



Kimbolton School
Curriculum Policy & Academic Guide
2018-19

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1. Curriculum Policy

The School's primary goal is to enable each child to achieve his or her full academic and individual potential. The academic development of each pupil is of paramount importance and pupils are expected to achieve standards above the national norm; to show willingness to learn and progress in their studies; to commit time and effort to their work; and to question and evaluate their own work and progress. Work should be taught and learnt with a sense of commitment and enjoyment. At Kimbolton, pupils acquire knowledge, skills and understanding progressively. The lessons have clear aims and purposes, and cater appropriately to the abilities of the pupils and ensure the full participation of all. The needs of all pupils, including those with special talents and those with learning difficulties, are addressed and specialist provision and support is available in accordance with SENDA and the Equality Act 2010. All pupils in the school benefit from a regular tutorial time for pastoral and academic support.

The Curriculum to GCSE

At Kimbolton, forms are arranged as follows in relation to National Curriculum Year groups: 1st Form = Yr 7; 2nd Form = Yr 8 3rd Form = Yr 9 4th Form = Yr 10 5th Form = Yr 11

The School offers a broad and balanced curriculum from the 1st Form onwards. In the 1st and 2nd Form all pupils follow a core curriculum of English, Mathematics, French, Spanish, History, Geography, Biology, Chemistry, Physics, Music, Religious Education, Physical Education (including Games), Drama, Information Technology, Personal Social and Health Education (including Careers & GCSE Options Guidance in the 3rd Form), Art, Food & Nutrition, Design Technology and Textiles. In the 3rd Form pupils are able to select 2 out of three Creative subjects – Art, DT and FN. The options are made in the Spring term of the 2nd Form and 1st choices are guaranteed. Final choices of subjects for GCSE are made during the Spring Term of the 3rd Form. The allocation of lessons to subjects is set out in the following table:

SUBJECT	1st	2 nd	3rd
Art	1.5*	1.5*	2**
Biology	1	1	2
Chemistry	1	1	2
DT	1.5*	1.5*	2**
Digital Learning	1	1	1
Drama	1	1	1
English	3	3	3
FN	1.5*	1.5*	2**
French	2	2	2
Games	2	4	2
Geography	1	2	1
History	2	1	1
Mathematics	3.5	3.5	3.5
Music	1	1	1
PE	2	1	1
Physics	1	1	2
P. S. H. E.***	0.5	0.5	0.5
RE	2	1	1
Spanish	2	2	2
Textiles	1.5*	1.5*	0
Tutor Period	1	1	0
TOTAL	30	30	30

*subjects are on a circus dividing the year into 8 in the 1st/2nd Form with two week timetable

1+2 or 2+1 rotation

** 3rd Form Option of 4 creative periods. 2 Creatives from 3 with first choice guarantee

*** Operates on an alternating fortnightly lesson with Maths

GCSE Curriculum

The same approach to a broad and balanced curriculum operates in the 4th and 5th Form where pupils have their first chance to opt for subjects to be taken for GCSE/IGCSE. All pupils take English Language, English Literature and Mathematics, a modern foreign language (French & Spanish), a science option (Double Award or Separate), a Humanity (History, Geography or RS) and choices of other Creative/Technical subjects to make up 9 GCSEs in total (Art, Computer Science, DT (IGCSE Engineering Design), DT (IGCSE Design), Drama, FN, Music. Pupils in Biology, Chemistry, Physics, Double Science, Maths, History, French, Music and Spanish sit IGCSEs. Pupils in the top two Maths sets take an additional L2 Certificate in Further Maths during the 5th Form. Bottom set Maths sets may take Foundation level GCSE in November of the 4th Form and higher tier in the 5th Form. All pupils continue with lessons in Personal Social & Health Education (including Careers Guidance) and Physical Education in the 4th Form.

GCSE Subjects and Exam Boards (5th Form)

Department	HoD	Board	Title	Grading
Art	LDB	AQA	Art & Design Fine Art	Number
Biology	PMG	EdExcel	IGCSE Biology	Number
Chemistry	ECD	EdExcel	IGCSE Chemistry	Number
Drama	SCL	EdExcel	Drama	Number
DT	KS	CIE	IGCSE DT	Number
DT Eng	KS	AQA	DT Engineering	Number
English Language	SKP	AQA	English	Number
English Lit	SKP	AQA	English Literature	Number
FN	CEB	OCR	Food Preparation & Nutrition	Number
French	REK	CIE	IGCSE French	Number
Further Maths	ASJ	AQA	L2 Further Maths	Number
Geography	SW	AQA	Geography	Number
History	AJB	CIE	IGCSE History	Number
Maths	ASJ	EdExcel	IGCSE Maths A	Number
Music	DCG	CIE	IGCSE Music	Number
Physics	CMH	CIE	IGCSE Physics	Number
RS	LS	AQA	Religious Studies	Number
Science: Double Award	AG	EdExcel	IGCSE Double Award Science	Number
Spanish	JCG	CIE	IGCSE Spanish	Number

The allocation of lessons to subjects is set out in the following table:

Subject	4th Form	5th Form
English	3.5*	4
Mathematics	3.5**	3.5
Option Block 1	3	3
Option Block 2	3	3
Option Block 3	3	3
Option Block 4	3	3
Option Block 5	3	3
Option Block 6	3	3
Physical Education	0.5*	0
Games	2	2
P. S. H. E.	0.5**	0.5
C.C.F. or C.S.U.	2	2
Tutor Period	0	0
TOTAL	30	30

*English and PE alternate weeks for 1 period

**Maths & PSHE have an alternating fortnightly lesson

Setting

1st Form	<p>Maths – Set across the year group after 3 weeks based on entrance exam criteria and reviewed during the year.</p> <p>French - Set across whole year group after Autumn term. Movement between sets is possible based on academic performance.</p> <p>Spanish – Set within two groups 1B & 1D and 1L & 1P based on Autumn term performance. One form 1K is not setted.</p>
2nd Form	<p>French – Set across the year on basis of 1st Form performance. Movement between sets is possible based on academic performance.</p> <p>Maths – Set across the year on basis of 1st Form performance. Movement between sets is possible based on academic performance.</p> <p>Spanish – Set across the year on basis of 1st Form performance. Movement between sets is possible based on academic performance.</p>
3rd Form	<p>French – Set within 3AHP and 3QR* and set on basis of 2nd Form performance. Movement between sets is possible based on academic performance.</p> <p>Spanish – Set within 3AHP and 3QR* and set on basis of 2nd Form performance. Movement between sets is possible based on academic performance.</p> <p>Maths – Set across the year on basis of 2nd Form performance. Movement between sets is possible based on academic performance.</p>
4th Form	<p>Maths – Set across the year on basis of 3rd Form performance. Movement between sets is possible based on academic performance.</p> <p>French & Spanish - Set within the teaching block 6 based on 3rd Form performance. Movement between sets is possible based on academic performance.</p> <p>Biology, Chemistry & Physics – Set across the block on basis of summer exam result and 3rd Form test results. Movement between the sets is possible based on academic performance.</p> <p>English – Set across the year – 3 sets A*-C band & 2 sets A-C/D band</p>
5th Form	<p>Maths – Set across the year on basis of 4th Form performance. Movement between sets is possible based on academic performance.</p> <p>French & Spanish – Set within teaching block 6 based on 4th Form performance. Movement between sets is possible based on academic performance.</p> <p>Chemistry – Set within the teaching block. Movement between the sets is possible based on academic performance.</p> <p>Physics – Set within the teaching block. Movement between the sets is possible based on academic performance.</p> <p>Biology - No setting.</p>
6th Form	<p>Maths – setting within subject block based on options and GCSE performance.</p>

Policy for Making Changes in Pupil Sets

Over time there will be the need to move pupils from one set to another within a subject and it is in the pupil's best interests to be in the right set to maximise their potential to make progress and achieve the best results. Whilst moving to a higher set is usually received as good news, a pupil being moved to a lower set needs careful handling to avoid upset and loss of self-esteem. The following procedure should be followed by all departments and subject staff led by the Head of Department:

1. The Head of Department is the final arbiter of any set changes.
2. Any set change should be based on empirical evidence and pupil tracking not a one off test result.
3. Parents and pupils being moved to a lower set should not be surprised. A flagging up process must have occurred via assessments, reports, parents' evenings and email contact alerting parents and pupil to the possibility.
4. A set change should be communicated to the parents first by the Head of Department with an explanation and data to support the move. This is best done by a meeting with both pupil and parents when a move to a lower set is involved. This must be done well in advance of the move being implemented.
5. Pupils should not be told in front of a class or other pupils.
6. A set change should be confirmed with an email to the parents and pupil and copied to the Data and Performance Manager to amend PASS lists.

Grading at GCSE and IGCSE

New GCSE specifications mean that pupils in all GCSE/IGCSE subjects at the end of their two year courses will be graded 9 – 1, rather than the previous A* - G. Different subjects have been reformed at different times but pupils starting GCSE/IGCSE in 2017 will have all grades by number in Summer 2019. Pupils and parents should not be worried about the change from letters to numbers. Universities will be well aware of the change when our pupils will be applying to university and the government and exam bodies have assured us of continuity in grade distribution. The difference lies in grade 9 which will be harder to achieve than the previous A*. For our pupils the key aim is that they achieve the best possible grade in their subjects regardless of it being a number or letter.

The table below sets out the way the new numbers relate to the previous letter grades. As you can see there is not a direct equivalence so we have indicated how the new system works in relation to the letter system in this transition phase. We will be well-acquainted with the numeric system in a short period of time. The aim of the new system is to allow greater differentiation between pupils' achievement with a grade 5 counting as a good C and a 9 as a top end A* grade. We will be adapting our assessment and tracking structures to reflect this change as well, helping ensure that our pupils are encouraging focussed and achieving the best possible grades in each of their chosen subjects.

Entry to the Sixth Form requires a minimum of 6 grade 5 GCSEs with at least five at grade 6 or above.

'Old' GCSE Grade	'New' GCSE Grade	Kimbolton Assessment Grade	Points to note
A*	9	A	9 is the equivalent to a very top A* grade
	8		
A	7	A	
B	6	B	
C	5	C	5 is the equivalent to a top C grade
	4		4 is equivalent to a low C grade
D	3	D	
E	2	E	
F			
G			
U	U		

Sixth Form Curriculum 2018-19

All Lower Sixth students choose three A Level subjects from the list below (some have Further Maths as their 4th subject using some Private Study and 7th periods).

A Level subjects: Art; Art: Critical & Contextual; Biology; Business; Chemistry; Design & Technology; Drama; Economics; English Language & Literature; English Literature; French; Geography; History; Maths; Further Maths; Music; PE; Philosophy, Religion and Ethics; Physics; Politics; Spanish

Subjects are allocated 6 taught periods a 7th period per subject of Subject Enrichment in the L6th. U6th subjects are allocated 6 periods per week. Modern linguists spend one additional half period in conversation practice with the language assistants. Oxbridge and STEP candidates are expected to attend extra lessons as required by relevant departments.

Private Study periods are unsupervised. Any student whose work falls below acceptable standards can be placed in supervised private study. This is set out in Section 6.

In addition, all students take part in one of the Games options on a Wednesday afternoon. In the Sixth Form, students also opt for an activity or Extension Course that takes place on Thursday afternoon. There is a broad menu of courses on offer. Upper and Lower Sixth students also take a "Preparing for Citizenship" Course of one period per week involving lectures on topical issues, current affairs, areas of general academic interest, careers, higher education and preparation for university and leaving school. A growing number of students opt to take an Extended Project Qualification which is delivered through independent work and supervision outside of curriculum time under teacher supervision and support.

The allocation of lessons to subjects is set out in the following table:

Subject	Lower 6 th	Upper 6 th
A Level Subject 1	6 + 7 th	6
A Level Subject 2	6 + 7 th	6
A Level Subject 3	6 + 7 th	6
Citizenship	1	1
Private Study	4	7
Games	2	2
CCF, CSU or Extension Courses*	2	2
Tutor Period	0	0
TOTAL	30	30

- Extension Courses for 2018-19 are either 2 period courses (CCF, CSU, Debating, Cooking, KimMedia, Music Tech, EAP (English for Academic Purposes (including IELTS preparation)) OR a combination of 2 x single period courses (Architecture, Classics, Creative Writing, Political Ideas, Robotics, Philosophy & Ethics, Psychology, Film, Business Trading, Astronomy, World of Wine)

A Level Exam Boards

Department	HoD	Board	Title
Art	LDB	AQA	Art & Design Fine Art
Art Crit Cont	LDB	OCR	Art & Design: Critical & Contextual
Art: Photography	LDB	AQA	Art: Photography
Biology	PMG	EdExcel	Biology - Salters Nuffield
Business	JRS	AQA	Business
Chemistry	ECD	OCR	Chemistry
Drama	SCL	EdExcel	Drama & Theatre Studies
DT	KS	AQA	DT 3D Product Design
Economics	JRS	AQA	Economics
English Lang & Lit	AEO	OCR	English Language and Literature
English Lit	AEO	AQA	English Literature A
French	REK	EdExcel	French
Further Maths	ASJ	EdExcel	Further Maths
Geography	SW	OCR	Geography
History 1	AJB	AQA	History
History 2	AJB	AQA	History
Maths	ASJ	EdExcel	Maths
Music	DCG	AQA	Music
PE	MSG	AQA	Physical Education
Physics	CMH	AQA	Physics
Politics	TL	EdExcel	Government & Politics
Spanish	JCG	OCR	Spanish

Note: There are currently no pupils beyond the U6th year at Kimbolton. We do not offer post-A Level resit teaching. Our admissions policy states the very rare conditions under which a pupil is accepted into a year group outside their age group.

GCSE and A Level Mock Exam Structure

Year Group and Exams	Dates	Subjects
5 th Form GCSE Mocks	January	All subjects
L6th Summer Exams	May	All subjects
U6th A Level Mocks	February	All subjects

Public Examination Entrance Policy

Points of entry for public exams are determined by external considerations such as exam board requirements and internal decisions based on subject needs and departmental strategies.

The current arrangement for exam entry points are as follows:

5th Form = all GCSEs in May/June

U6th = A Level May/June

2. Homework Policy

Homework is set regularly for all children from 1st Form upwards according to the homework timetables. Homework timetables are issued to all students at the beginning of the year. Departments have homework guidelines dealing with setting and marking of homework in line with School policy. Homework will be set according to the homework timetable and marked regularly according to departmental policy. Heads of Department will monitor standards of homework, setting of homework and marking of homework.

Purpose

Homework should be a meaningful and worthwhile exercise which will serve one or more of the following purposes:

- to encourage pupils to develop the habit of working on their own and to learn perseverance and self-discipline.
- to give pupils the chance to practise the skills they have learned in the classroom. This will enable class-work to concentrate on those things which allow more ground to be covered.
- to introduce work which may be dealt with subsequently in class
- to allow teachers to set extension work for those pupils who have covered the basic work quickly and consolidation work for other pupils.
- to inform parents of work set and give parents the chance to be involved with their children's work and to contribute other ideas from their own experience, or other information to add to what has been taught at school.

Time

Time allocated for homework varies between year groups. The expectation is that pupils should spend a reasonable amount of time on homework each evening and at weekends.

1 st & 2 nd Form	20 minutes per subject and two for Maths, English
3 rd Form	30 minutes per subject per homework. Maths, French, English, Spanish have two home works per week.
4 th & 5 th Form	30 minutes per subject → 1 ½ - 2 hours
L6 th Form	5 hours per subject per week
U6 th Form	5 hours per subject per week

The Sixth Form necessitates a greater degree of flexibility and sixth formers should have an extensive and rigorous programme of study outside lesson time using a blend of private study and home time. This is essential homework preparation for work in tertiary education reflecting the greater substance of tasks set and the greater need for independent studying. Pupils have work set in each subject to be completed in their own time over the course of the week. Per week per subject, this will take approximately 5 hours in the L6th and U6th. Homework should be set at a regular time each week, for a regular deadline. Pupils are usually given at least 4 days to complete one Sixth Form homework.

Type

Types of homework set by teachers may include:

- following up or finishing off work begun in class
- written work – essays or extended project work
- an activity calling for an application of what has been learned in class - for example exploration in a library, or investigation in an encyclopaedia/internet, to find other examples related to the subject of the lesson
- reading and learning
- learning factual material for a test
- preparation for the next lesson or research for a piece of written work
- learning to consolidate the ground that has been covered
- set exercises

Whatever the task, the pupil should feel some positive sense of achievement.

Parental Role

Parents have a positive role to play in homework in terms of encouraging, supporting and stimulating their child's academic development. Above all they should encourage their children to read widely; to watch worthwhile programmes on television; to provide activities, visits, talk and other opportunities to stimulate their children's interests and help in their studies. All homework should be recorded in the pupil's homework diary or work planner in the 6th Form. This can be checked by parents and will be monitored regularly by tutors to ensure that homework is recorded. Parents should provide a quiet place to work with lighting and furniture suitable for good working. It is important that parents should only provide background information and support and not take ownership of work away from the pupil.

3. Marking Policy and Marking Audits

Work is marked promptly, clearly and informatively in a way that is helpful to pupil and parents in assessing the quality of work. Errors receive directed corrections and suggestions are made to aid and inform academic progress. It is important for comments to be made on each piece of work for feedback and for marking to be fairly and consistently applied in line with departmental marking policies.

Constructive marking will serve the following purposes:

1. To improve standards of work by clear indication/correction of correct responses and errors with explanatory comment.
2. To support learning through assessing the pupil's own working.
3. To make a positive impact on pupils' attitudes, motivation and self-esteem and promote their general development through guidance and comment.
4. To provide diagnostic feedback to the pupil and teacher about a pupil's standard of knowledge and understanding; his or her strengths and weaknesses.
5. To assist the teacher in evaluating the teaching programme, lesson content and teaching methods.
6. To identify subsequent action by pupil and teacher and to set targets.
7. To inform and reassure parents.
8. To contribute to overall assessment, recording and reporting.

Each department has a marking policy and set of guidelines that are issued to pupils at the start of the academic year. This ensures that marking is consistent and accessible to pupils.

Marking Audits are conducted by departments on a scheduled basis and SLT also conduct Marking checks during each year focussing on specific age groups, subject areas and types of pupil.

Marking Audits Calendar		Autumn 1st half	Autumn 2nd half	Autumn 2nd half	Spring 1st half	Spring 1st half	Spring 2nd half	Summer 1st half
		5th	1st	L6th	2nd	U6th	3rd	4th

4. Pupil Progress, Pupil Assessments and Tracking

How does Kimbolton Senior School assess Pupil Progress?

1. Baseline Tests

- (a) Entrance Exam Quartiles
- (b) LUCID for English ability
- (c) MidYis, Yellis and Alis at 1st, 3rd, 4th and L6th Form
- (d) Value Added reports at completion of public examination cycles for subject departmental analysis and action.

2. Assessments

- (a) Half termly assessments grading effort, attainment and home work
- (b) Data analysis of assessment attainment grades and highlighting of underachieving pupils against baseline test data
- (c) Data analysis of pupil progress between assessments highlighting those with falling grades
- (d) Graphing of assessments across 12 month period for teachers, pupils and parents to chart progression or regression and prompt actions or support
- (e) Tutor monitoring and interventions through assessment time and Academic Tutorials

3. Departmental Pupil Tracking

- (a) Departments have central spreadsheets of individual pupils' academic profiles and performance through the weigh points of subject careers.
- (b) Departments identify and support underperforming pupils through help desks and individual meetings.

4. Summative Examinations and Testing

- (a) Internal school exams – November tests, GCSE and A Level mocks and Summer examinations to provide summative and formative data. Data analysis against projected baseline targets.
- (b) Departmental testing regimes by department and/or individual teachers to assess short term progress through topic tests.
- (c) Public examinations at GCSE, AS and A Level providing measurable nationally standardised outcomes for analysis and departmental action.

5. Pupil Self-Evaluation and Reflection

- (a) Pupil progress is school, subject and teacher gauged but pupil owned. Academic Passports, target grades and results provision by the DPM and the Academic Tutorial system support this. Pupils carry their digital Academic Passport as a live document, amended and added to through their school career helping pupils take ownership of their learning and academic work. Tutors and the Academic Tutorial structure support this. Pupil's attendance at Parents' Evenings also provides opportunity for pupil self-evaluation and reflection.
- (b) Parental Involvement is integral and Parents' Evenings, with pupils in attendance from 3rd Form onwards, allow formal progress discussions to take place.
- (c) Formal Report writing on pupil progress twice during the academic year communicates to pupil and parents summative and formative points for individual subjects, general academic progress and personal development.
- (d) Pupil Voice – in some departments, pupils complete questionnaires to reflect on the teaching and their learning. This is for formative use by departments and individual teachers.

Academic Tutorials are an extended tutor time where tutors have the time to speak to their tutees about their academic progress and performance, individually and collectively.

Tutors need to plan their time so it used productively to discuss, support and guide pupils' academic progress. They are crucially a chance for pupils to be self-reflective of their work, individual targets and specific issues making use of their iPads and digital Academic Passports.

Lesson times are changed to accommodate this:

Tutor time 0840-0930 Period 1 0930-1015 Period 2 1015-1100

Format of a digital Pupil Academic Passport. Different versions are used for different year groups.

Kimbolton Academic Passport
To take with you through your school career

Kimbolton Academic Passport
To take with you through your school career
Example from 3rd Form

About Me... In the 3rd Form

Name:.....

House:.....

Tutor:.....

Where do you live?.....

Brothers/Sisters/Pet?.....

How tall are you?.....

When is your birthday?.....

Who are your friends?.....

Favourite film?.....

Favourite food?.....

Favourite song?.....

Last book you read?.....

Likes?.....

Dislikes?.....

What would you like to be when you are older?.....

Academic



What are your targets for this academic year? (Reflect on previous Summer Report)

.....
.....

End of Unit Tests (complete as you go)

Subject:	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
Eng. Lit	76									45
Eng. Lang	82									56
Maths	67	45	65	56						32

And other entries.....

4.1 Pupil Assessments

All pupils are assessed regularly on their academic performance over a period of about three to four weeks. Assessments reflect the quality of work and effort in class and homework over the given period. On the basis of a pupil's performance over the 'Assessment' period three grades are given. Assessments are awarded three times in the Autumn and Spring Terms, and twice in the Summer Term. The assessment structure for the 1-5th Form is set out below:

Sixth Form assessments are slightly different, reflecting the extended nature of sixth form work and the sixth form work ethic.

Effort grades reflect the general approach to academic work and classroom approach. Staff should make full use of the range of grades available. Teachers inform tutors prior to the distribution of assessments to pupils if a 'negative' effort grade (3 or 4 for 1-5th Form and 4 or 5 for 6th Form) is to be awarded. This is to ensure that tutors are fully apprised of any problems that require addressing with tutees and/or parents.

Assessment meetings are held after each assessment set to enable staff to discuss pupils' academic progress. At the same time MidYis, Yellis and Alis data are also used to detect evidence of under-achievement. Pupils in the 1st, 3rd, 4th and L6th forms sit their tests in September of each year. Staff and Heads of Department are provided with the individual pupil performance data produced by the MidYis/Yellis testing which is used to inform teachers of individual pupil abilities and needs alongside lists of SEN pupils with Academic Support including IEPs, EAL pupils, Scholars and High Achievers.

1-5th Form Assessments

Effort & Conduct in Class		Attainment (4 th & 5 th Form GCSE grade equivalent)		Effort in Homework	
1	<i>Excellent; Enthusiastic; Fully involved in lessons</i>	A	<i>Excellent (GCSE 7,8,9)</i>	/	<i>Good effort and handed in on time</i>
2	<i>Good; Positive attitude; Contributes well in lessons; Concentrates</i>	B	<i>Good (GCSE 6)</i>	x	<i>Poor effort; Missed deadlines; Copied work.</i>
3	<i>Few contributions; Sometimes distracted; Needs reminding to focus</i>	C	<i>Sound (GCSE 4-5)</i>		
4	<i>Inattentive; Disruptive; Poor manners; Negative attitude; No contributions</i>	D	<i>Weak (GCSE 3)</i>		
		E	<i>Very Weak (GCSE 1-2)</i>		

Sixth Form Assessments

Student Approach and Effort in Work		Attainment (A Level grade equivalent)		Homework Punctuality	
1	Work Habits are Excellent <ul style="list-style-type: none"> Student spends over 2.5hrs per week outside classroom on homework Work is fully completed with precision and detail Finds independent solutions for work problems Drafts of work show that peer and self-assessment has been used Cross references class notes with wider reading Additional reading and independent learning undertaken Full contribution and participation in lessons Outstanding interest and desire to learn more 	A	Excellent (A/A*)	A	Always in on time
		B	Good (B)	U	Usually in on time
		C	Sound (C)	R	Rarely in on time
		D	Weak (D/E)		
		E	Failing		
2	Work Habits are Good but could be even better <ul style="list-style-type: none"> Is organised for lessons with notes clearly presented and filed Responds to feedback and marking comments where appropriate Seeks guidance if work is not understood Spends 2.5 hrs per week outside classroom on homework Attentive in class with some contributions Work is good but can lack depth and detail Interested in the subject 				
3	Work Habits are a concern and need improving <ul style="list-style-type: none"> Unprepared for lessons and/or disorganised files/folders Little effort made to catch up on missed work Does not always listen to advice or take on feedback from marking Occasional incomplete work Work is below the appropriate standard Less than 2.5hrs per week spent on work outside the classroom Some lessons missed and some lateness to lessons Lacks a pro-active approach to learning 				
4	Work Habits are a Serious Cause for Concern <ul style="list-style-type: none"> Many lesson missed and/or usually late to lessons Distracts the learning of others Lacks interest and engagement Negative/complacent attitude to learning Work is of an unacceptable standard Does not catch up on missed work 				

Annual Assessment Calendar 2018-19

Autumn Term

October - 2 nd week	All
November - 3 rd week after ½ term	All (including 'On Target for' grade/number* for 5 th and U6th)

Spring Term

February - week before ½ term	All (5th Form mock results) (including OTF grade/number for 4 th , 5 th , L6th, U6th)
March - last full week before EoT	All (including OTF grade/number for 4 th , 5 th , L6th, U6th)

Summer Term

May - 3 rd week in May	1 st -4 th Form and L6th (including OTF grade/number for 4 th , L6th, U6th)
June - last full week before EoT	1 st – 4 th Form and L6th (including OTF grade/number for 4 th , L6th)

*This is a column to give further feedback on exam year (4th/5th & 6th Form) progress. This goes alongside the Effort, Attainment and Homework columns which reflect lessons and work performance over the preceding 5-6 weeks only. The new column is called 'On target for' and contains one grade per subject that we judge is the exam grade (or split grade) that the student is currently working towards. This takes into account any Coursework that is relevant to the year groups. Importantly, this is an interim indication as the 'On Target For' grade can, of course, go up or down depending on a pupil's effort, work and progress over the coming months. This column will feature in February and March Assessments as well. The assessment looks like this:

Subject	Tutor	Effort	Attainment	Homework	On Target For
Politics	CJAB	1	B	U	B/C

Tutors go through Assessment with tutees during Assessment Week and paper summaries are issued to pupils with posh copies posted home to parents. Pupils in Ingrams (1st & 2nd Forms) have an Assessment Tutor period when assessments are given out to focus exclusively on academic issues. House staff meet to discuss pupils of concern to be raised in the staff meeting. These are collated by the Data & Performance Manager with actions decided by Head of Sixth and Housemasters/Tutors for feedback to all staff at the staff meeting at the beginning of the following week. Pupils for discussion are raised by the Housemaster and the D&PM provides an interactive graph on a large screen detailing that pupil's progress during the course of the academic year. Actual results are mapped alongside the predictions given by MidYis and Yellis. Academic Tutorial periods take place four times a year where tutors have extended contact time to help pupils review their academic progress and set targets, assisted by a digital Academic Passport, a living document that a pupil 'carries' and amends through their school career using their iPads and network storage.

The Headmaster reads out lists of high achievers and most improved during assemblies following an assessment period. This is to recognise and reinforce the academic successes and achievements of pupils across the age range and throughout the academic year. The Merits and Commendations system is used to recognise pupils' academic achievements leading to the award of certificates and book tokens as specified numbers are accrued.

4.2 Tests and Examinations (Internal)

The schedule for formal cross year tests and examinations is as follows:

Autumn Term	Core Tasks 1-4 th Form and L6 th have common tasks during the term that are reported on in the end of term assessments/reports
Summer Exams	1-4 th and L6 th formal exams for all subjects in May week before half term

4.3 Merit & Commendations Awarding

1st and 2nd Form

Pupils may be recommended for a Headmaster's Merit when individual pieces of work are of such outstanding quality as to be worthy of such recognition. The work in question can either be passed to the Headmaster directly with a note from the member of staff as to why it is worthy of 'Merit', or the pupil can take the work to the Headmaster, having first made an appointment to see the Headmaster with the school secretary.

1. The Merit system (as described in the above paragraph) applies to Ingrams
2. Additional breadth is given to the system to incorporate additional areas other than Academic.
3. A member of staff awards a Merit.
4. The Headmaster awards 'Certificates of Excellence' and book tokens based on a scale set out below. These are issued at Ingrams assemblies.
5. The Head of Ingrams oversees the system (which is administered by the School Secretary) and awards form points for the inter form competition.
6. Certificates of Excellence and tokens awarded are communicated to the parents on the Tutor Report.

3rd Form and above

1. Members of staff issue a Commendation to a pupil. This can be for Academic work over and above that expected of the pupil or for services to the School above normal expectations.
2. The Commendation is given on a pre-printed note that gives the name of the pupil, the name of the teacher, the date and the reason the award was given.
3. The Pupil takes the Commendation to his/her tutor on a Friday morning.
4. The Tutor congratulates the pupil and records the details.
5. The Headmaster awards 'Certificates of Excellence' and book tokens based on a scale set out below.
6. The Headmaster issues the awards personally
7. Two award points will be given at this stage as administered by the Deputy Head and School Secretary. These can then be awarded House points according to the current system of House competition points.
9. Headmaster's Commendations are to be commented on in school reports.
10. The Tutor will refer to individual commendations in the body of Tutor Reports.

How Merits and Commendations translate into awards

Merits: 10 → Certificate 25 → £5 book token 50 → £10 book token (& beyond)

Commendations: 12 → £10 book token 25 → 2nd £10 token (& beyond)

Recommended limits on awarding

1st and 2nd Form 25 max per subject teacher per term (based on 16 subjects)

3rd Form 25 max per subject teacher per term (based on 16 subjects)

4th & 5th Form 18 max per subject teacher per term (based on 9 subjects)

5. Academic Discipline

Academic Expectations

Pupils at Kimbolton School are expected to find the necessary motivation to pursue academic work conscientiously in lesson and for homework, to the best of their ability (taken from the School Code of Conduct). Pupils should follow the instructions set out by teaching staff and are expected to be well behaved, attentive and positive in class and to respect their teacher and the needs of fellow pupils. This set of expectations has part codified form in the assessment effort descriptors. Written work should be presented in a neat fashion, in accordance with the teacher's guidance on the length and depth of detail required. The vast majority of pupils at Kimbolton meet these expectations. Measures are available for those pupils who fall below these standards.

The Purpose of Academic Disciplinary Measures

The purpose of academic discipline is to maintain or restore an individual pupil's academic performance to an acceptable standard. The aim is to deal with shortfalls in application and behaviour, not ability. Any disciplinary measures taken should be combined with academic support provided by teachers, Heads of Department, learning support or pastoral staff. The overall aim of academic disciplinary procedures is to protect and promote effective teaching and learning.

Responsibilities, Support and the Role of the Class Teacher and Head of Department

Responsibility for what happens within the classroom lies with the individual class teacher. The Head of Department has responsibility for supporting the teachers within their department when academic disciplinary issues arise. HoDs and classroom teachers are also supported by pastoral staff – tutors, Assistant Housemasters and Housemasters – for individual issues of behaviour and academic work. Where more serious issues arise, the Deputy Head (Academic) will support the Heads of Department, in conjunction with the Senior Deputy Headmaster. The importance of good communication and teamwork cannot be emphasised strongly enough.

Academic Disciplinary Measures:

1. Extra Work

A subject teacher may set extra or repeated work to a pupil whose written work has fallen below acceptable standards. Work set should be productive not punitive in nature.

2. Departmental Academic Detentions

Subject teachers may set subject detentions for poor, late or missing work, or where class room behaviour is below acceptable standards. Subject teachers or departments are responsible for running these detentions which should take place at lunchtimes starting at either 1.10 or 1.35pm. Records should be kept with Tutors, and Housemasters should be informed. Head of Department detentions are for more serious issues and are held on Fridays at 4.30pm. Parents are informed of these.

3. Negative Assessments

Where a pupil underperforms in a subject, a negative assessment for effort may be issued - a 3/4 in 1st-5th Form and 4 or 5 in the Sixth Form. This should only be issued in conjunction with contact with the appropriate tutor prior to the issuing of assessments, usually by an email or Note of Concern.

4. Report Cards (for 1st to 5th Form)

Where a pupil's work, class behaviour or assessments fall below acceptable levels the Tutor will request a Report Card from the Deputy Head (Academic) which is then issued to the pupil. This can be requested by a

class teacher, Head of Department, tutor, Housemaster so that close scrutiny can take place of a pupil's work/behaviour. The Tutor is responsible for the issuing and monitoring of cards. Report Cards are useful in communicating between school and home details of a pupil's daily academic performance. If no improvement is apparent thereafter, the pupil will receive a Housemaster's detention on a Saturday afternoon. Tutors will inform parents at each stage of this process. Tutors may arrange for an 'individualised' report card to be produced and issued to address a particular issue or subject area.

5. Private Study Allocations (Sixth Form only)

Where a Sixth Form pupil with poor performance, work or behaviour in class or private study this may lead to a review and possible reduction of the pupil's unsupervised private study allocation. This will be carried out by the Tutor in consultation with the Head of Sixth Form. Supervised PS for the pupil entails checking in with the supervising teacher for the periods determined and working in the White Hall.

6. Letters of Concern

Where there are concerns over repeated poor pupil performance in work or class a 'Letter of Concern' can be issued and sent to parents and tutor to alert these parties to a more serious academic concern. Copies of these letters are held, and issued, by Heads of Department.

7. Academic Review

Where pupils repeatedly fall below expectations and fail to respond to disciplinary measures, academic support and guidance, the process of Academic Review may be initiated. This process is a formal review of a pupil's academic performance involving the pupil, parents, Tutor, Head of Department, Housemaster, Deputy Head (Academic) and Headmaster in different levels of 'review'. A 'contract' between school, parents and pupil is drawn up with expectations and conditions attached. This is used on rare occasions where other measures have not been successful.

8. Unauthorised Absence from Lessons Procedure

Any pupil absenting themselves from lessons without permission should be punished by the Head of the relevant department using a Saturday detention set by HoD. This should be done in liaison with the Deputy Head (Academic), using a letter home (template available from, and adaptable by, the School Secretary) and communicated to tutors, Housemasters, Head of Sixth Form.

9. Work/Behavioural Contract

Where an individual pupil has caused continual problems and has failed to respond to other disciplinary measures, a work or behavioural contract can be drawn up and followed. This will follow a meeting between pupil, parents, Tutor, Housemaster and Deputy Head (Academic) (representing the HoD and Teacher). The terms of the contract regarding behaviour, work and sanctions are agreed by all parties and signed.

6. Sixth Form Private Study

All Sixth Form pupils start by having their Private Study time unsupervised. L6th students have 4 private study periods. U6th students have up to 7 private study periods. PS is used to work independently to manage the increased workload of U6th study and is preparation for university style studying. Students are expected to be in the major study areas – Sixth Form workroom or Quiet Room; the Library; ICT 2; C4; the White Hall/Red Room or departmental areas. The supervising teacher is based in the office next to the Sixth Form workroom unless taking students in supervised PS in the White Hall. Deterioration in assessments or performance can result in the pupils being placed in supervised PS. This is determined by Tutors and the Head of Sixth Form. Lists of students in supervised PS are published.

Rules for Students

During PS periods a pupil has may use that time as he/she sees fit within the school campus. He/she may go to the Sixth Form Common Room, the Sixth Form Work Room, Library or to a department. There is no need to report to a member of staff. L6th students are not permitted off campus or to be in the grounds. They must be in study areas or in transit between them. U6th students may go onto the High Street.

Pupils who are required to attend supervised PS must report to the member of staff supervising in the Work Room office. The member of staff on PS supervision will record the pupil(s) presence on the register.

Private Study operates on a trust basis with pupils having freedom to organise their own work with the responsibility to ensure their work is done on time and to the required standard. Failure to fulfil this requirement will lead to placement in supervised PS or other sanctions.

Supervision

There is one member of staff timetabled for each period of Sixth Form PS supervision. At other times it may be necessary for other members of staff to be allocated supervision. This will be done through the cover arrangements. The supervising member of staff should begin their supervision in the upstairs Sixth Form work room to establish whether any pupil has been placed in supervised PS. If pupils are in supervised PS the supervising teacher will check that the pupils are working productively.

The role of members of staff on PS supervision is essentially to register supervised PS pupils and to ensure that a quiet working atmosphere is maintained. It is the role of the Sixth Form tutors and Head of Sixth Form to follow up pupils absent from, or misusing, private study.

Members of staff who accept Sixth Form pupils under their supervision in departmental areas must ensure that the time is spent constructively and productively.

7. Options Process for GCSE

1. During the Spring Term pupils and parents need to give serious thought as to which subjects will be selected. Pupils take this time to discuss their choices with their tutors, their subject teachers and, of course, their parents.
2. Pupils are required to make their choices by the half term of the Spring Term.
3. The Third Form Parents' & Pupils' Evening falls shortly before the Options Choice deadline. This may be used for fine-tuning purposes, but most of the deliberations and discussions with staff should have taken place before then. Pupils are encouraged to attend this meeting.
4. Up to the deadline, the subject choices may be freely selected from the options list. Pupils and parents are informed that after the deadline, subjects will be blocked together, firstly for the purpose of creating teaching groups, and secondly for the 2015-18 timetable. These subject blocks will be grouped in such a way as to maximise the availability of requested subject combinations. After this time, it will only be possible to change subject choices if this can be accommodated within the blocked structure and if class size allows. Consequently, the range of choices available after that point becomes much less flexible and it is therefore vital for pupils and parents to have given adequate consideration to the options choices before the February deadline, helped by tutors, subject teachers and careers staff.
5. Should any problems or uncertainties arise, parents are asked to contact the Deputy Head (Academic).

Subject Options at GCSE

All pupils take English Language, English Literature and Mathematics. All pupils choose a science option between Double Award IGCSE Science (leading to 2 GCSEs) and Separate Sciences (leading to 3 IGCSEs in Biology, Chemistry and Physics).

Depending on the decision taken regarding Science, pupils will then take 3 or 4 other subjects, chosen from the following list (pupils have to choose at least one humanity subject and at least one foreign language):

Humanities Subjects

Geography
History*
Religious Studies

Foreign Languages

French*
Spanish*

Creative/Technical Subjects

Art
Computer Science
Drama
DT (Engineering Design)*
DT (Design)*
Food & Nutrition
Music*

(* denotes IGCSE)

This means that pupils at Kimbolton take nine subjects at GCSE Level apart from pupils in the top set for Mathematics who take an additional Further Maths qualification (L2 FSMQ which counts as an additional GCSE). In addition to their GCSE studies, all pupils in the Fourth Form attend PSHE, Physical Education and Games lessons.

8. Options Process for A Level

The Option Choice Process

- Fifth Form pupils are given a briefing and explanation of the opportunities and options open to them in the Sixth Form at the **'Entering the Sixth Form' Evening** held in November. The Sixth Form prospectus is issued at this point.
- Students in the Fifth Form and applicants for entry from other schools need to give serious thought as to which three subjects will be chosen to study in the L6th.
- Students are given opportunities to discuss their choices with tutors, parents and subject teachers and the Deputy Head (Academic). In addition, the University Advisers are able to give advice on subjects and university courses. The Head of Careers can also be consulted regarding careers.
- The **Fifth Form Parents' & Pupils' Evening**, held in late January, provides an opportunity for parents, students and teaching staff to discuss A level prospects, in the light of the results of the GCSE mock examinations. A full explanation of the Sixth Form curriculum and the options choice process is given to pupils and parents at this meeting.
- A provisional decision about the three L6th subjects (and reserve subject) to be chosen is made by half term of the Spring term. Students indicate their three A Level subjects and reserve choice.
- After this date subjects are blocked together for timetable purposes. This is done in such a way as to accommodate as many requested combinations as possible. The school does not guarantee that all combinations will be available.
- Any changes to students' subject choices after this date will only be possible if they can be accommodated within the blocked structure, and then only if set sizes allow.
- Once they have embarked upon their three A Level courses, students have a 'window' in the first three weeks of the Autumn term to make a subject change, if possible.
- All subjects are offered on the basis that sufficient numbers of pupils will opt to take them. None can be fully guaranteed, although in recent years all options have gone ahead. Students opting for subjects that are withdrawn owing to insufficient uptake are asked to re-consider their choices.
- If any questions or problems arise, parents contact the Deputy Head (Academic).

A Level Options and Course Information 2018-19

- 2018 is the first year of all linear A Level courses in the U6th and L6th.
- Kimbolton students pick 3 A Level subjects to study in the Sixth Form
- Students taking A Level subjects will have an internal A Level standard exam in those subjects in the second half of the L6th summer term. These are both a test of student progress and crucial in our producing predicted grades for students' university applications. Predicted grades are produced for all U6th A Level subjects. Students who underperformed in a linear subject

summer exam will also have a resit opportunity at the start of the Autumn term to help with their university application and grade prediction.

The A Level Options/Exam structure for the 2018-19 Sixth Form:

February 2019	September 2019	Feb/March/April 2018	May/June 2018
Prospective L6th student chooses 3 A Level subjects.	New L6th students begin 3 A Level subjects.	February –U6th Mock exams a	U6th sit public exams in mix of linear and modular subjects L6th students sit internal exams in A Level subjects.

From September 2017 all subjects will be linear for the L6th and the four legacy modular subjects in the U6th.

Note. This is subject to amendment in the light of university requirement changes and government policy reforms.

Entry to the Sixth Form

There is an entry requirement of 6 GCSE passes with five grades at 6 or above and Maths and English at grade 4 or above. Ideally, students should, where relevant, have at least a grade 6 in the A Level subjects being taken. Some students who don't quite make the entry requirement are asked to enter a probationary period. The Probationer policy is set out in Section 9.

Scholarships and Bursaries

Sixth Form Scholarships and Exhibitions are awarded to candidates who achieve excellent results in their GCSE examinations and have the potential to work at the highest academic level within the Sixth Form.

Governors' Bursaries may be awarded where there is a financial need that would otherwise prevent a student from entering the Sixth Form. Parents wishing to be considered for Bursary awards apply to the Bursar by May of the entry year.

Induction

After GCSE exams have been completed and prior to the summer break, all prospective Sixth Form students are invited to the Sixth Form Induction course. This serves to introduce students to their chosen subjects and pave the way for an efficient and smooth start to sixth form life in September. It is where the transition to sixth form really begins and involves a mix of sample lessons, briefings and learning about sixth form life.

Sixth Form Courses

The following subjects are available to choose from:

Languages

English Literature
English (Language & Literature)
French
Spanish

Humanities

Business
Economics
Geography
History
Philosophy, Religion and Ethics
Politics

Sciences

Biology
Chemistry
Further Mathematics
Mathematics
PE
Physics

Creative Subjects

Art (& Art:Photography)
Art: Critical & Contextual Studies
Design & Technology
Drama & Theatre Studies
Music

The school does not guarantee that a particular combination of subjects will be available. The school reserves the right to withdraw a course if there is an insufficient take-up.

Brief details of what is involved in each course can be found in the Sixth Form booklet issued to all 5th Form pupils in the autumn term. Before students make their decisions about subject choices they are encouraged to talk to their teachers about what is involved in particular courses and what specific skills are needed to study successfully. Students must have three important factors in mind:

- The student must want to study the subject. In the Sixth Form, motivation is vital to success and a subject should not be chosen because of a lack of other ideas or because friends have made that particular choice.
- It might be necessary to study a particular subject in order to pursue an intended career or to gain entry to a University course.
- The subjects chosen should combine sensibly.

Subject Combinations

Students receive careers advice in PSHE lessons in 3rd and 5th Forms and the Futurewise report informs their A Level subject choices if career/degree course dependent.

Extension Courses

Sixth Form students opt for one or two of the activities or Extension Course offered on the list below. It is not possible to guarantee that every course will run as it does depend on uptake so a reserve option choice is requested. The courses leading to a qualification are asterisked. Some courses involve a small charge.

The list of Extension Courses and Activities offered to student for 2018-19 are as follows:

Combined Cadet Force*	Community Service
Film	Debating
Cooking for Life	Political Ideas
Architecture	Creative Writing
Astronomy	Business Trading
Philosophy & Ethics	Classics
World of Wine	Psychology
Robotics	

Progression to the Upper Sixth

Just as entry to the Lower Sixth depends on GCSE performance, so progression to the Upper Sixth depends on academic performance in the Lower Sixth.

Lower Sixth students are tested regularly at departmental level during the year and mock exams occur in the Spring for both Lower and Upper Sixth years. The academic work done at A Level is challenging and requires hard work to be successful. There is no specified entry requirement for the U6th but the suitability of continuation into the U6th is an issue if a student fails the majority of their AS and/or internal summer exams. The suitability of the student's progress into the U6th is then assessed by the Headmaster, Head of Sixth Form and Deputy Head (Academic) and a student may be required to retake the L6th year or go forward with a reduced number of subjects. Individual circumstances are taken into account.

9. Sixth Form Probation

Terms of Academic Probation

Some pupils entering the Sixth Form with GCSE results that do not fully meet the entry requirements are allowed entry based on a period of academic probation. The terms of this probation are set out below.

Academic probationers have to show that they are committed to achieving their best potential at A Level. Work must be handed in on time; all work must show a high level of effort; attitude in class must be positive and a strong contribution to school life must be made. The probationers are informed that their progress and achievement are closely monitored by the Head of Sixth Form, tutors and teachers, and any shortfall or problems will be acted on immediately and communicated to parents. The probation is reviewed at the end of the Autumn Term and three options are available. The probation will end if a good level of application has been maintained over the term and reflected in assessments and reports. The probation may be extended if there has been some minor temporary shortfall. The probationer may be recommended to pursue their studies elsewhere if the shortfall in performance has been clear and continuous.

The aim is for each probationer to succeed and go on to complete their Sixth Form courses. There have been a number of students over many years who have only just made it into the Sixth Form but who have gone on to achieve good A Level results and go on to university courses. This is the sort of value added opportunity that Kimbolton supports and is very good at delivering.

Tutor Role & Monitoring Probationers

Tutors are the day to day contact point for pupils, staff and parents regarding the academic progress of their probationer tutee. Parents are kept informed on a weekly basis of tutees performance and staff are encouraged to supply tutors with useful information, both positive and negative.

The Head of Sixth Form has overall responsibility for monitoring probationer's progress and will meet with them on a regular basis to discuss their individual progress. Any meeting involving parents will be called by the Head of Sixth Form in liaison with the Deputy Head (Academic) on the basis of tutor or teacher recommendation.

10. Reporting System

Reports

Most pupils receive two full written reports per year. The timing of these reports is staggered in order to achieve a balance of workload across the year, and is based on the following principles:

- Generally, a report is not written in the same term as the Parents' Evening, although this is obviously not the case for the 1st Form or for the 5th Form (limited scope for advice in the Summer Term, although they will still receive the tutor's summary).
- Parents' Evenings are timed to best fit in with Mock Examinations and Options procedures. There is also a need to ensure that too much time does not elapse between successive Parents' Evenings.

The following table summarises the overall plan for the year.

Form	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
1	Pastoral Evening	Parents	Report (Creatives 2 + Autumn term games)		Exams	Report (inc. Creatives and AcSupp)
2		Report		Parents	Exams	Report (inc. Creatives and AcSupp)
3		Report	Parents Options		Exams	Report (inc. AcSupp)
4		Parents	Report (& Autumn term games)		Exams	Report (inc. CCF, CSU & AcSupp)
5		Report	Mocks Parents	Report (tutor academic focus) (inc. CCF, CSU & AcSup)	GCSEs Tutor Report (overall/pastoral focus)	GCSEs
L6		Report		Parents	Exams	Report (inc. CCF, CSU, 7 th Pd & Ext Courses)
U6		Parents		Mock Exams Report (inc. CCF & CSU)	Tutor Report	A Levels

Information to go on reports

The reporting system at Kimbolton School is intended to be a formal record of the pupil's progress. It should be the means by which a subject teacher can communicate to tutor, Housemaster and the Headmaster and it is a formal means of communication to the parents of the pupil. Assessments form part of the reporting system.

Written reports are produced for each pupil at least twice a year, and they are supported by either one or two parents' evening(s) during the academic year.

Reports are written, through the PASS system on the school network. Each subject and timetabled activity that the pupil undertakes during the term should be represented. Instrumental Music reports are dealt with separately by the Music Department. House reports, written by the tutor, will be written at the end of the process.

Whilst reports should give an accurate reflection of progress and effort, please do try to include a note of encouragement. The report should summarise the achievement of a pupil during the reporting period, indicating areas where progress has been made. If appropriate, deficiencies that exist can be identified, but the report must provide a means by which these may be addressed. It is important that the report is subject specific and individual to the pupil. All reports must be individual and specific to the pupil about whom it is being written. Whilst it may sometimes be appropriate for a brief whole-class comment about the content of the work that has been covered, **such a "generic" comment should be a single sentence and should not occupy more than about one quarter of the report.**

PASS software automatically heads reports with the correct pupil names. Staff may use recognised abbreviations of pupils' names in the body of the report, if the pupil is known as such in lessons. However, this does not include colloquial nicknames that are unrelated to the official Christian name.

All subject reports should include the result of a major test or examination, either by means of a percentage or a grade. When reporting these, the manner of reporting must be consistent across all groups of a particular subject in that year group. Percentages should be accompanied by a class median to convey to parents some sense of the meaning of the mark. Positions should **not** be used. Where appropriate the Set number should be quoted.

Tutors should make their House Reports as full as possible and focus on the all-round contribution made, as well as general comments on attitude to work. There should be a level of familiarity, which indicates to parents a sound knowledge of the tutee. Whilst attention should be drawn to weaknesses in some cases, do try to be positive at the same time. Serious problems should be raised as an issue with parents at an early stage and not left to appear as a 'bombshell' in the end of term report.

The number of detentions, both academic and disciplinary might be commented upon by tutors, and should be stated when the pupil is a frequent offender.

The academic reporting for the 5th and U6th Forms will conclude in the summer term with a House report written for the parents by the tutor, in part derived from brief notes/reports provided by academic staff on PASS.

Without wishing to create bland uniformity in our reports examples have been prepared to illustrate what is generally regarded as best practice. They only cover a small sample of the wide range of reports that will be written but are provided as a guide for staff with the aim of raising the collective quality of our report writing.

Samples of good report writing:

Steve is a lively and witty young man, sometimes a little too active for his own good, but perfectly capable of producing decent written work. At times, he needs to attend more to the detail and the mechanics of what he has written; but generally he is making good progress. I suspect that drama is one of his strengths, but he needs the discipline that should attend it.

Andrew has made an excellent start this year in Biology. He was top of the class in the Digestion topic test and I have been very pleased with his efforts so far. Andrew's essay on Disgusting Digestion was fun to read and he seems to enjoy the subject. In order to improve further he must resist the temptation to engage in conversations with his neighbours during lessons. Although he may be quick to learn, others around him do not need the distraction.

Edith is an able and conscientious member of the group who displays a real interest in Physics and has made good progress this term. She has also developed good background knowledge. The general quality of her written work has been consistently very good, both in terms of content and presentation. The test result, whilst not outstanding, showed quite clearly that Edith has the ability to succeed. I hope she can maintain her determination to understand all aspects of the work. Overall, this has been an encouraging term.

Ewan presents a truly difficult conundrum. At times his work is very well finished and, for example in the ISA, he can work very efficiently and produce excellent results. But far more often he lets things slide and fails to apply himself fully to the work in hand. Report cards have helped this latterly but Ewan needs to sustain these periods of productivity if he is to benefit from them by the time the exams arrive next June.

Alison has made an encouraging start to Unit One of the AS Government and Politics course. She is articulate, contributes well in class and demonstrates real interest in the issues. However, the quality of her homework assignments has been variable and she has struggled to meet deadlines. I would urge Alison to devote more time to this important aspect of the course. She should follow the advice given in class, read the appropriate references and ensure that she develops every point with a pertinent example. I would also encourage her to revise thoroughly for tests. Her performance in the recent Unit One test suggested a strong grasp of the need for reform of the current Westminster Electoral System but a very weak knowledge of the different electoral systems used in the UK. I am convinced that Alison is a very bright girl with potential to secure a top grade but I would strongly recommend a more disciplined and determined approach.

Nicky has made an excellent start to the course. She is a very bright girl with an excellent work ethic and this has led to work of a high quality. She writes in an analytical way and she is comfortable with the terminology to which she has been introduced. The only problem that she has is that she finds it virtually impossible to write concisely. As a consequence her coursework needs careful editing in order to meet the exam criteria; having said that, its quality is good! She is positive and enthusiastic in class and her performance in the November test was encouraging.

Checking Procedure

When the writing of Subject Reports is complete, Tutors are responsible for checking them for:

1. Any errors or omissions. In particular spellings and grammar should be scrutinised;
2. Contacting any colleague who needs to rewrite a report.

Tutors should read through carefully to ensure that the individual subject reports are free of errors and omissions. Please check that all subject reports have been completed.

Heads of Department should also check their departmental staff's reports for content and style.

The tutor will write the House report when comment can be made on the general pattern of academic performance, social development and extra-curricular activities.

Housemasters\Assistant Housemasters will then check through the reports for grammatical and procedural error, after which the Headmaster will write his report, if required. Completed reports are printed out by the school secretary. At this stage Tutors will be asked to visit the school office to add their signature to the bottom of the House Report. Signatures must be written using a black roller-ball or fountain pen.

PASS holds all reports on the database for 7 years. Staff can access any previous reports by selecting the appropriate "Report" in the menu.

Staff who experience problems using the reporting programme should seek assistance from the Data and Performance Manager.

10. L6th Summer Exams Resit Policy

It may be necessary for a small number of L6th pupils who have underperformed in their Summer exams to resit one paper at the start of the Autumn term. The following guidelines apply.

- Resits are few the few not the many. Alternatives to resitting should be explored and considered first.
- Predicted Grades for UCAS are not based on one test score alone, either the Summer exam nor any resit.
- Requests for pupils to take a resit paper must be entered on the common spreadsheet in the DHAc folder on the network
- Pupils resits take place on the Tuesday before the start of the Autumn term. Departments holding resits will need to organise papers, communicate with pupils and may be called upon to assist with invigilation
- DHAc will collate and review requests for resits and liaise with relevant HoDs over names and operation

12. Lower Sixth Departmental 7th Period

Context

The new L6th curriculum gave us more teaching time for our subjects – 6 compared to 5 periods per subject – and the opportunity to take our pupils deeper and wider into the new A Level specifications in a way that AS prohibited with the ‘exam treadmill’, two-term dash approach to sixth form education. The new curriculum fits into our school ethos of ‘all-round’ and broad education; the rationale for Thursday extension courses and Citizenship; and the desire to ease the pressures and demands on pupils in these key years.

How does it work?

The 7th period in the L6th is a standalone lesson, best if taken by a teacher who does not teach the particular set. It is a weekly lesson unlike the alternating +1 previously. The 7th period is an extension, enrichment period to give pupils the time and space to extend their academic/ subject horizons within curriculum time. It is self-contained and does not produce homework for pupils or marking/reports for staff. It is not a private study period for catching up on work. It is an opportunity for exciting, innovatory subject related study and projects and should be planned with a set focus and broad scheme of work. Digital projects, collaborative work, online courses, reading, research, EPQ related work can all go in here. A mix of activities across the 3 terms might suit and activities can be focussed accordingly.

Activities pursued in 2017-18 –creative; academic; personal; group work.

Student led seminars with a presentation and discussion; MOOCs; Podcasts; online discussion forums; 3 minute videos for website; Blogging; Skype language contacts; media and news work; case studies; historiography and philosophical underpinning of subjects; cross-curricular studies; F1 Racing project; construction of Whisper dishes and Cycloid.

13. Coursework Regulations and Operation

COURSEWORK POLICY for STAFF

1. All teachers whose pupils do coursework (CW) as part of their exam courses must familiarise themselves with the Examination Board's specific instructions for their subject.
2. Before any CW is started, subject teachers must draw the attention of pupils to the regulations as they apply to that subject. Heads of Departments must ensure that all pupils taking the subject are issued with the same written summary of these regulations.
3. Pupils will be required to sign a cover sheet acknowledging that they have received and understood the departmental regulations. All submitted CW must be accompanied by such a cover sheet. When submitting work, pupils must be reminded to acknowledge all sources of assistance other than their subject teacher and of the consequences of breaching the regulations.
4. It is essential that there is a consistency of approach to CW within a department. All deadlines that are set by the Board or the School must be strictly adhered to.
5. Schedules of all deadlines must be given to the Deputy Head (Academic) at the start of the academic year. Adherence to these deadlines is essential as pupils and parents are posted the overall coursework calendar.
6. During the CW period subject staff must monitor the progress of pupils' work so as to ensure that undue pressure does not build up as the deadline approaches. Parents must be informed if any concerns arise about completion by the deadlines set.
7. Enough of the work must be done under direct supervision, in school, for the teacher to be able to authenticate the work of the pupil with confidence. If doubts arise about the authenticity of a piece of work they must be investigated and dealt with immediately.
8. Any suspicion of malpractice must be reported to the Deputy Head (Academic) and to the Examinations Officer. If unfair practice comes to light before the declaration is signed by the candidate, it will be dealt with as a matter of internal school discipline. If the declaration has already been signed, it may be necessary to make a report to the Board. In either instance the Headmaster must be informed.
9. Student teachers must not be allowed to supervise CW.
10. CW must take place during normal lesson time and the standard prep allocation. Whilst many pupils will choose to spend more than this time, it is not acceptable to require candidates to spend time outside the normal prep time, and under no circumstances is coursework an acceptable excuse for allowing work in other subjects to suffer.
- 11. It is school policy that all CW must be finished by the 1st May in the examination year.**
12. Candidates should be informed of their CW marks once internal marking and moderation has been done. Candidates need to be informed of their right of internal appeal as set out in the internal appeals procedure.
13. All CW must be kept securely locked away until the deadline for results enquiries has passed. Written CW must not be returned to pupils.

CJAB/HMT 2018

KIMBOLTON SCHOOL

INTERNALLY ASSESSED COURSEWORK APPEALS PROCEDURE

Introduction

All exam coursework (CW) is assessed through a rigorous system of marking and moderation that results in the marks submitted to the Awarding Body being highly reliable and an accurate summary of the work you have produced. This system involves the initial marking of individual tasks, usually by your subject teacher, in accordance with the mark scheme used for all CW in that subject. A sample of work from each teacher of that subject is then re-marked by another teacher from that department in a process called Internal Moderation that is overseen by the Head of Department. The Head of Department then collates the marks from your various pieces of work, in accordance with aggregation rules laid down by the Awarding Body, to produce your final submitted mark.

You should understand that the principal responsibility of the department is to arrive at a set of CW marks that is *internally consistent*. That is, the marks accurately place the candidates in the correct *rank order*. The marks are then subjected to a further process, called External Moderation, in which the manner in which the school awards its marks in each subject is standardised across all schools by the Awarding Body itself. Whilst the marks are usually ratified, this process can occasionally result in all or some of the marks for that subject being adjusted up or down.

Procedure

The Awarding Body gives you the right to appeal against your final submitted internally moderated mark, if you have clear grounds to believe that it has been awarded inaccurately. The procedure is as follows:

Whilst CW is still being carried out, all marking and marks awarded are confidential within the department, and you cannot ask to see how your work is being assessed.

However, once all deadlines have passed and your final, internally moderated, mark is known, it will be made available to you by your subject teacher. At that stage you can ask to see how your work has been marked and how the final mark has been calculated. You should ask your teacher, or the Head of Department, to explain to you any points of uncertainty that arise from this. *Please note that you cannot, at this stage, make any alterations to your work.* The following statement is issued to pupils at this stage and a two week 'appeals window' is opened.

Coursework Marks Returns Protocol and Right to Appeal Statement to Pupils

Issuing coursework marks to pupils and informing them of their right to appeals requires a common procedure/statement for all departments/teachers to follow.

Candidates need to be informed of their right of internal appeal as set out in the internal appeals procedure. This should be done when pupils are being told their coursework marks. The appeals procedure is available to pupils and parents on the school website and parents and pupils have received a letter explaining this at the start of the school year for all exam year groups.

Candidates are informed of their CW marks once internal marking and moderation has been done. Students are told their marks individually. The following statement is then read out to the class.

'You have received your coursework marks today. These have been marked and moderated by departments to ensure you have a right and fair result in line with mark schemes and consistency across different classes. Your teachers make every effort to award the right level of marks for the coursework submitted. Our record of accuracy as a school with the exam boards on this is very good. You do, though, have the right to appeal against your coursework moderated mark if you feel that the marking procedures have not been followed and a serious injustice has occurred. You have two weeks from today to make an appeal. In the first instance, you should speak with the relevant teacher and/or head of department if you need your coursework marks and the marking procedure explained to you more fully. Following any internal appeal your coursework mark

may stay the same or be adjusted up or down. Your coursework is also subject to external moderation where your internally awarded mark can be adjusted either up or down. The procedure for the internal appeals process is on the school website under academic policies.'

1. If you think that the procedure for awarding marks and moderation has not been followed then you should write to the Deputy Head (Academic) to request the initiation of an appeal hearing within the two week 'appeals window'. This letter must be signed by a parent or guardian.
(Note that you cannot appeal against the mark or the mark scheme itself; that is dealt with by the External Moderation procedure that follows later).
2. Appeals cannot be held before the final CW deadline in that subject, and they must be concluded by the last written paper of that examination session. They can be requested at any time within the two week 'appeals window' following the issuing of coursework marks to pupils.
3. The appeal hearing will be held within 7 days of receipt of your letter. The panel will normally consist of the Deputy Head (Academic) (who will chair the proceedings), the Examinations Officer, the relevant Head of Department and one other teacher from that department. An external subject teacher/HoD may be called upon if no one is available within school. One of these members of staff will be the teacher who carried out the initial assessment of your CW. You should be supported at the hearing by a parent or relative.
4. The appeal hearing will proceed according to the following format:
 - In advance of the meeting, the Head of Department must arrange for copies of all relevant paperwork to be available to hand out to all those involved at the hearing. This will include the published requirements of the Awarding Body, the departmental mark schemes, all the marked CW of the candidate in question. Representative samples of the work of at least three other candidates (one of comparable achievement, one of higher achievement and one of lower achievement) may be used at the meeting by the Deputy Head (Academic) to verify standards.
 - At the meeting, the Head of Department will start by outlining, in general terms, what the departmental procedures are and the requirements of the Awarding Body. *If the Deputy Head (Academic) is not satisfied that the correct procedures have been followed then all the work in that subject will have to be re-assessed and a report made to the Awarding Body.*
 - You will then be asked to outline the basis of your concerns and to explain why you think the departmental marking and moderation procedures have not been applied fairly to your coursework.
 - Next, the head of department in charge of marking and moderation procedures will explain how the process was followed. Reference can be made to the records and work of other candidates as outlined above, with the aim of demonstrating consistency in the following of marking and moderation procedures.
 - Your CW may then be re-moderated by members of staff of that department, giving full reasons to the meeting for all decisions. The Deputy Head (Academic) will ensure that procedures are being correctly.
 - Finally, confirmation or otherwise about procedure being followed will be determined and communicated by the Deputy Head (Academic). Final marks are determined by the exam board through external moderation.
5. A written record of the details of the appeal will be copied to you, to the Head of Department, to the Examinations Officer, to the Headmaster and to the Awarding Body. This record will include a statement of the outcome of the appeal with full reasons for that outcome.
6. There is no further right of internal appeal.

Coursework and Plagiarism Procedure

Pupil Declarations – pre and post coursework

All pupils from 4th to U6th are briefed in September by the Exams Officer regarding coursework/controlled assessment (CW) regulations. Pupils sign a declaration accepting the Exam Board CW/CA regulations and with it a commitment to abide by those rules. A letter is sent home to parents explaining the regulations and procedure which includes our Internal Appeals Procedure.

Heads of Department must ensure that all pupils are reminded of the CW regulations prior to commencing any CW/CA. This is equivalent to the reading of exam hall regulations at the start of a public exam.

Once CW has been completed and marked, pupils must sign a declaration confirming that the work is their own. During the marking process is the point where issues of plagiarism can arise if not detected during the production of the CW.

Plagiarism referral and action process

When it becomes apparent that a pupil has plagiarised their work and is submitting CW that is clearly not their own, the following procedure should be followed:

1. Teacher to refer suspect work to Head of Department for review and confirmation.
2. If plagiarism is apparent, the Head of Department interviews the pupil to elicit confirmation or denial. DHAc alerted to problem at this stage.
3. Exam Officer alerted and exam regulations are checked for infringement – pre or post declaration signing; board deadlines; repetition of work option.
4. If serious infringement of Exam Board regulations has occurred then Exam Board is informed and the Exam Board response followed.
5. HoD speaks to parents about the issue.
6. DHAc meets with pupil involved.
7. DHAc sends official letter home to parents which is placed on pupil's record.
8. Pupil serves punishment in school – Headmaster's detention.
9. Pupil's work is retained by department.
10. Pupil's future coursework is closely scrutinised by all departments.

COURSEWORK REGULATIONS for PUPILS

Coursework/Non-Examined Assessment will be carried out within the timeframe as directed by each Department.

You are not expected to spend any longer on your coursework than the time allocated by your teacher within lessons and normal homework time.

Under no circumstances may the completion of coursework be used as an excuse for failing to do homework set by another subject.

All deadlines must be strictly adhered to.

Your coursework must be your own work. Whilst you can, and should, incorporate the results of any relevant research into your coursework/controlled assessment, the verbatim quoting of whole paragraphs is not acceptable. Any such research must be appropriately acknowledged. Otherwise this counts as plagiarism.

For each piece of coursework, you will be required to sign a declaration confirming that you have received and understood these regulations, and that the work you are submitting is your own.

Any coursework submitted with a signed declaration that can be shown to be the work of others, or that is manifestly copied straight from a textbook, the internet or another pupil, will be reported to the relevant Exam Board. The Board may take a number of courses of action following such a report, including disqualification.

Coursework marks are only provisional and may be adjusted up or down by the Exam Board.

Candidates may have access to coursework marks once all internal marking and moderation is completed. At this point there is the right to appeal if you have clear grounds to believe that marking and moderation procedures have not been followed. The appeals process is located on the school website under Academic Policies. Any appeal should be referred to the Deputy Head (Academic) in the first instance.

These regulations as set down by the school are in accordance with the Exam Board regulations and advice printed on the sheet attached.

C.J.A.Bates, Deputy Head (Academic)
& H. Turnbull, Exams Officer

September 2018

Letter to Pupils and Parents sent in September

GCSE AND A LEVEL COURSEWORK and Non-examined Assessment, 2018-19

To Parents of all pupils in the 4th, 5th and 6th Forms

Dear Parents,

You will be aware, I am sure, that Coursework (CW) or Non-Examined Assessment (CW/NEA) makes a significant contribution to the marks in some of the subjects that your son/daughter will be taking for GCSE or A Level. You can find all of our CW/NEA information regarding dates, deadlines, regulations and appeals procedure on the school website at www.kimbolton.cambs.sch.uk/academic.

What is Coursework?

It generally consists of pieces of written or practical work that are set and marked internally within the school. Before the marks are submitted to the examination boards they are standardised between different teachers of the same subject. They are then subjected to a checking process by the exam boards themselves. These procedures are known as internal moderation and external moderation, respectively, and may result in marks being adjusted so as to make sure that all teachers and schools have marked to the same standard. The moderated marks are then combined with the marks scored in the written examinations, taken during May and June, to produce the final grade. The extent to which CW accounts for this final grade varies from subject to subject. Many subjects do not have CW.

What is Non-Examined Assessment?

In some subjects, pupils have to undertake supervised work in class that is certificated as undertaken by their teachers. This is sent to the exam boards so they know that these set tasks from the course have been completed successfully. No marks are awarded for NEA but completion is a requirement for the examination and grade. This is part of the course with no specific deadline. Departments organise this.

Why is there a need for Deadlines?

CW assignments have specific deadlines by which they must be submitted for marking, so that adequate time is available for marking and moderation, and so that pupils can structure their use of time. Assignments are always set well in advance of these deadlines, leaving pupils ample time to complete them. However, some pupils find it difficult to manage their time during the coursework period and this can cause stress and difficulty

with coping with the volume of work required. Some, or all, of the work will be conducted under effectively exam conditions within school. The nature of CW varies. All will be carefully explained to pupils as they go through their courses and the general rules are set out on the accompanying document.

What is the potential problem?

Some pupils have, in the past, through poor organisation and a natural tendency to leave everything until the last minute, allowed their workload to build up towards the deadlines to the point where they have been unable to meet them. If they are not careful, pupils can spend a disproportionate amount of time on a particular subject as a deadline approaches, and their work and revision in other subjects then suffers. With CW there is greater control of the times when tasks are undertaken so this problem is reduced from previous years. Pressures do remain though.

How is work structured to minimise this problem?

It is important to stress that all CW/NEA takes place during normal lesson and homework time in each subject. Parents and tutors have a role to play in making sure that excessive time, over and above the normal homework allocation, is not spent on CW to the detriment of work in other subjects. Pupils need to structure their work plans so as to avoid overloading themselves as deadlines approach, particularly during the second half of the spring term.

All CW/NEA is completed by the 1st May of the examination year, after which pupils need to be entirely focussed on their preparation for the public exams.

The main reason I am writing to you, at this stage, is to alert you to the possible pressure points and to let you know the overall picture for the year, in an attempt to try to avoid any problems. Taking into account the start dates and final deadlines in each subject, your son/daughter will need to plan the use of his/her time during the year to ensure he/she can meet all deadlines with comfort. It is particularly important, when devising a programme, that pupils take adequate consideration of known commitments, such as music, sport and drama. The information in the 4th and 5th Form CW tables on the website should help you to understand what is required in each subject. Subject staff will make contact with you in the run-up to a deadline if it looks likely that your son/daughter will struggle to meet it. In those circumstances it might prove necessary to detain him/her outside normal school hours.

Regulations and Appeals

I should add, at this point, that the school is required to give various assurances to the exam boards of the authenticity of CW work submitted. To this end, at least part of each piece of CW in each subject is carried out under supervised conditions, and pupils are briefed and emailed the school's policy for the conduct for CW. For your information, a copy of the regulations is on the school website along with the procedure for an appeal against the internally awarded coursework mark.

Plagiarism

The regulations are very clear regarding work submitted by pupils that is not entirely their own. Plagiarism is an infringement of exam regulations and is taken very seriously by the exam boards and us. Pupils found to have copied work and submitted it as their own face disqualification from examinations. Excessive external help with work is also an infringement of exam regulations and is treated with the same severity as plagiarism. All pupils have been briefed by Mrs Turnbull, the Exams Officer, on the exact meaning of coursework regulations.

Please do not hesitate to contact relevant Heads of Department, or Mrs Turnbull, the Examinations Officer, if there is any aspect of CW/NEA that you wish to discuss further. Kimbolton pupils traditionally do very well in CW at GCSE and A Level, and I am very keen to ensure this continues to contribute to success individually and overall.

Yours sincerely

Mr C.J.A. Bates
Deputy Head (Academic)

14. Marking Audits

Marking Audits

1. Arises out of inspection report that referred to a lack of consistency in our marking (quality and frequency).

Departmental Marking Audits

1. Regular with year groups by rotation
2. DHAc informs HoDs of timing and which year groups (2 year groups at a time)
3. HoDs gather selection of pupil work and hold departmental meeting to assess and review
4. HoD sends summary report of findings and actions to DHAc

Form	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
1		Marking Audit				
2			Marking Audit			
3				Marking Audit		
4					Marking Audit	
5	Marking Audit					
L6		Marking Audit				
U6			Marking Audit			

15. 'Teaching at Kimbolton' (TaK) and the "Teaching Research at Kimbolton" (TRaK) Group

The Teaching at Kimbolton Group is a teaching initiatives forum and think tank.

Aims

- To act as an academic teaching 'think tank'
- Discussion and development of teaching and learning good practice at Kimbolton
- Exploring external initiatives in teaching and applying them to the Kimbolton context
- Recommending improvements to our teaching methodology at Kimbolton
- Leading 'bite-size' and extended INSET for staff

Organisation

- 6-10 members on voluntary basis drawn from the SCR
- TaK Group leader (s) Currently MLC
- Visiting members by invitation
- Cross section of teaching staff ideally – junior and senior. HoDs possibly. No SLT.

Operation

- Begun in September 2012
- Meets twice a term
- Input is: self-generated; from external bodies; from SLT; from HoDs; from the SCR
- Output is: Ideas; INSET; Initiatives channelled through SLT/HoDs/SCR
- Group leader to meet with DH(Ac) prior to, and post, each TaK meeting

The Teaching Research at Kimbolton Group is a professional development and teaching research working party.

Aims

- Mutual support and encouragement for those undertaking educational research projects
- Consideration of new developments in teaching and learning research and their application to Kimbolton
- Recommending improvements to our teaching methodology at Kimbolton
- Leading 'bite-size' and extended INSET for staff
- Organisation of TeachMeets – internal and collaborative – Summer 2017 on 'transition issues between Yrs 6-7.

Organisation

- 6-10 members on voluntary basis drawn from the SCR based on those undertaking or interested in research into teaching practice and theory
- TRaK Group leader (s). Currently KGD.
- Visiting members by invitation
- Involve any member of staff undertaking educational research for an external qualification

Operation

- Started in September 2015
- Input is: self-generated; from external bodies; from SLT; from HoDs; from the SCR making use of the TRaK iTunesU course for all teaching staff
- Output is: Ideas; INSET; Initiatives channelled through SLT/HoDs/SCR
- Group leader to meet with DH(Ac) prior to, and post, each TRaK meeting

16. 'Learning 2 Learn' Programme

Background

A major part of the school development plan has been the development of teaching and learning. Academic Development programmes have had a focus on the learning skills of pupils in the school to better equip them for work in the classroom and at home. This led to the establishment of a working party led made up of staff from across the school to discuss and decide on the best way to implement a 'Learning to Learn' strategy.

Purpose

The aim is to focus on learning styles as the vehicle to help pupils develop their thinking and working skills through a three tier approach – Homework, middle school and GCSE years. This is to a cumulative process whereby pupils going through the school would be equipped with useful, relevant skills to help them work to best effect. The programme also helps staff develop and hone their teaching to reflect their pupils' interests and needs. Staff are reminded and aware of the learning styles techniques through INSET sessions including short 'good practice' sessions in staff meetings. The programme is intended to extend to the L6th in future focusing on independent learning and critical thinking skills.

The Annual Programme

1. 2nd Form Ingrams study skills week using tutor sessions to build on L2L themes
2. 4th Form Revision and study skills day – end of Autumn term
3. 4th Form study skills week – Spring term.
4. 2nd Form Learning 2 Learn skills revisited before summer exams – May each year
5. Philosophy Questions posted on screens in Lewis Hall prior to each Monday assembly.

16. Lesson Visits Scheme

Lesson Visits Scheme 2018-19 – sharing good practice across the School

Lesson visits & observations have become a regular feature of teaching and the CPD process at Kimbolton, fostering communication and the sharing of good practice within departments, between staff and between the different sections of the school. LV is a very fruitful way of broadening our horizons and experience as teachers drawing on the expertise and techniques of colleagues.

Since 2005, lesson visits have been departmentally based and used by many departments for professional development. This is very good practice. In 2008-9 we repeated the successful initiative of 2004-5 where every member of staff took part. Since 2016 the lesson visit scheme has been integrated into to CPD programme. The ongoing scheme operates as follows:

1. The aim is for teachers to step outside their own classroom and view and experience the teaching methods and styles of colleagues. If appropriate, the visiting teacher can be active in the lesson (some very good team teaching lessons occur currently). This will help with our professional development as teachers, honing our pedagogy.
2. HoDs manage the visits within and outside their departments as part of the CPD process.
3. Visits are for a 10-15 minute part of the lesson. This can be the start, middle or end by arrangement. It can be whole lesson too.
4. The expectation is that a teacher will visit a range of lessons as part of their annual CPD.
5. Recommendation is that one lesson will be visited within the Department (this should be done anyway as part of good professional practice); one lesson visited outside the Department and within the year groups taught; one lesson should be outside the year groups taught – 6th Form ↔ Middle School; Ingrams ↔ Homework (Homework visits are particularly recommended to those who teach lots or periods or tutor within Ingrams).

6. Visits are to be arranged by mutual agreement between members of staff. Any new members of staff needing advice should go to their Head of Department. Any visits between the Castle and the Prep School can be arranged directly.
7. Lesson visits should take place during free periods.
8. Lesson visits are an integral feature of the CPD process for reflective teaching
9. Lesson visits should be recorded on a teacher's CPD document and by the Head of Department.
10. Feedback from lesson visits should be presented at departmental meetings and formally recorded in Dept. minutes (two or three bullet points to take into your own lessons is best). No paperwork is required.

This is a very positive experience for all staff, especially as no paperwork is involved and is integral to the CPD process.

17. PSHE & Citizenship Policy Guide & Programme

PSHE is an integral part of the education of pupils at Kimbolton School. The programme is allocated curriculum time in the 1-5th Form and helps to prepare pupils for the educational, social and personal challenges they will face at school and beyond. In the Sixth Form PSHE issues are dealt with through tutors and the Sixth Form Citizenship programme for the Lower and Upper 6th through a weekly lecture series.

PSHE is delivered by a dedicated team of teachers specialising in particular aspects of the syllabus led by a subject head who sits on the Head of Department committee reflecting the profile and importance of the subject to the Kimbolton balanced curriculum.

The aims and objectives of Kimbolton School's PSHE Programme are very wide ranging. ***Overall, we aim to help pupils to develop into happy, healthy, confident, caring and responsible citizens who are well equipped to make the most of their own abilities and fulfil their potential in adult life.***

The PSHE and Citizenship Programme covers the following topics helping prepare Kimbolton pupils for life challenges and develop their sense of responsibility and social confidence:

- Provide information about personal relationships of all types including sex education
- Provide education about drugs, including alcohol and tobacco
- Provide opportunities for students to explore their own attitudes and those of others
- Provide opportunities for students to develop skills such as assertiveness, communication, risk assessment and problem solving
- Provide opportunities for students to experience team work
- Provide opportunities for students to learn strategies for coping with anger and motivation management
- Provide opportunities for students to develop their financial literacy and economic awareness
- Provide opportunities for students to recognise their rights and responsibilities as citizens on a personal, local, national and international level
- Provide opportunities for students to develop a greater appreciation of the need for suitable nutrition and leisure management
- Provide opportunities for students to develop a deeper understanding of the processes involved in decision making
- Provide students with education about personal safety and finding help
- Provide students with an understanding of emotional literacy and well-being and help them to develop their emotional intelligence
- Provide students with opportunities to analyse their own learning styles and develop effective study skills and habits
- Provide students with opportunities to gain a deeper understanding of careers and the world of work
- Meet the National Healthy School criteria for the delivery of PSHE
- Prepare young people for adult life

Although PSHE lessons are formally timetabled for the first to fifth forms, many of the aims and objectives listed above will also be tackled through other subject areas as well as the whole school ethos.

18. The Digital School

The Kimbolton Digital School Mix: iPads, iTunes U, Apps, eBooks, Twitter

The Digital School has the following elements:

- ☑ Digital Learning is a complement to traditional and teaching and learning
- ☑ iPads for all
- ☑ Hi-speed internet access
- ☑ A Virtual Learning Environment - the Kimbolton VLE or 'Digital Mix'
- ☑ Active classroom IT – Apple TVs & IWBs
- ☑ 'Blended learning' – Making use of internet with collaborative, active learning in lessons
- ☑ Use of eBooks or iBooks and other digital resources
- ☑ Digital assessment and assignments
- ☑ Use of on-line lectures and courses for extension and enrichment
- ☑ Teachers use the opportunities offered by the technology and collaborative learning occurs

From September 2016 all year groups have been using iPads as part of their normal school day, lessons and routine.

Why do pupils have iPads?

It is not future technology. It is the present in terms of pupil experience of mobile phones, internet and personalised technology. It will be their future working/learning experience .

iPads will help pupils organise, communicate, learn and study at home and in school.

Individual access to technology is not something that should happen in a few rooms in a school. It should be for everyone, everywhere, anytime. iPads allow that.

Pupils are used to having access to the Internet at all times, in all places – school should not be the exception.

Why would we not want pupils to have access to the greatest source of information ever assembled and studied in their own innovative and personalized way?

We need to make tablets a means of education for pupils not just entertainment. Pupils need to learn about safe, effective, educational use of this technology.

We want to make the educational experience for pupils at Kimbolton as varied, dynamic and stimulating as possible.

How are iPads used by pupils?

- *Pupils' research and writing – promoting independent learning*
- *Pupils' creativity in subjects using apps for art, drama, design, planning, animations, mindmapping*
- *With projector & Apple TV – projection and teaching from tablet sharing with pupils*
- *ebooks/iBooks—use of Kimbolton iTunes U for teaching and learning*
- *Ease of internet access and immediate online research, video, resources etc.*

- Lesson and subject resources available online and delivered not printed
- Camera/film function to record/project experiments/presentations
- Subject related apps in the classroom and at home
- annotation of texts/notes, collaborative work and sharing of work
- Skype/internet link-ups with partner schools
- Applications possible in all subject areas
- Online submission of digital homework
- Podcasts, blogging, video, forums, the 'flipped classroom'

Don't iPads get in the way of 'real teaching'?

No. Teaching is varied in style already and needs to be for different types of subjects and learners. iPads will be another part of the teacher's toolkit of methods and classroom activities. iPads may be used by a teacher for a whole lesson or part of it, or not at all if inappropriate. We will continue to teach in a way that encourages pupils to be active and successful in their learning

Have iPads replace writing and use of paper?

No. Pupils still need to write answers for their exams and we will continue to do plenty of that. Pen and paper, file and exercise books will still be part of each pupil's school life.

Have iPads replace the need for ICT teaching?

No. Digital Learning to include iPads, productivity packages and cyber-safety training; basic programming, Raspberry Pi and digital media work spread across the 1st-3rd Forms. We are reinventing our Digital Curriculum as part of this process.

How do iPads help with storage and sending in homework?

*iPads make it easier for pupils to deliver digital work to their teacher by posting directly into a teacher's folder on the school network. Pupils will have a **Foldr** application on their iPad to make this easy to do and for pupils to access their network files from anywhere with internet connectivity. This is in effect a 'Kimbolton Learning Cloud'.*

How are iPads used safely?

This includes both content and overuse/exposure concerns.

Content: As with our current IT and internet policies pupils will sign up to an acceptable usage agreement and be educated in internet safety. We will also have a management system in place to monitor and safeguard iPad usage in school.

Overuse/Exposure Concerns: Digital downtime is integrated into the school curriculum as pupils have a varied curriculum within school with lesson use varying and regular breaks for PE, games, assemblies, chapels, lunch where iPads and smartphones are not used. Monitoring of pupil use in school is ongoing. Parents are offered guidance on safe use of iPads in the home environment for both content and exposure, such as avoiding use of any digital device immediately prior to sleep and the turn off option.

All pupils are required to sign up to the following agreement.

Kimolton School Pupil ICT and iPad Acceptable Usage Agreement

ICT and iPad Acceptable Usage

I understand that I must use school ICT systems and my iPad in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of the systems, devices, files and digital communications.
- I will keep my usernames and passwords safe and secure – I will not share them, nor will I try to use any other person's username and password. I will use secure passwords, which include capital letters and numbers. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not arrange to meet people off-line that I have communicated with on-line, without an adult being aware of the communication and person's motivation for meeting me.
- I will not disclose or share personal information about myself or others when on-line without an adults knowledge. (this includes full name, address, email address, telephone numbers, age, gender, educational details, financial details etc.)
- I will not upload images of myself in school uniform onto any social networking sites.
- I will immediately report any online unpleasant or inappropriate, material or messages, or anything that makes me feel uncomfortable and I am unable to deal with it. I understand this report would be confidential and will help to protect other students and myself.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (e.g. YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act towards me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission, which could cause upset.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I will only use my own personal devices (mobile phones / USB devices etc.) in school if I have permission. I understand that if I do use my own devices in the school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not behave in a way that can cause damage to ICT systems, and will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings (unless permission is given first).

- I will only use social media sites with permission and at the times that are allowed (**Boarding pupils only**).

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not try to download illegal copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that in order to use an iPad in school:

- I agree that my iPad will be added to, and protected by, the School's Mobile Device Management system, and that I will not try to bypass it in any way.
- I agree to ensure that my iPad is locked with a secure pass code which includes capital letters and numbers. I will write my name on or inside my iPad cover and have a personalised home screen.
- I agree to ensure that my iPad is brought into school each day and that it is fully charged at the beginning of the day.
- I understand that the School cannot be held responsible for damage/loss of the iPad and that the school insurance does not cover breakages. I therefore need insurance will be taken out through the lease-buy scheme or independently.
- I am aware that lockers have been provided for safe storage of iPads during break, lunch time and games and it is my choice to utilise this facility. I agree to ensure that the iPad is kept in my bag when walking to and from school.
- I understand that any attempt to look at a fellow student or teacher's iPad without their permission will be dealt with very seriously.
- I understand that use of the iPad in lessons is always at the teacher's discretion.
- I agree not to use a 3G/4G enabled iPad as these undermine the safety and integrity of our mobile device management system.
- During school, teachers will guide students toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, films and other potentially offensive media.

It goes without saying that we all want ICT and iPads to be used responsibly but should a problem occur then sanctions may be necessary:

I understand that I am responsible for my actions, both in and out of school.

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples could be cyber-bullying, use of images or personal information).
- I understand that if I attempt to download copyright material on the school system, the school can track the illegal downloads to me and would then take action against me.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet; temporary or permanent ban on iPad use; detentions; suspensions; contact with parents and in the event of illegal activities involvement of the police.

Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.

Kimbolton School Pupil ICT and iPad Acceptable Usage Agreement

This form relates to the Pupil ICT and iPad Acceptable Usage Agreement, to which it is attached.

Please complete the sections below to show that you have read, understood and agree to the rules included in the agreement. If you do not sign and return this agreement, access will not be granted to school ICT systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own devices in the school (when allowed) e.g. iPads, mobile phones, gaming devices USB devices, cameras etc.
- I use my own equipment out of the school in a way that is related to me being a member of this school e.g. communicating with other members of the school, accessing school email, VLE, website etc.

19. Careers Guidance

Careers guidance and support for pupils is an important and integral part of a Kimbolton pupil's educational experience. This importance and attention to the individual needs of pupils is reflected in curriculum time allocation to careers advice; staff and time allocation; the dedicated careers rooms in the Castle; involvement with external suppliers, notably ISCO; and the meticulous university advice and UCAS application process. These help ensure that pupils leave Kimbolton having been encouraged, directed and supported in their university and careers choices.

Careers guidance is offered through the PSHE programme with lessons delivered by the Head of Careers. Pupils in the 3rd Form are helped with their GCSE options choices and 5th Form pupils take part in the ISCO Futurewise scheme of testing and consultation to assist with careers and A level option choices. Sixth Form pupils receive guidance on their university choices from a dedicated team of university advisers under the guidance of the Head of Careers and leadership of the Head of Sixth Form. A careers fair is held biennially alongside university and specific course events bringing together pupils and a wide array of companies, universities and careers.