that pupils who excel continue to be stretched and inspired as they progress through the School. Awards given at Year 9 will be reviewed at the end of Year 11.

It should be noted, however, that a serious breach of the School Code of Conduct may result in suspension of the award.

Non-discretionary awards such as sibling discounts and the Armed Forces Awards are normally limited to a total of 25% off the stated fees. Any additional discount associated with a scholarship award may be means tested.

The value of scholarships, exhibitions and bursaries remains confidential between the parents and the School and we expect your discretion in this matter.

In all cases the Governors reserve the right to determine the number and value of awards.

References

In all cases a confidential reference is required from the candidate's Head Teacher, who should be informed of the application by the parents.

10. Policy for SEND

The Personalised Learning faculty has been developed to support all pupils with SEND requirements. A separate policy has been developed, which is attached as an appendix.

11. Policy on CPD and Appraisal

Introduction

Mount Kelly is committed to supporting the professional development of all its staff, fostering a culture of continuous improvement in line with the professional standards set forth by the Chartered College of Teaching (CCT) and the Department for Education (DfE). Engagement with this process will be evidenced through individual teacher's record keeping and completion of the required documents to a standard which clearly reflects a desire to seek improvement and professional development as a teacher, in line with the above professional standards. This policy outlines the two-year cyclical process for staff appraisal, ensuring all staff have dedicated opportunities to develop their skills and knowledge to the benefit of our pupils.

Appraisal Process

The appraisal cycle operates over a two-year period, commencing in September and concluding in July. Key stages within this cycle are as follows:

Michaelmas Term:

- **Parish Lead Meetings:** Parish Leads (PLs) will convene meetings with the Assistant Head of Teaching and Learning to review the preceding academic year and establish plans for the forthcoming year. This will encompass the identification of staff due for a full appraisal (including feedback from Senior Leadership Team (SLT)) and those following an on-going CPD schedule.
- **Parish Meetings**: The initial Parish meeting will focus on confirming the topics of staff's Self-Directed Improvement and Reflective Practice (SDIRP) projects (STAR projects) which will be recorded by PLs. Additionally, staff on the full appraisal cycle will be identified. By the conclusion of the second meeting, staff should have completed their self-review, updated their Personal Education Philosophy, and maintained their ongoing CPD record.

Lent Term:

- **Parish Meetings:** Parishes will reconvene to review progress on STAR projects, which should be well underway at this juncture. PLs will ensure that all relevant documentation is in order and record progress within the designated centralised spreadsheet.
- **Full Appraisal Meetings (SLT):** Staff on the full appraisal cycle will commence meetings with SLT at both the Prep and College levels. Initial meetings will focus on reviewing documentation and fostering discussions around CPD and Teaching & Learning. Arrangements will be made for SLT lesson observations directly linked to the staff member's STAR project. A subsequent meeting will serve to confirm the ongoing progress of the observation process. Initially, the Assistant Head of Teaching and Learning will lead the SLT element.

Summer Term

- **Parish Meetings:** The final Parish meeting with PLs will follow up on the initial meeting held with the Assistant Head of Teaching and Learning. All documentation for the appraisal cycle should be complete and duly recorded.
- **Full Appraisal Meetings (SLT):** Final meetings with SLT and lesson observations will occur within the first half of the term.
- **Headmaster Meetings:** During the latter half of the term, the Head Master will conduct individual meetings with staff who have either produced exceptional and impactful work through their CPD and STAR projects or those who have fallen short of expectations and/or have demonstrated a lack of professional engagement with the process.

Documentation and Access

- All documentation pertaining to the appraisal process will be stored in a centralised OneNote file, with individual entries for each member of staff. Access to this file will be granted to the Head Master, HR, Head of Prep, and Assistant Head of Teaching and Learning.
- STAR projects may inform the content of future INSET programmes, with implementation commencing in the following Michaelmas Term. Opportunities may also be given for staff to share updates on their projects with other colleagues during the course of the academic year.
- The Head Master reserves the right to access and reference appraisal documentation during annual one-on-one meetings with staff.

Appraisal Process for Assistant Heads

The appraisal process for Assistant Heads mirrors the established timeline, with the SLT element overseen by the Deputy Head Academic and Senior Deputy Head. Staff allocation will be determined based on their respective academic or pastoral roles. This includes the Deputy Head (Prep) who will be overseen by the Head of Prep.

Induction and Probation

Teachers on probation as new members of staff will be expected to complete the Personal Education Philosophy aspect of this process, during their first term at Mount Kelly. Whilst they will be expected to pursue CPD opportunities, they will not be expected to complete a STAR project or reflection on the previous year.

Parish Group Meetings

To ensure the effectiveness of Parish group meetings, the following will be implemented:

- **Set Schedule:** A set schedule for meetings will be established to promote consistency and planning.
- **Clear Agendas:** Prior to each meeting, clear agendas or discussion topics will be provided in advance, ensuring focus on relevant learning objectives aligned with the OECD Learning Framework's emphasis on student outcomes.
- **Focus on Teaching and Learning:** Meetings will be specifically directed towards teaching and learning strategies, aligning with the OECD Learning Framework.

- **Connecting to Appraisal:** Opportunities will be explored to connect Parish discussions with the appraisal process. Self-reflection outcomes may be utilized to inform development goals.
- **Collaborative Atmosphere:** Measures will be taken to address negativity and foster a collaborative atmosphere within the groups.
- **Non-Negotiable Discussion Points:** Some non-negotiable discussion points, such as curriculum planning or assessment, may be included to ensure comprehensive coverage of key areas.

Overall

This policy seeks to promote continuous professional development (CPD) through self-reflection, STAR projects, and effective Parish group meetings. These methods align with the work of John Hattie et al and the OECD Learning Framework.

Section B – Mount Kelly Preparatory School (MKPS)

Mount Kelly Preparatory school has a non-selective admissions policy with a broad and balanced curriculum which is tailored to meet the needs of all of the pupils. For organisational purposes and for ease of curriculum development the Prep has been divided into the following areas:

Pre-Prep [EYFS, Years 1 and 2]

Lower Prep [Years 3 and 4]

Middle Prep [Years 5 and 6]

Upper Prep [Years 7 and 8]

Rationale and structure of the Curriculum

Aims and Objectives of the MKPS Curricula

- To engage, motivate, challenge and sustain the interest of every pupil in order to build confidence, resilience, autonomy and self-esteem. This includes pupils of all pupils irrespective of gender, ethnic groups and other social groups including the most able and those who are experiencing learning difficulties.
- To facilitate children's acquisition of knowledge, skills and qualities and to promote a positive attitude towards learning in order to help them to develop into independent, responsible, confident members of the school community and wider society.
- To help children understand their developing world, including how their environment and society have changed over time.
- To create and maintain an exciting and stimulating learning environment.
- To enable the pupils to fulfil these aims in terms of personal, social and health education. Reference should be made to the PSHCE policy.
- To ensure continuity and progression throughout the curriculum.

The curriculum is planned in three phases. Subject planning takes note of the National Curriculum requirements in Pre-Prep, Lower and Middle Prep and, later developing Key Stage 3 Pathways to GCSE. The School Strategy supports the introduction of a KS3 curriculum. Years 1 – 4 follow the IPC [International Prep Curriculum] and this has had a profound impact upon both planning and delivery of the curriculum and support of the pupil's development of metacognitive and critical thinking skills. Furthermore, experiences are offered above and beyond these. Guidance on curriculum planning is set out in a separate policy document on planning, marking, teaching and learning and this is developed in the Mount Kelly Teaching and Learning Handbook on the staff intranet.

A broad curriculum introduces each pupil to a wide range of concepts, experiences, knowledge and skills, mindful of such pedagogical approaches as Bloom's Taxonomy to understand the development of children through different stages and ages. Through the curriculum, pupils are able to gain skills and understanding which are appropriate to a fast-changing world, articulated via the OECD Learning Framework, so that they may develop greater autonomy, resilience and

adaptability as learners; a key ethos for this development is that of the Growth Mind-set developed by Dr Carol Dweck and this is in evidence around the whole Prep site. The curriculum is made relevant through meaningful cross-curricular links.

The curriculum is enhanced through annual events and competitions. There are currently visiting teachers who supplement the curriculum in terms of Music, Dance, and sports.

The curriculum is balanced so that each faculty is allowed sufficient time for its contribution to be most effective mindful of the ages of the children at point of delivery. The school timetable demonstrates this balance, and this is reviewed annually in collaboration with Heads of Faculty and subject leads.

All subjects contribute to a sound general education, preparing pupils for further opportunities and responsibilities. All learning objectives are appropriate to the age and ability of the pupils including EYFS.

Differentiation is an especial point of focus within the Prep so that what is taught and how it is taught are matched to individual pupils and develop their abilities and aptitudes within all subjects, regardless of their starting point. We recognise that all pupils, irrespective of gender, race or disability, including those for whom English is an additional or second language, have an entitlement to an appropriate curriculum and have the opportunity to learn and make progress.

The curriculum at MKPS includes the formal requirements of the National Curriculum where applicable as well as an increasing range of extra-curricular activities that the school organises in order to enrich the experience of each of the children. The introduction of International Prep Curriculum [sic], in Years 1 – 4, centralises most learning with a form tutor [Primary Qualified] to deliver English, Maths, Science, History, Geography and RS through a curriculum which by its nature, potentially opens up the classrooms to a global network of learning through direct contact with other school around the world. Years three and four are primarily taught by their Form Tutor, specialist teaching taking place in Art, Music, DT, PE and sports.

In the Middle and Upper Prep, pupils follow a bespoke curriculum that draws upon and extends the National Curriculum. In Maths we build upon the mastery curriculum of White Rose and in English adapt the Cambridge CIE Framework. The form and structure of final examinations and the syllabus leading up to them is currently under review [as it is across the Prep school sector], those pupils who wish to apply for Common Entrance or other admissions examinations are prepared on an individual basis.

The SMSC aspect of learning is enhanced through weekly tutorial sessions, a Thought for the Week [delivered in assembly the week before] and cross-curricular content across all areas, mindful of the content of the PSHEE programme of study. An SMSC grid, specific to subjects and year groups, shows the contributions in this area across the curriculum beyond merely PSHEE. There are separate policies available in respect of PSHEE and SMSC.

Planning Meetings

Cross-curricular links are planned for all year groups at the termly curricular overview meetings.

Parents are informed about the curriculum each term through the curriculum map sheets, which are issued at the start of each term for each year group from year three to eight. Parental participation in the curriculum is welcomed in terms of expertise and resources.

Academic Management

Academic matters are the responsibility of the Head of Prep with the Deputy Head Academic (College). The Prep Academic Lead (PAL) and Heads of Faculties (HoF) work closely with the management team and assist with the preparation and introduction of new courses and schemes of work by Subject Leads.

The HoFs lead and support the team of teachers, Subject Leads, and other staff within the Faculty. They initiate and develop cooperation with the Head of Faculty at the College, encouraging close subject links between specific subject teachers, to ensure continuity of learning and consistency of approach. In addition, they should develop cross-curricular initiatives between the academic disciplines within the Faculty to enhance and enrich the educational experience of students.

A key role of the HoF, in collaboration with the Prep SENDCo and PAL, is to monitor progress of all pupils within the Faculty, ensure full and appropriate use of data and tracking in ensuring that all pupils achieve to and beyond their potential, and ensure appropriate and timely action is taken to address concerns. The HoF oversees the organisation of additional assistance for weaker pupils by the subject Leads within the Faculty and ensures that provision is made to stretch the more able in their subject.

Lesson allocation for Mount Kelly Prep

The Foundation Stage

In the Foundation stage there is an interdisciplinary approach to planning as well as opportunities for child led activities. Reference should be made to the Early Years Foundation Stage policy.

Pre-Prep

Pre-Prep children are taught their curriculum by a form teacher with specialist teaching for P.E, Games, Swimming, Music and French in Reception and Year 1 and the addition of DT for Year 2. The humanities are often linked around a topic and the focus of a topic determines the bias towards History or Geography.

Outdoor school sessions are organised for pupils in Nursery to Year Two. The numbers of sessions per term varies according to year group.

Pre-Prep lessons include:

	Reception	Year 1	Year 2
French	1	1	2
DT	---	---	2
Music	1	1	1
Games	4	4	4
P.E.	1	1	1
Drama	---	1	1

Curriculum Balance

45 lessons	Lower Prep		2	Middle Prep		4	Year 7		3	Year 8		3
63 FTE	Lessons	Total lessons	Minutes	Lessons	Total lessons	Minutes	Lessons	Total lessons	Minutes	Lessons	Total lessons	Minutes
Maths	7	14	245	7	28	245	6	18	210	6	18	210
English	7	14	245	7	28	245	6	18	210	6	18	210
Biology							2	6	70	2	6	70
Chemistry							2	6	70	2	6	70
Physics							2	6	70	2	6	70
Science	3	6	105	3	12	105						
French	2	4	70	2	8	70	2	6	70	2	6	70
Spanish							2	6	70	2	6	70
History				2	8	70	2	6	70	2	6	70
Geography				2	8	70	2	6	70	2	6	70
PRE				1	4	35	1	3	35	1	3	35
Music	2	4	70	2	8	70	1	3	35	1	3	35
PSHE	2	4	70	2	8	70	2	6	70	2	6	70
IPC	4	8	140									
Art	2	4	70	2	8	70	2	6	70	2	6	70
DT	2	4	70	2	8	70	2	6	70	2	6	70
PE/Gymnastics	1	2	35	1	4	35	1	3	35	1	3	35
Swimming	2	4	70	2	8	70						
Shackleton	1	2	35									
General Studies							1	3	35	1	3	35
Pastoral/Prep	1	2	35	1	4	35	1	3	35	1	3	35
IT	1	2	35	1	4	35						
Games	8	16	280	8	32	280	8	24	280	8	24	280
TOTAL (26)	45		1575	45		1575	45		1575	45		1575

12. Policy on prep (homework)

Homework is an important part of the Mount Kelly Curriculum. It enables our pupils to:

- Consolidate and reinforce learning that has taken place during lessons.
- Prepare for forthcoming lessons.
- Develop a sense of responsibility and self-discipline in becoming an independent learner.

Further detail and advice is available in the Mount Kelly teaching and learning handbook.

Roles and responsibilities

At the beginning of the academic year, teachers will outline homework expectations with their pupils as per the homework load guide.

If pupils have difficulty understanding an assignment, they should clarify expectations with their teacher. If absent from school, it is the pupils' responsibility to complete homework that may have been assigned during their absence.

Teachers will direct pupils to ensure homework is recorded in planners up to Year 6. Teachers ensure homework is posted to Microsoft Teams in Years 7 and 8.

Timelines will be realistic and always give children at least two days to complete.

Teachers understand that sometimes other events may prevent the completion of homework. If in the event pupils are unable to meet a deadline they are expected to engage in dialogue with their teachers and request an extension.

Homework is a component of the partnership between parents and school. We welcome parental support and encouragement for the achievement of objectives set.

If a pupil does not complete a homework assignment, the subject teacher will record an academic concern. The pupil will also miss Friday am break to catch up on the prep missed in a supportive session run by the Prep Academic Lead (PAL). In the event that 3 homeworks are not submitted in a half term, the PAL will notify parents.

Homework Load

Reception: Sharing of storybooks / Daily reading (aloud to an adult) Ongoing learning of phonic sounds or sight words. Theme based half term activities.	**Year 1:** 10 minutes reading (aloud to an adult) per day Weekly spellings Ongoing learning of phonic sounds or sight words. Handwriting once a week from Spring term Theme based half term activities
Year 2: 10 minutes reading (aloud to an adult) per day Weekly spellings On occasion children may receive other inquiry tasks.	**Year 3:** 15 minutes reading (aloud to an adult) per day Weekly spellings and times tables Pupils will receive a weekend challenge.

Year 4: 15 minutes reading (aloud to an adult, if possible) per day Weekly spellings, times tables or mental maths Pupils will receive a weekend challenge.	**Year 5:** 20 minutes reading (aloud to an adult, if possible) per day Weekly spellings, times tables or mental maths Up to 20 minutes English, Maths & French Vocab tasks. On occasion children may receive other inquiry tasks. **Optional** 10 minutes a day of Doodle
Years 6 20 minutes reading per day Weekly spellings Up to 30 minutes- English, Maths, Science and Modern Foreign Languages. Children may receive other inquiry tasks **Optional** 10 minutes a day of Doodle	**Year 7 and 8 (30 minutes per subject)** 1 x English 1 x Maths 1 x Science 1 x History 1 x Geography 1 x Spanish 1 x French 1 x PRE

Inquiry tasks in lower and middle prep could be related to Science, Humanities or Art and Design. They may include projects issued over a few weeks, but teachers should be conscious of pupil workload and deadlines.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 8	*PRE* *Maths*	*Science* *Geography*		*History* *Spanish*	*English* *French*
Year 7	*English* *History*	*Spanish* *French*		*Science* *Geography*	*PRE* *Maths*
Year 6	*Science*	*MFL*		*Maths*	*English*
Year 5		*Maths*		*French*	*English*
In Year 5 and 6, a further recommended 10 minutes of Doodle a day.					

13. Policy on Marking, Assessment and Feedback

Attention is drawn to the separate guidelines within the Teaching and Learning Handbook. There is regular guidance on feedback in the Teaching and Learning newsletters across the School. Specific marking and feedback strategies are devolved to different departments and reviewed via periodical work and book scrutiny.

When providing feedback it is a principle of teaching and learning at Mount Kelly that pupils will receive regular feedback on their progress, that they should be actively engaged in the feedback process, and that this will enable them both to understand their progress and to take responsibility for it.

14. Policy on Reporting and Tracking

- Reporting and tracking schedule:

Year 8	Michaelmas		Lent		Summer	
	1	2	1	2	1	2
Reporting	Grade Card	Comment Card	Grade Card	Parent's Consultations		Final exam grades Comment Card Awards
Assessments	Baseline Testing	*Assessments in Week 12*		*Interview preparation for award candidates*		*Prep Exams* *Scholarship Portfolios due.* *Interviews for award candidates*

		Michaelmas		Lent		Summer	
		1	2	1	2	1	2
Year 5 - 7	***Reporting***	Grade Card	Comment Card	Grade Card	Parent's Consultations		Comment Card
	Assessments	Baseline Testing		Formative assessments			End of Year assessments
Lower Prep	***Reporting***	Grade Card	Comment Card	Parent's Consultations	Grade Card		Comment Card
	Assessments	Baseline Testing		Formative assessments			End of Year assessments

- Reporting includes half-termly grade reports that detail current attainment, attitude to learning and guidance for improvement.
- All reporting will be supplemented in the Lent Term by a round of parents' evenings, published at the start of each term.
- International Boarder's parents have a separate online event.
- Comment cards during the year offer qualitative reporting on academic and pastoral information.
- New pupils, joining at different stages throughout the year, will take the Accelerated Reader assessment for literacy purposes, supplemented by online standardised assessments. This will provide greater clarity/guidance for academic profile and, as appropriate, subject setting.

15. Policy on monitoring teaching and learning

There are regular termly meetings of HoFs both within the Prep and across the Whole-School, the latter chaired by the Head of Prep.

There are regular learning walks and informal observations carried out by the Assistant Head Teaching & Learning and other senior staff, and these are to be increasingly supplemented by HoF and Subject Leads to assure quality and consistency within their department areas. Feedback from SLT is given to both Faculty Heads and to individual staff as appropriate.

Staff are encouraged to carry out peer observations and to record a summary of the ensuing professional dialogue. Lesson observations and peer review are a part of the formal appraisal and professional development process.

Book scrutiny is expected at departmental meetings and further centralised by the Prep Academic Board.

16. Policy on meeting the needs of the able and very able

The needs of able and very able pupils are met chiefly through the schemes of work and lesson plans for each subject area. Setting in the Upper Prep allows for stretching the more able.

Other activities and groups that are particularly helpful for stretching the more able include: Philosophy, Chess, Debating, and Current Affairs clubs.

The Prep School also competes in subject specific competitions including the United Kingdom Mathematics Trust (JMC). We prepare pupils through lessons and often enrichment clubs. We frequently have pupils qualify for the subsequent rounds. In the Middle Prep, we enter the national Quiz Club competitions and select teams of our most able to represent the school in science, general knowledge and mathematics.

During the year, the Personalised Learning department organises a range of enrichment sessions for pupils identified as able and very able through our standardised testing and assessment models. The sessions are led by subject specialists.

17. Policy on Personal, Social, Health and Economic Education

Attention is also drawn to the separate School Wide policy.

Aims:

- Develop confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Develop and foster an understanding of a 'Growth Mindset' approach to learning

Objectives:

1. To promote self-awareness, self-esteem, self-confidence and self-discipline.
2. To enable all pupils to develop a sense of fairness, co-operation and concern for the welfare of others
3. To equip pupils with the necessary skills to become responsible members of their family, their school, their local community and as a British citizen
4. To provide the knowledge necessary for all pupils to begin to make informed decisions and so confidently communicate personal views and beliefs
5. To encourage an understanding and awareness of environmental issues
6. To encourage the development of moral faith in each pupil; respect for religious values and tolerance for others

It is a mixture of approaches from written, discursive, lectures, practical examples, role play, drama review of other religions' approaches to certain parts of life, interviews, talks, presentations. Strategies should embrace visual, aural, kinaesthetic teaching methods and promote active learning, engaging all types of learners in order that they can access the curriculum e.g. teacher led learning, group activities, paired activities, use of ICT, q & a sessions [encouraging open questioning], research, target setting, talk presentations etc. In particular the approaches should all encourage the 'Guide on the side' rather than the 'Sage on the stage' approach to teaching and learning.

Assessment Formal and informal assessment are important parts of the department's teaching. Informal assessment takes many forms to include teacher assessment, pupil self-assessment, peer assessment etc. Formal assessment takes place in EFYS at the end of reception and forms part of the Knowledge and Understanding score. There is no formal assessment above this. A number of pieces and types of evidence from a range of contexts will be needed to make a judgement about overall performance.

The evidence will demonstrate a pupil's:

- knowledge and understanding about becoming an informed citizen
- skills of enquiry and communication
- skills of participation and responsible action

Methods. Paired and group discussion about the issues raised in topics leading to class feedback with conclusions and peer review. Exchange of views in pairs on results.

EYFS

PSHEE is taught discretely within the Knowledge and Understanding area of learning giving children opportunities to develop in the following Personal Social and Emotional Development Early Learning goals.

Disposition and Attitudes:

- Seek and delight in new experiences
- Have a positive approach to activities and events
- Show confidence in linking up with others for support and guidance
- Show increasing independence in selecting and carrying out activities

Self-confidence and Self-esteem:

- Show increasing confidence in new situations
- Talk freely about their home and community
- Take pleasure in gaining more complex skills

Making Relationships. Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine.

Behaviour and Self-Control. Show care and concern for others, living things and the environment.

Self-care Show willingness to tackle problems and enjoy self-chosen challenges. Demonstrate a sense of pride in own achievement. Take initiatives and manage developmentally appropriate tasks. **Sense of Community.** Make connections between different parts of their life experience, encourage links across age-groups and amongst the Mount Kelly, Tavistock and wider communities.

LOTC programme

The Mount Kelly LOTC Programme is designed to develop and celebrate leadership, practical skills and teamwork. Involving every Prep pupil, the termly sessions are tailored to different age groups with a universal focus on four main themes:

- To inspire, encourage and support a spirit of adventure
- To develop proficiency and skills in outdoor activities
- To encourage an ability to risk assess and remain safe
- To introduce pupils to the intrinsic reward of helping others through community projects both at school and in the wider community.

Section C – Mount Kelly College

Admission to the College at Year 9 or Year 10 is on the basis of references from their current school, satisfactory performance in Year 8 examinations, the College's scholarship examinations, or the College's tests of aptitude in English and Mathematics. The College is not highly selective in terms of proven intellectual ability, but it is important that pupils should have the potential to access the curriculum in a demanding academic and co-curricular environment. The Asst Head Personalised Learning has a formal role in assessing the suitability of the school for pupils with significant additional learning needs.

Learning

Providing pupils with breadth and choice is an important objective at the College, within the practical limits to the number of subjects that can be offered in a medium sized school. The means for achieving this for each year-group are set out below.

For each subject it is important to have a sense of linear progress within a year, and from one year to the next, and this is set out in the subject schemes of work and curriculum maps. Apart from listing and sequencing the topics, and the skills acquired within these, the schemes give a narrative for the learner to understand and benchmark their own learning over time.

Independent learning can be interpreted in different ways. We seek to promote this in classroom activities, through prep tasks and in research investigations, although the latter are less common now that the reformed GCSEs have removed most coursework papers. Some A levels require an NEA. The opportunity to undertake an HPQ and an EPQ is a valuable alternative to the old coursework tasks and are more truly 'independent' in that pupils choose their own topics and the nature of their project (dissertation, investigation, artefact, performance).

The combined curriculum seeks to develop core academic and life skills, not least literacy, numeracy and the effective use of ICT. Other traits that we promote include developing an analytical and even-handed approach to issues, acquiring problem-solving techniques, and balancing a philosophical openness to new concepts with an empirical scepticism.

We seek to push each pupil to learn at the fastest pace that he or she can manage. This can be facilitated through setting by ability in subjects such as Maths or the sciences. Class size is capped wherever possible. Wherever there are physical constraints that might impact on a child's learning we seek to minimise these and special arrangements can be made.

An integrated tracking system, with regular and frequent assessment of pupils according to objective and common criteria (previously CEM, now the GA Cat4), allows the pupil, tutor, class teacher and the Academic board to review progress throughout the pupil's academic career.

Teaching

Performance management of the teaching staff is ensured firstly through the faculty, with mutual observation and team teaching as appropriate, and on-going monitoring by the head of faculty. Concerns raised by the HoF, or by pupils or parents, are dealt with by the Deputy Head (Academic).

Teaching and learning are both monitored through a system of Learning Walks and Work Scrutinies, by the Assistant Head Teaching & Learning and by HoFs and subject leads.

The whole school CPD programme has, as a central strand, the organisation of teachers into small groups [‘parishes’] each with a parish lead who has received additional training. In each cycle there are meetings to discuss and arrange peer mentoring, and teachers set themselves their own ‘STAR’ project. The Assistant Head Teaching & Learning oversees the process, reporting in turn to the Deputy Head Academic (College), Senior Deputy and Head Master.

The development of a Curriculum Map, to include key vocabulary and liminal concepts for all subject areas across the whole school is helping to visualise the learning journey of a pupil from EYFS through to A Level. The schemes of work show the strategy and planning for each subject, taking account of exam board requirements, the latest research and current issues in each subject, and the needs of our pupils. Each subject area and faculty implements the College policies on assessment and marking as appropriate to the particular features of the subject.

Rationale and structure of the curriculum for Year 9 classes

Setting

Assuming a year-group of between 60 and 70 pupils, there will be three classes for each subject. In the 'Core' subjects (English, Maths and the Sciences) and the Modern Foreign Languages (MFL: French and Spanish) the setting is arranged formally, following closely the Year 8 exam results and other testing. The other subjects are arranged in three classes of mixed ability.

Subjects

The key subjects for the curriculum are, of course, Maths and English. These take a significant proportion of the lessons in the timetable. The place of the Humanities (Geography, History, and PRE) is assured with 4 or 3 lessons per fortnight. We encourage pupils to study a humanities subject at GCSE but it is not a requirement and, therefore, it is appropriate to ensure that pupils have significant exposure to these subjects in the last year in which they are compulsory. It is no longer a requirement that pupils will take one MFL at GCSE. For those who choose an MFL, it is recognised that they should reach a high standard in Year 9 and so they choose just one language but have 6 lessons per fortnight in order to improve fluency.

All other principal subjects are given 3 lessons per fortnight. These are: the three separate sciences; Art; DT. Two lessons are given for PE; Cognition; Music. There is also a single lesson of PSHE and one of Futures.

Breadth and Depth

The prime concern for Year 9 is to give breadth. Pupils are offered a variety of educational experiences, desirable in itself but also allowing pupils to make an informed choice of GCSE Options.

For the Core subjects, Year 9 is an opportunity to begin work on the new GCSE courses. Some of the Option subjects also cover material that is required for the GCSE course. The HPQ project is another means to promote cross-curricular work.

Subject	English	Maths	Biology	Chemistry	Physics	French or Spanish	Supervised study	Geography	History	RS	Art	DT	Cognition	Drama	Music	PSHE	PE	**Total lessons**		
Year group																				
9	6	6	3	3	3	6	2	4	4	3	3	3	2	2	2	2	2	**56**		
No of mins	300	300	150	150	150	300	100	200	200	150	150	150	100	100	100	100	100			

Rationale and structure of the curriculum for Year 10/11 classes

The formal timetable for pupils distinguishes between the Core subjects and Options subjects.

The Core

The approach taken is much the same as in other similar schools.

All pupils take the same number of lessons in English, Maths and the three sciences. However, while most pupils will take both English Language and English Literature, some will not take the Literature papers. In Maths, the set for the least able will follow a 'foundation' level course. Similarly, weaker pupils will take the iGCSE English Language course. We keep all three sciences in the core; some take each as a separate GCSE, some take the Combined Science dual award.

Modern Foreign Languages

We class MFL amongst the option subjects, they are not compulsory. The College offers French and Spanish as our modern foreign languages.

The Options subjects

The timetable requires each pupil to choose four options. In principle, pupils have a free choice from the option blocks which are revised each year to suit the preferences of that cohort, although this must necessarily be subject to staffing and timetabling constraints.

Other

As part of the co-curricular programme, pupils may take the HPQ project. In some years the top set maths will prepare for the Further Maths GCSE.

Year 10 Option Blocks: 2026/27

Block A	Block B	Block C	Block D
Art	Business	Drama	Business
History	Computing	French	DT
PE	Music	Geography	Geography
	PRE/RS	History	Spanish
	PE		
EAL			
Personalised Learning			Personalised Learning

Examinations

Since universities have said that they 'measure' GCSE success according to the grades achieved in one season, and given the recent increase in content and difficulty for GCSEs, our policy is that all GCSEs are taken at the end of the Year 11.

Coursework and Controlled Assessment

The new GCSEs have largely abandoned all forms of coursework. Geography will continue to require some fieldtrips and there will be practical assessments in the applied subjects.

Subject	English	Maths	Biology	Chemistry	Physics	PSHE	Option A	Option B	Option C	Option D	**TOTAL lessons per fortnight**
Year group											
10	8	7	5	5	5	2	6	6	6	6	56
No of mins	400	350	250	250	250	100	300	300	300	300	2800
11	8	7	5	5	5	2	6	6	6	6	56
No of mins	400	350	250	250	250	100	300	300	300	300	2800

Rationale and structure of the curriculum for Year 12/13 classes

The majority of pupils will opt to take A level courses in the Sixth Form. However, we have established expertise in delivering the BTEC Extended Diploma in performance sport and have introduced some other BTECs in recent years.

Breadth

The 'Curriculum 2000' system tended to lead to pupils taking four subjects in Year 12, with most dropping to three at the start of – or during – Year 13. The Gove reforms to A level specifications have increased the content in the syllabus and made the assessment harder than previously. As a consequence, Mount Kelly pupils will tend to start with just three A level courses and keep these for the two years. Of course, this means that the initial choice must be an informed one and pupils in Year 11 are given advice by the Guidance department and their tutor. There is a taster lesson afternoon in November. It is now common for pupils to start with four but to drop one within a few weeks. The first half of the Michaelmas term is arranged so that it is relatively easy for pupils to switch options. Pupils taking Maths and Further Maths should take two other courses.

The timetable is arranged such that each course has eleven lessons per fortnight in Year 12, twelve in Year 13. In some instances, this might be reduced to eight, for example where there is just one pupil taking a course. In addition to the expectation in every subject for pupils to complete prep and private study, some subjects will require pupils to attend off-timetable sessions. This is typical of Art and Design Technology.

Linearity

Following the changes to A level introduced under the Gove reforms, Mount Kelly has opted to move directly to a linear system so all papers are taken at the end of Year 13. The exception is for pupils on the Further Maths course.

Further Maths is arranged such that it is appropriate for pupils to sit all the units for the 'ordinary' Maths A level in Year 12. An advantage of linearity is that is opens the prospect of a summer without public exams in the summer of Year 12. This gives more time for teaching and breaks the previously unremitting cycle of public exams.

As a consequence, Mount Kelly pupils do not sit AS papers in Year 12. Occasionally, pupils who have struggled in an A level may take the AS instead in Year 13.

Extended Project Qualification

The EPQ is well regarded by universities as a preparation for the sort of research and independent learning that undergraduates must undertake. It is also an opportunity for pupils to bring breadth to their studies. In some instances, the project can supplement one or more of their A level courses. In others it allows them to pursue interests that are not catered for in formal A level courses, or to demonstrate to university admissions tutors the pupil's enthusiasm for an area of study.

At Mount Kelly the EPQ is offered to Year 12 pupils. It is particularly encouraged for pupils taking just three A levels, but it is not obligatory given that many pupils have heavy swimming or co-curricular commitments. Pupils taking four A levels may still opt to take an EPQ, and where possible Year 13 pupils will be permitted to join the course. EPQs will be submitted before the Easter vacation for

marking by the EPQ tutor. After moderation, they are submitted to the (Edexcel) board and results in August are thus available for inclusion on UCAS forms.

The EPQ requires pupils to have formal preparation in study, research and presentation skills. The block of lessons in the first half of Michaelmas term covers these skills, however, the lessons in study and research skills are of broader value to all Year 12 pupils, regardless of whether they take the EPQ

The BTEC

The College's PE teachers have acquired considerable expertise in delivering the Level 3 BTEC in performance sport. In most instances it is offered as the Extended Diploma, equivalent to three A levels. To provide further breadth, BTEC pupils can also be taught a course in sport leadership. The Extended Certificate in Sport, equivalent to one A level, has been added, alongside BTEC in Applied Science. We have experience in the BTECs in Music and Performing Arts. In some instances, Extended Diploma BTEC pupils study additionally for an A level.

Year 12 Option Blocks: 2026/27

Block A	**Block B**	**Block C**	**Block D**	**Block E**
Drama	Art	Biology	Biology	EPQ
Mathematics (for Further Mathematics)	Chemistry	Business	Business	LAMDA
Maths	DT	English Lit	History	Study Skills
PE	Economics	Geography	Mathematics (for Further Mathematics)	UCAS
Politics	Environmental Science	Physics	Maths	
	French		PRE	
Core Maths AS	Psychology		Psychology	
		Applied Science BTEC	Spanish	
Sports BTEC single	Sports BTEC triple	Sports BTEC triple	Sports BTEC triple	

Beyond the Curriculum

Year 12 pupils take a compulsory course made up of four elements:

Public speaking and personal presentation

This is offered on the assumption that only those with the training and skills to present themselves effectively will be able to take advantage of the opportunities available to them. This is arranged through the medium of LAMDA classes, with the expectation of taking the Grade 5 exam in December.

Higher Level Learning Skills

This is offered on the assumption that only those who have been taught how to learn will be able to do so with the degree of independence and efficiency necessary for success in the modern world. This is arranged through a course focused on study and revision skills and an introduction to the EPQ core research skills programme. The EPQ itself is voluntary but many pupils complete a project in Year12.

Guidance and UCAS support

This is offered on the assumption that only those who are properly guided and supported will make informed decisions about their futures, and only those who are properly advised will be able to realise their ambitions. The programme for this is outlined above.

General Studies

This is offered as a series of lectures on health and well-being, economic and financial awareness, as well as careers and current affairs.

The delivery of the programme is structured as follows:

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**
Michaelmas First half	Study Skills	EPQ	Private Study	LAMDA Public Speaking
Michaelmas Second half	Study Skills	Library Study	General Studies	LAMDA Public Speaking
Lent	UCAS/Guidance	Library study	General Studies	Library study
Summer	UCAS/Guidance	Private study	General Studies	Private study

18. Policy on Academic management



Faculties

Whilst it is important for each subject to have a designated 'lead' who is a teacher of that subject and able to manage the delivery on a daily basis, for management of the academic side of the school it has been decided to appoint seven Heads of Faculty (HoF). The arrangement of the faculties is not uniform, some are essentially single-subject, but others cover several subjects. The precise combination is not intended to be fixed, but there is a logic and some synergy in the current arrangement. The lead for EAL is part of the Personalised Learning faculty.

Humanities (Business, Economics, Geography, History, PRE)

Languages (French, Spanish) (also for native Chinese and German)

Mathematics

Physical Education, BTEC Sport

Sciences (Biology, Chemistry & Physics), Psychology, Computing

Creative Arts (Art, Design Technology, Music)

English and Drama

The HoFs meet with the AMT as the Academic Board, typically two times each term, for academic policy business. The agenda is set by the Deputy Head (Academic). Subject leads may be invited to attend.

Standing items on the agenda for College Academic Board meetings include:

(i) Health & Safety matters

(ii) Safeguarding matters

They also meet as the Academic Board to review pupil performance after each assessment

19. Policy on Prep (homework)

Pupils should expect to be set some work to do outwith the classroom. The actual tasks will vary between subjects, but the following general principles apply.

Broadly speaking there are three different objectives:

1. To consolidate past class work or prepare for future class work
2. To test knowledge and understanding, and prepare for future examinations
3. To enhance understanding, give opportunities for independent learning, give greater breadth to knowledge of the subject.

Years 9 -11

A prep/homework timetable will be produced for Years 9-11, giving each subject guaranteed preps per fortnight. This will tend to mean that a pupil will have two or three preps per night.

Teachers should only set classes prep to be completed on the timetabled evening.

Each prep should take approximately 30 minutes. Consequently, a pupil will have homework for either one hour or 90 minutes, depending on the timetable.

Preps tasks might include the following: a written exercise eg answering GCSE exam questions; reading from a book/textbook; preparing for a task in the next lesson; part of an on-going research project; continuing a piece of coursework.

In all circumstances, prep should be **differentiated** in order to stretch the most able, support those with specific needs and develop the understanding of all pupils. Prep should be submitted by/in the next lesson and then **marked** and returned in similar fashion.

Poor quality prep should not be accepted and should be returned for recompletion. Pupils should expect to face disciplinary sanctions if they do not complete a prep task.

Years 12 – 13

There will not be a formal timetable for sixth form pupils. However, A level teachers should expect to set work to be completed outside the classroom amounting to 10 hours per subject per fortnight.

Pupils taking three A levels are in class for 30 lessons per fortnight, with a further 8/4 for Beyond the Curriculum in Year 12, leaving around 12-20 study lessons (hours) per fortnight on their timetable. A sixth former should expect to be studying in the evening and at weekends.

BTEC pupils are set tasks for completion of the separate units, for which there are formal deadlines.

20. Policy on marking, assessment and feedback

Marking can be seen as a dialogue between teacher and pupil. Actual conversation is, of course, very valuable and this can be an excellent means to complete the assessment process, but the teacher's written commentary on a marked piece of work can be almost as effective. It may be appropriate to relate the work in question to previous tasks, acknowledging improvement and development, as well as looking ahead to tasks to come.

In part, the reading and marking of a pupil's written work is an indication that the work is valued by the teacher. Although stamps, abbreviations and simple 'ticks' all have their place, the pupil should see evidence that the teacher has read and assessed the work, and thus feel that the exercise has been worthwhile.

Principles to follow:

Timeliness. Pupils should have marked work returned to them within one week. It is desirable for most written work to be marked and returned at the next lesson, but this may not be practicable.

Mark-schemes. Pupils should have a good idea of the mark-scheme before they attempt the task. In many cases this will be the exam board's standard mark-scheme. Comments in the margin/at the end should relate to the mark-scheme.

Comments. In addition to tick/cross and numerical scores, teachers should include comments in their assessment. These **may** be against each question/answer, and should also head or tail the work. Some comments may use a standard abbreviation format (see attached).

Summative/formative. It is usually appropriate to give a summative assessment, noting what has gone well and what has not, and also a formative assessment, suggesting ways to improve.

Self-marking and peer marking. There is value in allowing pupils to mark each other's work. This is particularly useful for helping pupils to understand the mark-scheme. In applying it to others' work he/she appreciates the importance of the mark-scheme for producing their own work.

Corrections. In most instances, the correct answer or the missing detail should be noted by the teacher against the pupil's incorrect answers, or a separate sheet of model answers provided. Alternatively, class time might be spent going through the work collectively, discussing 'right' answers, but this activity should not usually replace the teacher's marking.

Praise. It is worth restating the truism that pupils tend to respond to praise. The benefits are lost if the praise is formulaic or too fulsome, but it is right explicitly to recognise effort and attainment. Again,

the praise is more meaningful when it is not superficial but related to particular aspects of the work, which are detailed in the comment.

Targets. Some targets emerge naturally from a piece of work – further revision of that topic, additional reading, reviewing class-notes, practising spellings etc. Assessment /marking of a particular piece of work may be an opportunity for suggesting more general targets or extension work.

Literacy & numeracy. Assessment should guide pupils to improve literacy. Teachers should, therefore, note spelling and grammar errors. It may be appropriate to focus on particular errors, especially if these are persistent. All teachers are responsible for promoting high standards of literacy and numeracy.

Presentation. In most subjects the requirement for neat and formal presentation of work will not be covered by the mark-scheme, but it is nonetheless important that teachers should comment on the presentation of work and criticise poor presentation.

21. Policy on Tracking and Reporting

Rationale

The concerns and ambitions that inform the creation of the College's tracking system are as follows:

1. Tracking data should be used to help pupils to improve academic performance
2. The pattern for reporting and grading should be consistent across the school and it must be possible to track pupil progress meaningfully across a child's career at Mount Kelly
3. Tracking data must relate to actual academic performance in exercises that are marked and graded according to objective and consistent criteria (using the IPC, ISEB, GCSE, A level, and BTEC mark schemes), and there should be sufficient data to allow an accurate picture to emerge
4. Parents should understand how their child is being monitored and guided in his/her academic work, and they should receive some regular reports to update them on progress
5. The tutor has a key role in enabling pupils to understand and respond to teacher reports, and in keeping parents informed and involved
6. There should be flexibility within the overall reporting and tracking framework to allow it to grow or adapt as new demands are placed on it.

The Assessment & Tutoring system

The assessment system will typically have two formal assessments/tests in each term. When these are marked and graded, teachers will put these on iSAMS to allow central tracking of pupil progress. The tutor will meet with the pupil to discuss their performance and together they will come up with some targets.

The Academic Board meets after each set of assessment results is produced. This allows us to track progress against the pupil's expected path, based on GA Cat4 (previously CEM) data These data provide a 'chances graph' ie the most likely grades to be expected for a pupil, and thus we have an objective and consistent measure against which actual performance can be compared.

The Reporting system

A simple grade card showing whether attainment is on track and also grading attitude to learning is sent each half term, and the end of term report includes a short report from each teacher, the tutor and/or the housemaster/mistress.

22. Policy on meeting the needs of the able and very able

Scholarships

As set out above, scholarships are available for the most able entrants to Year 9 and Year 12.

Challenging the able and very able in the classroom

Each subject area includes in its scheme of work how it provides opportunities to stretch and challenge the more able. This is audited by the Assistant Head Teaching & Learning.

Challenging the able and very able in the academic co-curricular programme

There are opportunities for the academically most able to develop their talents beyond the classroom. Conversation is a key tool for this.

For Years 9/10 the Plum Society brings together the more enthusiastic pupils for various cross-curricular activities aimed at developing skills of interpretation and evaluation, lateral and creative thinking, and an openness to challenge and debate.

For sixth-formers, the Head Master's Round Table discussions are a more formal opportunity to debate topics of academic or general interest. The programme aims to broaden the pupils' knowledge and interests as well as challenging them to look more deeply into a particular issue.

Oxbridge

Year 12 pupils who might consider an application to Oxbridge are identified early and they are invited to a talk, either by MK Guidance or by a visitor from Oxford/Cambridge admissions, in Lent or Summer term.

A trip to Oxford is arranged for potential applicants in most years. In Michaelmas term of Year 13 applicants are given advice with their UCAS form and further preparation. Interview practice is arranged in collaboration with other schools (including West Buckland School and Tavistock College).

Medical applications

The Bio-Medical society introduces sixth form pupils to relevant topics and allows the pupils to discuss these. Help is given to prepare them for BMAT/UCAT and their university interviews.

23. Policy on Personal, Social, Health and Economic Education

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The Mount Kelly PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is regarded as essential to safeguarding our pupils.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Subject Content

The three overlapping and linked 'Core Themes' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. Pupils in Years 9-11 have two PSHE lessons per fortnight. In Year 9 the lessons are split between PSHE and Futures (financial education).

PSHE education will respect and take account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

24. Policy on monitoring teaching and learning

It is intended that monitoring of teaching should occur frequently and in a variety of forms such that it becomes a natural and accepted part of the educational and professional culture. Monitoring and observation should occur at peer-to-peer level as well as in a top-down process. The Asst Head Teaching & Learning determines the scope and focus of the monitoring programme each term.

Learning Walks

This term covers the presence of the SLT/AMT in classes and subject areas. These are primarily undertaken by the Assistant Head Teaching and Learning, both formally and informally. There are different formats:

a) Journey of the Learner. A member of the AMT attends the lessons of a particular pupil over the course of the day. It is concerned with understanding the experience of the pupil, and gauging his/her response to the lesson. Points of focus might include: opportunities for group work; opportunities for use of ICT; how the pupil smiles; how often pupils respond positively to the teacher.

b) Subject focus. Members of the AMT each attend two or more lessons by teachers of a given subject.

c) Environment. Members of the AMT explore the physical environment for teaching. Points of focus might include: use of displays, posters etc to support learning; display of pupil work; presence and display of books and equipment; arrangement of desks.

d) Broad brush. Members of the AMT/SLT drop into several lessons, for brief periods, to get a broad impression of activity, especially in period 1 or late afternoon.

After each Learning Walk, there is a brief report on the overall experience, with conclusions and proposals as appropriate. In addition, a comment is sent to each teacher who has been observed. Over time it is intended that the reports should be collected and analysed to provide an insight into good practice for sharing.

Work Scrutinies

This term covers the collecting in of pupil notes and assessments for review by AMT and HoFs. Each scrutiny tends to focus on a particular year-group and it is usual for a small sample to be seen.

a) Representative. The sample of pupils includes high achievers, pupils having LS or EAL lessons, etc.

b) Targeted. The pupils have a similar profile, allowing scrutiny of eg stretching the able, support for EAL pupils, etc.

c) Subject. A particular faculty or subject area can be looked at, with a greater number of pupils in the sample, and allowing comparisons between teachers and sets.

d) Swaps. It can be helpful for HoFs to look at a sample of work from a different subject area.

After each Work Scrutiny, there is a brief report on the conclusions drawn. A comment is sent to the HoF or subject lead as appropriate. Over time it is intended that the reports should be collected and analyse to provide an insight into good practice for sharing.

Visits

Individual subject areas should periodically ask an experienced teacher from another school to visit and take a look at all aspects of teaching. This will involve some lesson observation, work scrutiny and conversations with teachers and the subject lead or HoF. There should be oral feedback to the teachers and also a more formal report for the AMT.

It is intended that, over a cycle of four years, every subject area should have a visit.

In most instances the AMT will decide when a visit should be arranged, typically according to the agreed cycle though the AMT may require a visit out of sequence. The HoF should usually choose the visitor from another school, but the AMT may choose in some cases. The visitor should not be known personally by the HoF/subject lead so that some sense of objectivity is ensured. The visitor will be paid expenses and some remuneration.

Mutual observation and peer mentoring

We believe that a great deal of professional development can be achieved through sharing good practice directly at a peer-to-peer level. A formalised system of peer mentoring is part of the Appraisal system, based on discussions between teachers and a colleague-mentor.

Teaching & Learning Groups (Parishes)

Each Parish will be led by a mentor, an experienced teacher. The mentor will act as co-ordinator for the group and it is proposed that TLGS will be the forum for discussion of learning & teaching issues, e.g. at INSET.

Departmental observations

HoFs are encouraged to observe members of their departments on a regular and frequent basis. It is expected that a HoF will give feedback to the teacher observed, and this should be on a formal document, kept in the faculty file.

Faculties or subject areas with several teachers also promote mutual observation by teachers in the department.

Observations at other institutions

Some members of common room have contacts in other schools that will enable them to request the opportunity to visit and observe lessons there. These are encouraged, and we facilitate this whenever possible.

25. Policy on Prizes

Academic Subject prizes

Prizes are awarded by the Head Master on the recommendation of the Academic Management Team. Nominations are made in the first instance by the subject leads.

Years 9 and 10: Each subject is to make THREE nominations for pupils demonstrating attainment and a positive attitude to learning. Nominations are reviewed by AMT. Up to eight prizes are awarded for each year.

Years 11: Each subject is to nominate ONE candidate for the academic prize. English Literature and English Language have separate prizes in Year 11.

Year 12-13: Each subject is to nominate ONE candidate for the academic prize. Mathematics and Further Mathematics have separate prizes. The prize may not be awarded if there are no appropriate candidates.

School Award prizes

Prizes are awarded by the Head Master on the recommendation of the SLT. Nominations are made by appropriate members of Common Room. One candidate should be nominated for each prize.

26. Policy on Remote and Blended Learning

The school will adopt a blended learning approach for individuals or small groups of pupils if:

1. a pupil is unwell and is expected to miss lessons for more than one week
2. a pupil or group of pupils is required to quarantine for more than one week
3. a pupil is unable to return to school due to e.g. travel restrictions and will be absent for two weeks or more

In other instances of absence, teachers will set prep and additional work via teams

Features of blended learning:

1. On a daily basis, teachers will – where possible - use Teams to record lessons for absent pupils.
2. Class teachers will periodically contact the pupil via Teams to review the work for which the pupil has been absent
3. Tutors will oversee the whole schedule of lessons, preps and review meetings to ensure that the pupil is engaged and keeping up
4. Teachers will pay particular attention to engaging with absent pupils if any IGCSE coursework, A level NEAs or BTEC assignments must be set/completed/assessed while the pupil is absent

Formal Aims:

1. To ensure that pupils are not disadvantaged by lengthy absence and are able to keep up with their classmates, or do not fall so far behind that they cannot reasonably be expected to catch up
2. To ensure that blended learning delivery meets the guidelines set by the awarding organisations, specifically as required by Pearson/BTEC
3. To ensure that assessment methodology is valid and reliable. It must satisfy awarding organisations such as Pearson and also Ofqual in the event of 'centre assessed grades' being

required. Any methodology for assessing work must not disadvantage any group or individual pupils

In order to do this Mount Kelly will:

- Ensure that teaching staff are timetabled to support blended learning when pupils are working remotely, even if the pupils are working independently on coursework, NEAs or BTEC assignments
- Ensure there is a process through the subject leads to manage all feedback on coursework, NEAs and assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure that pupils with SEN are supported through regular contact with the Personalised Learning team
- Ensure the setting of all assignments, including ordinary preps as well as coursework, is undertaken in the face-to-face sessions, that everything is published on Teams, and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the pupil. All sixth form pupils are given training about plagiarism, as are younger pupils completing coursework for IGCSE
- Maintain and store securely all assessment and internal verification records in accordance with the requirements of Ofqual, individual exam boards and the BTEC Pearson Centre Agreement

27. Policy on Non-Examined Assessments (NEA)

This policy incorporates the JCQ advice 'Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)'

Mount Kelly is committed to ensuring that whenever its teachers mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by teachers who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Mount Kelly is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body.

Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking. Where a single teacher has marked candidates' work, wherever possible a second teacher will review and moderate the marks.

After marking and internal moderation, Mount Kelly will then follow national guidelines for notifying pupils of marks and enabling a review. The steps taken will be as overleaf:

1. Mount Kelly will ensure that candidates are informed of their centre assessed marks so that they may request a review of the marking before marks are submitted to the awarding body.
2. Mount Kelly will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Mount Kelly will, having received a request for copies of materials, promptly make them available to the candidate.
4. Mount Kelly will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision. This will usually be 7 days.
5. Mount Kelly will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. Mount Kelly will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Mount Kelly will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. Where appropriate this may be a subject specialist from another school.
8. Mount Kelly will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by this centre. They will report to the Deputy Head (Academic).
9. Mount Kelly will inform the candidate in writing of the outcome of the review of the marking.
10. The outcome of the review of the marking will be made known to the Head Master. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

28. Policy for managing BTEC courses

Rationale

The purpose of this document is to ensure that all BTEC programmes are appropriately implemented and meet the guidelines set by the examination board and JCQ assessment policies. This document is to be used in conjunction with the School's Curriculum Policy, specifically the examinations and assessment policy, and a range of guidance available at the Edexcel website.

Policy Aims

This document contains several separate policies, all shared by Pearson, which collectively aim to ensure that the School has in place administrative systems, policies and procedures to ensure that there is effective management of the delivery and assessment of qualifications, ensuring that:

- qualification approvals are accurate and timely and reflective of a centre delivery
- the centre continues to meet all Qualification Approval criteria for each qualification

- adequate records are maintained to meet Pearson requirements and made available to Pearson representatives, as required.

1. BTEC - Registration & Certification Policy

Aims:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the school will:

- register each learner within the awarding body requirements;
- register each learner on the appropriate programme code, before any assessment activity is completed
- provide a mechanism for programme teams to check the accuracy of learner registrations;
- make each learner aware of their registration status;
- inform the awarding body of withdrawals, transfers or changes to learner details;
- ensure that certificate claims are timely and based solely on internally verified assessment records;
- audit certificate claims made to the awarding body;
- audit the certificates received from the awarding body to ensure accuracy and completeness;
- keep all records safely and securely for three years post certification.

Responsibilities:

- Exams Officer: responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners
- Programme Leader: responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible
- Quality Nominee: responsible for coordinating and monitoring the learner details held with Pearson
- Senior Management: responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

2. BTEC - Assessment Policy

Aims:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the school will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment;
- produce a clear and accurate assessment plan at the start of the programme/academic year;
- provide clear, published dates for handout of assignments and deadlines for assessment;
- assess learner's evidence using only the published assessment and grading criteria;
- ensure that assessment decisions are impartial, valid and reliable;
- not limit or 'cap' learner achievement if work is submitted late;
- develop assessment procedures that will minimise the opportunity for malpractice;
- maintain accurate and detailed records of assessment decisions;
- maintain a robust and rigorous internal verification procedure;
- provide samples for standards verification / external examination as required by the awarding organisation;
- monitor standards verification / external examination reports and undertake any remedial action required;
- share good assessment practice between all BTEC programme teams;
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff;
- provide resources to ensure that assessment can be performed accurately and appropriately.

Responsibilities:

- Programme Leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
- Assessor: provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- Internal Verifier: records findings, gives assessor feedback, and oversees remedial action.

- Lead Internal Verifier (BTEC Entry Level-Level 3): by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

Procedures:

- Learner induction informs learners about all aspects of assessment and progress monitoring. Reference is made to national standards, assessment deadlines, the need for authentic work, and learner appeals.
- Assignment design has a practical vocational focus and references the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates is planned for and monitored during delivery of the programme.
- At the start of the programme the assessment plan is agreed and signed off by the Lead
- Internal Verifier.
- Resubmissions must be made as per the BTEC Centre Guide to Internal Assessment.

3. BTEC - Internal Verification (IV) Policy

Aims:

- To ensure there is an accredited lead internal verifier in each principal subject area
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, the school will ensure that:

- a lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise
- each lead internal verifier oversees effective internal verification systems within each principal subject area
- staff are briefed and trained in the requirements for current internal verification procedures
- effective internal verification roles are defined, maintained and supported
- internal verification is promoted as a developmental process between staff
- standardised internal verification documentation is provided and used
- all centre assessment instruments are verified as fit for purpose
- an annual internal verification schedule, linked to assessment plans, is in place
- an appropriately structured sample of assessment from all programmes, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements

- secure records of all internal verification activity are maintained
- the outcome of internal verification is used to enhance future assessment practice.

Responsibilities:

- Quality Nominee: ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.
- Lead Internal Verifier (BTEC Entry Level – Level 3):
    - Is usually the programme leader in the principal subject area and monitors and coordinates the internal verification process for each principal subject area.
    - Registers details and accesses standardisation exercises to use with the assessment team.
    - Completes and submits the standardisation exercise during a live window to gain accredited status, is registered through OSCA and confirms registration annually.
- Internal Verifier: verifies assessor decisions and validates assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

Procedures:

- All Assessors, Lead Internal Verifiers and Internal Verifiers are regularly briefed on BTEC processes.
- Verification schedules are agreed annually to cover all Assessors, units and assignments.
- Schedules are drawn up at the beginning of the programme and monitored through the year.
- Internal Verification of assignments is carried out before use to ensure that assignments are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification are kept.
- The Internal Verifier verifies a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support is given.
- Internal Verification records are correctly maintained and kept securely for 3 years after certification.
- Standards Verification/External Examination: monitoring and review procedures for standards verification and external examination outcomes is in place and deal with unsuccessful standards verification and external examination samples.

4. BTEC - Plagiarism and Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.

- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the school will:

- seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice;
- show learners the appropriate formats to record cited texts and other materials or information sources;
- ask learners to declare that their work is their own;
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used;
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre / Head Master and all personnel linked to the allegation. It will proceed according to the examinations appeal policy;
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven;
- give the individual the opportunity to respond to the allegations made;
- inform the individual of the avenues for appealing against any judgement made;
- document all stages of any investigation.

Responsibilities:

- Centre: seeks proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.
- Quality Nominee: required to inform Pearson of any acts of malpractice.
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures:

- **Addressing learner malpractice:**
    - All staff promote positive and honest study practices.

- Learners are required to declare that work is their own; staff check the validity of learner's work.
- Learner induction and handbook is used to inform about malpractice and outcomes
- Teachers ensure that learners use appropriate citations and referencing for research sources.
- Assessment procedures in place to help reduce and identify malpractice.

- **Addressing staff malpractice:**
  - Staff BTEC induction and updating includes BTEC requirements.
  - Robust Internal Verification and audited record keeping.
  - Audit of learner records, assessment tracking records and certification claims.
- **Dealing with malpractice:**
  - The individual is informed of the issues and of the possible consequences as well as of the process and appeals rights.
  - The individual is provided with the opportunity to respond.
  - Any investigation is carried in a fair and equitable manner.
  - The awarding body is informed of any malpractice or attempted acts of malpractice, which have compromised assessment; the advice of the awarding body for any further action is sought.
  - Any penalties are appropriate to the nature of the malpractice under review.
  - Should gross misconduct is identified, it will be dealt with in accordance with learner and staff disciplinary procedures.

5. BTEC - Appeals Policy

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the school will:

- inform the learner at induction, of the Examination Appeals Policy and procedure;
- record, track and validate any appeal;
- forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted;

- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results;
- keep appeals records for inspection by the awarding body for a minimum of 18 months
- have a staged appeals procedure;
- monitor appeals to inform quality improvement.

Responsibilities:

- Learner: responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.
- Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time.
- Internal Verifier/Lead Internal Verifier/Senior Management: responsible for judging whether assessment decisions are valid, fair and unbiased.
- Head of Centre: responsible for submitting an appeal in writing, to Pearson if the learner
- remains dissatisfied with the outcome of the centre's internal appeals procedures.

Procedures:

- The learner induction informs the learner of the appeals procedure.
- The learner appeals procedures are staged procedures to determine whether the assessor:
    - Used procedures that are consistent with the awarding body's requirements.
    - Applied the procedures properly and fairly when arriving at judgements.
    - Made a correct judgement about the learner's work.
- Appeals procedure stages:
    - Stage 1 – Informal: Learner consults with Assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
    - Stage 2 – Review: Review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
    - Stage 3 – Appeal hearing: Deputy Head Academic hears the appeal: last stage by the centre. If unresolved, move to stage 4.
    - Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Pearson within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals: each stage will be recorded, dated and show either agreement or disagreement with decisions. Documents will be kept for a minimum of 18 months.

- Monitoring of appeals: undertaken by Deputy Head Academic to inform development and quality improvement.

Vocational qualifications at the Academy are with Pearson. The exam board's specific policy for appeals for all Pearson Vocational qualifications can be viewed at:

https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-andemployees/Enquiries_and_Appeals_on_Pearson_Vocational_Qualifications.pdf

BTEC Roles and responsibilities

The Head Master is responsible for monitoring the implementation of this policy.

The Deputy Head Academic is responsible for the integrity of the administration and completion process of all vocational qualifications at the School.

The Examination Officer is responsible for:

- The timely, accurate and valid registration, transfer, withdrawal and certificate claims for students. All learners must be registered by 1st November for programmes starting in September or within one month of enrolment (for other start times). This must be completed before the first assessment activity is completed.
- Ensuring learner details held by the awarding body are accurate.
- Providing a mechanism for subject areas to check the accuracy of the student registration.
- Informing the awarding body where the School is able to apply for reasonable adjustments or special consideration for individual students.
- Arranging for the effective administration of all externally assessed units, in accordance with JCQ and examination board guidelines and policies; evaluating BTEC administration.
- Reporting results to the awarding body.
- Keeping all records safely and securely for three years post certificate.

The BTEC Quality Nominee is responsible for:

- overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.
- Ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation.
- Ensuring that Subject Leaders have followed procedures by 'Internally verifying' assignments.
- Sampling assignments to ensure evidence of colleagues responding to IV feedback.
- Ensuring adherence of BTEC programme to exam board's guidance.
- Sampling & monitoring individual subjects' documentation.
- Evaluating BTEC structures and processes and identifying development priorities.
- Arranging to attend appropriate training.

The Lead IV is responsible for:

- managing assessment and internal verification of units and qualifications.
- working with teachers and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme.
- ensuring that the assessment and verification plan is fit for purpose and meets regulatory requirements before it is signed off.

- approving a single resubmission to allow a learner to meet the assessment criteria targeted, providing:
    - the learner submitted the work on time (or had an agreed extension)
    - the teacher feels that the learner will be able to provide improved evidence without further guidance
    - the learner confirmed the work was their own (by signing and dating the declaration) and
    - the assessor has authenticated the evidence.

The Programme Manager is responsible for:

- Ensuring that an audit trail of learner assessment and achievement is accessible.
- Coordinating and monitoring the learner details held with Edexcel.
- Liaising with the Examination Manager about:
    - the completion of all externally assessed units.
    - the registration & certification of learners at appropriate level.
- Leading and coordinating the writing of assignments
- Issuing Assignment to students after IV adjustments
- Internally verifying assignments.
- Responding to IV feedback.
- Completing OSCA Accreditation (to become a lead IV) in subject area.
- Ensuring adherence of BTEC programme to exam board's guidance.

The BTEC subject teacher is responsible for:

- Supporting Subject Leader by writing assignments as required.
- Internally verifying assignments.
- Responding to IV feedback.
- Issuing Assignment to students after IV adjustments.
- Completing OSCA Accreditation in subject area.
- Ensuring adherence of BTEC programme to exam board's guidance.

All students are responsible for:

- Ensuring 100% attendance and punctuality to all lessons.
- Completing assignments with original work and following the guidance given by their subject teacher to the best of their ability and within given timeframes. Failure to do so will carry sanctions in accordance with the behaviour policy.

BTEC Policy Appendix 1: Centre approval criteria

The declaration made by the Head of Centre when making a centre approval contains the following criteria:

- my organisation will co-operate fully with Edexcel;
- my organisation will not undertake any activity or advertising that could bring the name of Edexcel into disrepute;
- I have authorised the person named above to act as contact for this application;
- no material in this application has been plagiarised. I confirm that any material in this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation;
- my centre will operate any required external tests in full accordance with Edexcel and OFQUAL/ACCAC/CCEA procedures;
- I understand that qualification approval is subject to review, and if quality is not maintained approval may be withdrawn;
- I understand that approval of a qualification by Edexcel does not imply or guarantee that it will be supported by public funding bodies;
- I confirm that we will regularly monitor, review and evaluate our operations;
- I confirm that information supplied to the Awarding Body for the purposes of registration and certification will be complete and accurate;
- I confirm that we will implement the agreed equal opportunities access and fair assessment policies and procedures;
- I confirm that the assessment procedure will be open, fair and free from bias;
- I confirm that queries about qualification specifications, assessment guidance or related awarding body information will be resolved and recorded;
- I confirm that we will make available to Edexcel any materials records, information or documents associated with the delivery of the qualification(s) and allow Edexcel officials access to such materials, premises and learners, for the purpose of auditing and external verification;
- my centre will not extend its boundaries overseas;
- learners will be informed of their registration status;
- my organisation has not had approval declined or withdrawn by another awarding body;
- the roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood;
- I confirm that the Awarding Body will be notified of any changes, which may affect the centre's ability to meet the approved centre criteria;

- my organisation will keep a complete copy of this approval application for the lifetime of the qualification;
- my organisation will retain a copy of the learners' assessment and internal verification records for a period of three years following certification of the learner.

For further details: https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centreslearners-and-employees/Approval-centre-agreement.pdf

BTEC Policy Appendix 2: Qualification approval criteria

The confirmation made by the Head of Centre's nominee when making a qualification approval contains the following criteria:

- there are procedures in place for the systematic monitoring, review and evaluation of this qualification;
- the centre's policy on equality of opportunity is operational;
- routes of progression are identified and made clear to all learners;
- there are appropriate teaching and learning opportunities planned;
- there will be opportunities for learners to be involved in and be given responsibility for their own learning;
- all learning opportunities will have relevance to employment within the sector;
- the assessment procedure will be open, fair and free from bias;
- assessment methodology will be valid and reliable and will not advantage or disadvantage any group of learners or individuals;
- policies and procedures for the internal verification of assessment are in place;
- the physical resources for each qualification, as described within the specification are available and sufficient for all learners;
- although centres will be given approval to offer all units within the relevant specification, the School must confirm that it will only deliver units where there is appropriately qualified staff and sufficient resources to support the delivery;
- staff delivering each qualification are sufficient in number and have the appropriate and current vocational experience and relevant qualifications;
- a system is in place to ensure on-going staff development and updating in relation to the vocational areas covered by this application.

For further details: https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centreslearners-and-employees/Approval-centre-agreement.pdf

BTEC Policy Appendix 3: Meeting deadlines

All student work is regularly monitored to ensure that students maintain appropriate pace, remain focused and do not fall behind with their work. When concerns arise these are initially discussed with the student concerned. Should the concerns continue, the relevant Head of Department and Tutor are informed. Students are spoken to and where appropriate placed on overtime /detention; parental meetings may also occur.

a) Missed deadlines

- Missed BTEC deadlines should be treated as missed homework deadlines and carry the same sanctions according to Key Stage, i.e. ISAMs log, catch up session and resubmission allowed. Head of Department and Tutor are also informed.
- Repeatedly missing deadlines – Head of Department meets with student and parents and implements an action/support plan to ensure that time is managed effectively and no further deadlines are missed.
- Should the student continue to miss deadlines, further disciplinary action is considered.
- The Lead IV is kept informed at all stages.

b) Re-submissions

- Students have **one** chance and 10 days to improve a failed assignment and re-submit.
- Re-submissions must be signed off on the Assessment Record Sheet by the Lead IV in the subject area.
- A re-submission attempt can only be authorised if BTEC criteria have been met originally.

c) Deadline extensions

- If a student has an authorised illness absence, the assessor and Lead IV may authorise a deadline extension.
- Extensions are decided by the Lead IV and new deadlines are clearly recorded on the
- student's copy of the assignment and the assessor's tracking sheet.

d) Retakes

- If the student has not achieved the Pass criteria in a given assignment, a new assignment needs to be issued which allows the student to achieve the pass criteria only.

BTEC Policy Appendix 4: Conducting tests

Tests are an assessment of the learner's knowledge and understanding. The test papers and test items are Pearson copyright and should not be reproduced or published without prior written consent from us. Any reproduction of test questions in revision documentation or student notes will be viewed as an infringement of copyright and will be viewed as malpractice to which sanctions including the revocation of centre approval may apply.

Roles and responsibilities

The Exams Officer and an Invigilator administer the tests. Neither is the trainer who delivered the training to the learners undertaking the test.

Test Manager (Centre Manager or the nominated person)

This person holds responsibility for test security and must ensure that the testing procedure is followed. Their responsibilities are:

- downloading and printing tests from the secure website
- ensuring that any re-sit learners have been given a different test paper
- creating a seating plan
- completing test logs and ensuring the storage of test records
- photocopying/scanning of the test answer sheets prior to returning the originals
- ensuring safe storage and dispatch of test papers
- preparing the invigilator to undertake their role in line with the testing procedure (this may also include confirming the identity of learners and checking eligibility for exemption from a test or training).

Invigilator

The Invigilator has the following responsibilities:

- ensuring the test room meets the requirements specified in the procedure
- ensuring no reference material which might be helpful to candidates is displayed in the test room
- distributing and collecting test papers and answer sheets to the learners on the test day
- recording evidence of learners' identities
- recording any changes to the seating plan
- ensuring the test is conducted under examination conditions
- ensuring learners do not commit malpractice (e.g. cheat), copy or in any other way gain an unfair advantage when taking the test
- reporting any issues of learner malpractice or misbehaviour during the test to the centre manager
- they do not need any knowledge of the syllabus or be a qualified trainer.

BTEC Policy Appendix 5: Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.