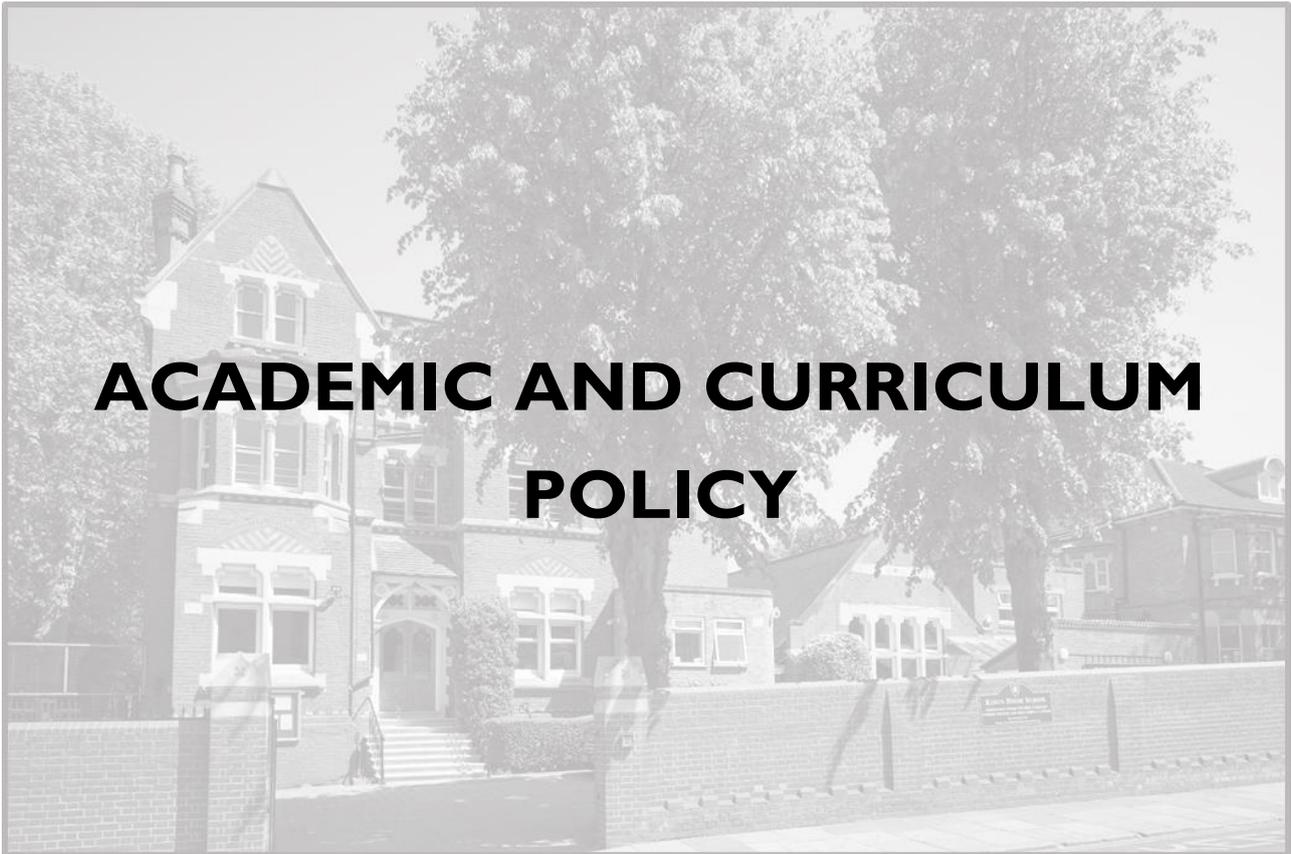




# KING'S HOUSE SCHOOL

RICHMOND



## ACADEMIC AND CURRICULUM POLICY

Member of staff responsible:	Head
Date of policy review:	November 2020
Date of next review:	November 2022
Approved by Governors:	November 2020



## INTRODUCTION

The academic curriculum at the School ensures that all pupils have equal access to and the opportunity to achieve through a relevant, broad and balanced curriculum. The curriculum is enhanced by a range of extra-curricular activities and offers all pupils the opportunity to explore and achieve their full potential. This policy applies to all pupils in the school including those in the EYFS.

## CURRICULUM

The School Curriculum aims:

- To supply full-time and supervised education for pupils of compulsory school age and for pupils below the compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- To provide subject matter appropriate for the ages, gender, ethnicity and aptitudes of its pupils, including those with an Education and Healthcare Plan (formerly a Statement).
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- Where a pupil has an Education and Healthcare Plan (formerly a Statement) for special educational needs, to provide education which fulfils its requirements.
- Where a pupil has an identified learning difficulty, to provide appropriate support and produce an individual education plan, which is reviewed regularly and updated.
- To provide its pupils with Personal, Social, Health and Economic Education (PSHEE) which reflects the school's aims and ethos and encourages respect for other people, through the delivery of personal, social and emotional development in the Early Years, as well as Circle Time, and the delivery of PSHEE lessons from Year 1 to Year 8, as well as assemblies and form time.
- To provide accurate and up-to-date careers guidance for those of secondary age, presented in an impartial way, which enables them to make informed choices about a broad range of career options and encourages them to fulfil their potential. The School will prepare the pupils for the opportunities, responsibilities and experiences of senior school and adult life in British society through our PSHEE lessons, form periods, assemblies and ACE (After-Common-Entrance) Programme.
- To provide a programme of activities for those below the compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- To enable all pupils to have the opportunity to learn and make progress.
- To be broad and balanced.
- To enable pupils to acquire skills in speaking, literacy and listening through not only teaching Literacy and English from Nursery to Year 8, but also through the delivery of other subjects.
- To provide for personal, social, health and economic education which reflect the School's aims and ethos, through our PSHEE lessons, form periods, assemblies and visiting speakers.



- To give its pupils experience in linguistic education, by teaching Communication and Language and Literacy in the Early Years and Literacy and English from Year 1 to Year 8. All pupils will take English at the end of Year 8 at Common Entrance or Scholarship.
- To give its pupils experience in linguistic education, by teaching French from Nursery through to Year 8 and Latin from Year 6 to Year 8. All pupils will take both French and Latin at Common Entrance or Scholarship.
- To give its pupils experience in mathematical education and the opportunity to acquire numeracy skills, through teaching Numeracy and Mathematics from Nursery to Year 8, with all pupils taking Mathematics at Common Entrance or Scholarship in Year 8.
- To give its pupils experience of scientific and technological education, by teaching Understanding of the World and Expressive Arts and Design in the Early Years and Science, Computing and Design Technology from Year 1 to Year 8, with all pupils in Year 8 taking all three Sciences at Common Entrance or Scholarship.
- To give its pupils experience in physical education, by teaching all pupils from Nursery upwards PE at least weekly and Games from Year 1 upwards. Pupils in Years 1-3 have one games session and one swimming session per week and from Year 4 upwards, two Games sessions per week, with matches on Saturdays too.
- To give its pupils experience in aesthetic and creative education, by teaching Expressive Arts and Design in the Early Years and Art from Year 1 to Year 8, as well as Music and Drama from Nursery to Year 8.
- To give its pupils experience in human and social education, by teaching Understanding of the World in the Early Years and History and Geography (called Topic work in Years 1-3) and Religious Studies from Year 1 upwards, with all pupils taking History and Geography at Common Entrance and Scholarship at the end of Year 8.
- To meet the needs of the most able pupils.
- The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## EARLY YEARS FOUNDATION STAGE

Within the three years of EYFS, the Caterpillars (rising 3s), Butterflies (rising 4s) and Reception (rising 5s) follow the Early Years Foundation Stage Framework. There are seven areas of learning and development that must shape educational programmes in Early Years' settings. All areas of learning and development are important and inter-connected. The three prime areas of learning are fundamental for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They are the building blocks that allow the children to access all areas of the curriculum and we place a huge emphasis on them.

The three **Prime** areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development



The four **Specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
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In terms of assessment, the school carries out the Age 2 progress check for all children entering Caterpillar Class. On entry, data is also gathered at the beginning of Butterfly and Reception as well as termly assessments judged against the continual observations of children. Official EYFS profiles relating to the Early Learning Goals are completed and shared with the Local Authority at the end of the Reception Year.

## **THE ACADEMIC POLICY**

The Academic and Curriculum Policy aims:

- To maintain the development of the curriculum across all areas to ensure breadth, balance, relevance, differentiation and continuity throughout the whole range of pupils.
- To promote the development in all pupils, and within all areas of the curriculum, of the skills of communication: speaking, listening and literacy and the use of information technology.
- To develop numeracy in all pupils, ensuring the knowledge and understanding of mathematics is enhanced in a variety of ways including practical activity, exploration and discussion.
- To promote the use of a range of teaching and learning strategies across all areas of the curriculum, which encourage interactive learning, initiative, access skills and independence of thought.
- To ensure effective learning for all through the development of relevant and appropriate schemes of work and suitable provision of resources and to ensure progression of the curriculum from each phase to the next.
- To monitor and support the educational needs of individual pupils and thus ensure good and appropriate provision for pupils of all abilities.
- To develop coherently, in relation to the whole curriculum, personal, social, health education and citizenship. This includes environmental awareness, fostering a healthy life-style and encouragement to serve the community through any opportunities that may arise.
- To provide opportunities for all to develop physical, creative and artistic interests by maintaining and further developing the range and quality of extra-curricular activities.
- To enhance departmental planning and evaluation.

## **REVIEW**

Self-evaluation of curriculum provision across all areas of teaching and learning will be ongoing. The following areas will be reviewed regularly by Heads of Department, overseen by the Deputy Head and Head of the Junior Department. Senior Department Heads of Department will liaise with Junior Department Subject Co-ordinators to ensure continuing development of subject knowledge/experience from Junior to Senior Departments.



- **Attainment and progress** – review of pupil performance in external and internal examinations.
- **Curriculum** – review of courses and their continuing appropriateness.
- **Assessment** – review of assessment procedure and its effectiveness.
- **Accommodation** – to identify and request improvements.
- **Presentation** – to review display, publicity and the means used to generate interest in the subject and consolidate its image, status and profile.
- **Teacher deployment** – timetable.

During the course of the year, the Deputy Head, Head of the Junior Department, and/or Heads of Department will look at planning files – medium and short term planning - and samples of marked work in order to monitor and give feedback on the curriculum and assessment systems in the department.

In addition to the above, an in-depth review of the teaching in each subject – in both Senior and Junior Departments - will be carried out by an external observer (David Thomson ‘Futuremind’) during the academic years 2018-19; 2019-20. The full reports of these reviews will be used to inform future planning.

Both formal and informal (peer) lesson observations will be regularly carried out. Formal observations will be carried out by SMT and a record of lesson observations will be kept in the SMT folder on the CRL.

## **STAFF**

The School recognises that good teaching is essential to achieving the School’s curriculum policy and to this end we are committed to the following aims:

- To attract and retain high quality staff.
- To identify, through an effective staff appraisal scheme, individual staff training needs and to ensure provision of appropriate in-service training, thus fostering individual career development and the school as a whole.
- To encourage the exchange of information and professional experience between staff working in all sections of the school, through regular department meetings, peer lesson observation and feed-back from courses to department members.
- To provide a positive, supportive working environment.

## **TEACHING AND LEARNING**

### **Curriculum**

It is crucial that the School’s pupils should gain admission to appropriate Senior Schools, attaining the best results of which they are capable.

This is achieved through a broad and balanced curriculum in which pupils are able to make progress according to their own ability, so that they increase understanding and develop skills in the subjects taught. Lessons are well-planned, employ effective teaching methods, and use suitable activities and good management of class time. The needs of individuals are taken into account, with differentiation



an integral part of lesson planning. As well as differentiation in mixed ability classes, pupils work in sets for Maths and English in Year 6. In Years 7 and 8, there is a top stream and two mixed ability parallel classes. The top streams include pupils who have been identified as having scholarship potential. Within the parallel classes, pupils are in sets for Maths and Latin. These sets relate to the Common Entrance levels required by the pupils' future schools.

### **The Head**

The Head is responsible to the Governors for the curriculum and he reports any significant changes to them. Delivery of the curriculum is the responsibility of the Head in conjunction with the Deputy Head and the Heads of Departments. The Head is responsible for the overview of the curriculum throughout the school and any consultations that may lead to curriculum change.

The Head is responsible for the management of the Heads of Department and for the timetable but, on a day-day-basis, shares this responsibility with the Deputy Head. This includes setting of department budgets and the management of any curriculum working parties.

### **The Deputy Head**

The Deputy Head is responsible to the Head for all academic affairs. He monitors, in detail, the delivery of the curriculum and progress of pupils, formulates recommendations for curriculum and general academic development, leads staff Inset and disseminates relevant information. He produces the school timetable and allocates classrooms, teachers and pupils.

He organises the examination schedule and exam timetables and invigilation rotas.

The Deputy Head is responsible for the academic section of the school's Development Plan and, with the Head of the Junior Department, carries out regular reviews of curriculum areas.

The Deputy Head chairs termly Heads of Department meetings and meets termly with individual Heads of Department.

The Deputy Head is responsible for progress tracking from Years 4-8 and analysing INCAS scores, exam results and any other relevant data. He flags up areas of concern and works with the Learning Support Department to ensure support is in place where remediation is needed. He monitors the development and delivery of the curriculum across the Senior Department.

### **Head of the Junior Department**

The Head of the Junior Department is responsible for overseeing the teaching and learning in the Junior Department. He oversees planning and delivery of the curriculum and works with the Deputy Head to ensure curriculum progression from Junior to Senior Departments.

### **Heads of Department - Senior Department**

The leadership tasks and duties of Heads of Department are to:

- Formulate and update schemes of work for Years 4-8, which take into account the school's stated curriculum objectives and give a framework through which the demands of the National Curriculum, Pre-Tests, Common Entrance and Scholarship examinations can be met.
- Ensure schemes of work are kept up to date and amended as syllabuses are changed.



- Monitor and ensure that the scheme of work is being followed by members of the department.
- Check and organise resources and equipment so that they are stored safely and used fully by all appropriate staff.
- Order new equipment, books and other resources as necessary, to meet the demands of the curriculum within the allocated budget.
- Cost and submit an annual budget bid and then monitor purchases to remain within the allocated budget.
- Set a good example of best teaching practice, conduct lesson observations and give feedback within the department. Encourage observation of own teaching when appropriate.
- Support all staff engaged in teaching the subject, including the Junior Department.
- Update the Department Development Plan.
- Analyse training needs within the department and bring these to the attention of the Deputy Head so that Inset can be arranged.
- Liaise with other schools, particularly Senior Schools, on changing requirements and new syllabuses and attend meetings as required.
- Stay up-to-date with current teaching practice and changes in syllabus.
- Monitor and assess results at Scholarship, CE and internal exams.
- Coordinate the setting and marking of appropriate examinations.
- Liaise with parents and other staff and attend Head of Department Meetings.

### **Subject Co-ordinators – Junior Department**

#### **The main duties will be:**

- To activity promote the teaching and learning of their subjects across the year groups through displays of work and initiatives for learning.
- To develop a cohesive scheme of work and appropriate assessment.
- To liaise with the relevant Head of Department to ensure continuity across the Department.
- To monitor the teaching of their subject in the Junior Department and ensure there are adequate resources for staff and pupils.
- To keep up to date with current developments in their subject area.
- To support colleagues in all year groups.
- To organise visitors to school, INSET and educational visits to support pupils' learning.

### **Subject/Class Teachers**

They are responsible for the delivery of the curriculum as laid down in the schemes of work.

Curriculum responsibilities include:

- Teaching specialist subject(s)/form group including preparation for school and public examinations.
- Preparing and teaching well-planned lessons, employing effective teaching methods and suitable activities.
- Showing a good knowledge of pupils, their aptitudes, needs and prior attainment and ensuring this is reflected in lesson planning.



- Ensuring good use of, and care for, department resources.
- Marking work in accordance with the school marking policy.
- Examination setting (in association with the Head of Department) and marking.
- Setting and marking homework.
- Attending parents evenings and other events as required by Senior Management.
- Writing reports in accordance with the school reporting policy.

## **HOMEWORK POLICY**

### **Policy Statement**

Homework is set because a pupil's academic success is dependent on acquiring and maintaining a steady routine of independent work undertaken outside lessons and, generally, at home. Homework may take a variety of forms: e.g. reading, learning for tests, research/project work, note making, essays, textbook practice exercises. The amount set should be able to be reasonably completed in the recommended time. Individual learning needs and abilities should be taken into account.

### **Aims**

- To encourage pupils to take responsibility for their work.
- To help them to acquire good study habits.
- To foster research and reinforce skills and knowledge taught in the lesson.
- To encourage independent thinking.

### **Procedures**

#### **At home**

- Pupils should have personal storage space for work and books.
- Parents should take joint responsibility with their child for the regularity of homework routine.
- Homework should be undertaken in as quiet a location as possible, without interruption.
- A copy of the homework timetable is in each child's prep book. Parents should check preps completed each evening before signing the prep book.

#### **At school**

- Prep should always be set on the right day, unless there has been a Senior Management decision not to. This would be published on the whiteboard in the staff room.
- Teachers should set clear deadlines for preps, although with the younger pupils, a next day return is preferred. Teachers should upload prep to Google Classroom by the end of the school day.
- Form teachers check and sign the diary weekly.
- If a pupil has been unable to complete a prep on any occasion, there should be a note from the parent in the prep diary and the pupil should see the teacher on arrival at school that morning.
- All pupils are expected to read in addition to formal homework.



## **Incomplete or Late Homework**

If a pupil produces incomplete or unacceptable prep, he can be asked to repeat it. This is at the teacher's discretion and should take the pupil's personal circumstances into account. A note should be written in the prep diary, with the request that it be returned to the teacher the following morning signed by the parent, with the completed prep.

Pupils can be asked to re-do homework at morning break under the supervision of a senior teacher. The tutor will contact parents if a pattern begins to emerge.

## **SETTING**

The School believes that the overall needs of the pupils are best served by being taught in mixed ability forms for all subjects from Nursery to Year 5. Teachers will set suitable work for the different abilities in their class and differentiate in various ways.

In Year 6, the boys will continue in mixed ability forms for all subjects except Mathematics and English, which will both be setted.

In Years 7 and 8, there will be one top form in which boys will be taught all subjects and then two parallel forms. There will be setting for Mathematics and Latin within these two forms.

The sets and Year 7 and 8 forms will be arranged at the end of the previous academic year. Decisions about which boys will be in which forms or sets will be based on a number of criteria:

- End of year examination results, with a weighting towards the core subjects.
- Standardised testing carried out.
- The professional judgement of the staff.
- Any pastoral concerns.

New boys are usually placed in the middle set to allow them time to settle in, but if an entry assessment shows any concerns, they may be placed in the lower set.

Movements between sets will normally only take place at the end or beginning of a term. We would expect boys to spend at least a term in a set before any movement is made, although in the case of a new boy, an exception may be made. Any changes are not solely based on examination or assessment results, but these are used as a guideline when deciding any movement. The set is not dependent on the parents' wishes with regards set, form or teacher.

Movements are suggested by subject teachers in discussion with the Head of Department and the Deputy Head, and the Head should be informed of any changes.

The Head of Department and subject teacher should relate the change and the explanation to the pupil. Any movement, up or down, should be presented as a positive move to fulfil a pupil's needs in that subject at that time.

In discussion with parents, it should be emphasised that this move has been made after discussion based on professional judgement of those involved.

Queries from parents should be referred to the Deputy Head in the first instance or the Head.



Assessment is one of our key tasks and underpins the school's aim to make each pupil happy, motivated and extended.

Our aims are:-

- That it should help pupils in their learning.
- That it should provide motivation.
- That it should assist the teacher to evaluate the effectiveness of his or her teaching and inform future planning.
- That it should provide a means of communication of information to the pupils, their parents, teaching colleagues and future schools.

We assess the whole child, not just his/her academic progress. During both formal and informal contact with each pupil we also assess:

- Social development.
- Health and well-being.
- Self-reliance.
- Attitude to self and others.
- Commitment and motivation.

## **ASSESSMENT AND MARKING**

### **Principles of Assessment**

Assessment should have clear aims and inform future teaching. A picture of pupils' achievement is based on the following:

- Observation of individual pupils in class.
- Observation of group work.
- Homework.
- Performance in tests and examinations.
- Interaction with other pupils.

Periodically, pupils are asked to undergo formal assessment in relation to their progress and these will vary dependent on the age of the child – from the Age 2 progress checks in the Caterpillars to Common Entrance exams in Year 8. These may be based on guidelines from external bodies or on tasks relating to work recently covered using skills particular to a subject or curriculum area.

These assessments should have a formative as well as summative function and as they grow older, they encourage pupils to review, revise and learn in preparation and increase motivation.

### **Formative Assessment**

All teachers should assess their class or group on a regular basis so that they can plan the next stage in each pupil's learning. This informs planning and raises pupils' awareness of what they are trying to achieve and how they can improve.



## **Self-Assessment**

One of the best ways for pupils to understand how to progress is for them to assess their own work. This works best where they have clear criteria against which to assess, so they can clearly pin-point how to improve. Pupils are encouraged to self-assess from a young age and we believe this helps them to improve.

## **Peer Assessment**

Asking pupils to assess one another's work is also a very good way to help them understand more about how to improve their own work. Again, we encourage this form of assessment from a young age, but it is important that the pupils are clear about the criteria they are assessing against.

## **Marking**

Marking plays a key part in improving pupil achievement. It is very important for pupils to get feedback as soon as possible after each piece of work and for it to be meaningful. This applies to homework (prep) as well as classwork.

Marking should:

- Give pupils recognition for work they have completed.
- Ensure that specific teaching and learning tasks have been achieved to the appropriate standard.
- Increase awareness in pupils/teachers of the quality of performance in relation to key tasks.
- Increase pupil motivation.
- Suggest ways in which work might be developed or extended through target setting.
- Encourage a dialogue between the pupil and the teacher.
- Encourage the pupil to think about how their work could be improved.

Work should be marked promptly and regularly in order that the marking is meaningful to the pupil. Marking and, where given, grading, should be appropriate to the age of the pupil and the task. Where grades or marks are given, they should take into consideration content, accuracy, presentation, appropriateness of the task and creativity. These criteria will vary according to the subject and to the task. Where possible, standard school symbols should be used for marking. See the King's House School Marking Guide at Appendix A.

When marking pupils' work, teachers must:

- Emphasise the positive aspects of the work.
- Bear in mind previous performance.
- Take into account the original learning objective.
- Give future targets for improvement.

Written work should be marked with pencil or a pen in a different colour to the pupils' work.

In the Junior Department, the teachers are encouraged to use methods which help improve the pupils' understanding of the marking, such as stickers and stamps. Dialogue with the teacher may be best achieved through individual conversations with pupils, rather than through comments in the books.



In the Senior Department, staff should use the common grading system developed by the school wherever possible. Grades should be accompanied by a comment. Teachers must ensure that each pupil understands the marking system and any variation in the marking policy which is specific to a subject must be explained. Department handbooks should give details of any specific departmental requirements or differences. Where less able pupils are involved, discretion should be used in marking, in order to avoid discouraging the pupil.

### **Presentation**

In written work pupils should:

- Have a title and date for each piece of work. These can be underlined.
- Write the learning objective where possible.
- Show correct use of grammar, as appropriate to age.
- Indicate work set for classwork or homework where appropriate – CW or HW.
- Cross out a mistake with a single line through error – ideally with a ruler.
- Use opportunities to redraft where appropriate.
- Check over work thoroughly before handing in.
- Have a level of handwriting appropriate to their age and development.

### **Recording**

Teachers should keep clear records of classwork, homework and assessments carried out by the boys, so that they can monitor progress and provide feedback to parents on the child's strengths and weaknesses.

### **Senior Department Marking and Grading System**

Work in the Senior Department is marked with an Attainment grade and an Effort grade. The Attainment grade (A-D) is an assessment of the quality of work produced. The Effort grade (1-5) comments on the boy's attitude.

The whole school grading system is as follows:

	<b>Attainment</b>		<b>Effort</b>
A	Excellent	1	Excellent
B	Very Good	2	Good
C+	Above the expected level	3	Sound
C	At the expected level	4	Inconsistent
C-	Below the expected level	5	Poor
D	Unsatisfactory		

It is important to note that C and 3 are acceptable grades.

### **Report to Parents**

Parents receive feedback on how their children are doing through a variety of means. In the Nursery Department, there are parent consultations during the child's first term of Caterpillars, where the Age 2 progress checks are shared. In Butterflies, there are parents meetings in the Autumn and Summer terms and an end of year Nursery transfer report. The profiles are sent home each term. In Reception, there are two parents' evenings each year and a report at the end of both the Autumn



and Summer Terms. The boys' EY profiles are also available at school and are sent home at the end of the year.

In Years 1-3, there is a parents evening in October, an Interim Report in December, another parents evening in February and a full report in the Summer Term. Depending on the year group and timing, parents will be given results of standardised tests in the reports or at the parents' evenings.

In the Senior Department, the pattern of feedback varies from year to year.

#### Year 4

- Parents evening in October (Form Teacher only).
- Interim Report in December.
- Half-term grades in February.
- Parents Evening in March (all subject teachers).
- Exam Results in May.
- Full Report in July.

#### Year 5

- Half-term grades in October.
- Interim Report in December.
- Mid-year exam results in January.
- Parents Evening in January (all subject teachers).
- Half-term grades in April.
- Exam Results in May.
- Full Report in July.

#### Year 6

- Half-term grades in October.
- Practice exam results in November.
- Parents Evening in November (all subject teachers).
- Half-term grades in February.
- Interim Report in April.
- Exam Results in May.
- Full Report in July.

#### Year 7

- Half-term grades in October.
- Interim Report in December.
- Half-term grades in February.
- Parents Evening in January/February (all subject teachers).
- Half-term grades in April.
- Exam Results in May.
- Full Report in July.



## Year 8

- Half-term grades in October.
- Practice exam results in November.
- Parents Evening in November (all subject teachers).
- Half-term grades in February.
- Full report in April.
- Common Entrance or Scholarship Exam Results in June.

All reports and grades for pupils from Reception upwards are accessed using the school's parent portal. Parents are informed when documents are ready to be accessed. PDF copies are saved on the school's Central Resource Area.

For Half-term grades, boys receive an Attainment and an Effort grade for each subject. The Interim Report is a one-page document with a range of grades for each subject, a comment from the Form Teacher and Areas for Improvement highlighted.

The full report contains written feedback and grades on each subject area.

### **Diagnostic Assessments**

To help identify strengths and weaknesses of individual pupils, diagnostic assessments are carried out both on a whole-school level and by the Learning Support Department. This is done through:

- Standardised spelling and reading assessments.
- InCAS (for Years 2-6).
- GL Assessment (Year 6)
- MidYIS (for Year 7).

The results of these tests are analysed and the teachers are given guidance on how to support the work being done by the pupils in class and for homework. The results also enable the school to track the progress of individuals and the cohort as a whole.

The school is now developing a system for recording and tracking pupil progress in these various assessments using its database, School Manager. This system allows data from Nursery upwards to be recorded for each pupil.

### **Internal Exams**

There are no formal internal examinations in the Nursery or Junior Department. The boys are introduced to examinations in May, when they sit them in English, Maths and Science.

In Year 5, the boys sit mid-year examinations in English, Maths and Reasoning in January and then a fuller set of examinations in May.

In Year 6, the boys sit a practice day of examinations in November in English, Maths and Reasoning and then a fuller set of examinations in May.

In Year 7, the boys sit a full set of all the CE subjects in May.

In Year 8, the boys sit a full set of practice examinations in November, mock examinations in March and either scholarships ones in early May or Common Entrance in early June.



Heads of Departments are responsible for setting the examinations in their subjects. The Deputy Head oversees the running and administration of the examinations, as well as the compiling and analysing of the results.

### **External Exams**

In the course of Year 6, a number of pupils will sit pre-tests for senior schools. These are normally in English, Maths and Reasoning. Heads of Departments in these subjects and teachers in Year 5 and 6 need to be aware of the demands and requirements of the various school tests and set practice and preparation work accordingly. In addition, a smaller number of pupils in Years 7 and 8 will sit pre-tests for senior schools.

In Year 8, boys will sit either Common Entrance or Scholarship examinations. Heads of Departments need to make sure they are conversant with the syllabuses for both levels and ensure that all teaching Year 8 are too.

See the Examinations Guidance at Appendix B.



## APPENDIX A

### King's House School Marking Guide

Work in the Senior Department is marked with an Attainment grade and an Effort grade. The Attainment grade (A-D) is an assessment of how good the work is. The Effort grade (1-5) comments on how much effort you have made. The school grading system is as follows:

	<b>Attainment</b>		<b>Effort</b>
A	Excellent	1	Excellent
B	Very Good	2	Good
C+	Above the expected level	3	Sound
C	At the expected level	4	Inconsistent
C-	Below the expected level	5	Poor
D	Unsatisfactory		

It is important to note that C and 3 are acceptable grades.

#### Symbols used

✓ = Correct or well done

x = Incorrect

HW = Homework

CW = Classwork

Sp = Spelling error

Gr = Grammatical error

// = Spacing or new paragraph needed



## **APPENDIX B**

### **Guidelines for Examinations - Senior Department**

#### **HODS**

- Examinations should be set well in advance in consultation with all staff who teach that year.
- Boys should be given revision notes at the time designated by the Deputy Head.
- Please ensure that there are clear instructions for pupils and have the paper checked for mistakes.
- Fill out an invigilation sheet for each form and attach to the correct number of papers.
- It is always useful to add an extra copy for the invigilator.
- All special equipment must be provided by the department.
- Examination papers should be placed on the table in the green room.

#### **Invigilators**

- Boys should sit at the same desk every day.
- They should have see-through pencil cases or plastic bags for equipment.
- Please encourage good examination practice. Papers handed out upside down etc.
- The start and finish time of each examination should be written on the board and there should be a clock.
- All displays which might help in exams should be taken down or covered.
- There is to be no talking. Boys must raise their hand if they have a question.
- Tell the boys when they have five minutes left.
- At the end of the examination, check that the papers are named.
- Nobody is to talk until all the papers are collected in.

Boys should be reminded of the following points at the beginning of each exam:

- No doodling.
- Rough paper will be collected – so be careful!
- No books on the desk.
- No looking at anyone else's papers.
- Use all your time, check work over carefully.
- No talking until all papers are in.
- No mascots to be brought in.