



NORWICH SCHOOL

Curriculum Policy

This policy is reviewed by the Council of Management annually. This policy was last reviewed and agreed in Trinity 2023. It is due for review in Trinity 2024.

Confirmed by:

David Farr	Deputy Head (Director of Studies)	Trinity 2023
Steffan Griffiths	Head	Trinity 2023
Patrick Smith	Chair of Governors	Trinity 2023

Version Control

The version control table should be updated each time:

- a **change** is made to an **agreed version** of a document; or
- a previously agreed document version is **reviewed with no changes** (i.e. at annual review no changes are required and the document continues to be live for the following year).

Use the following convention: version 1.0 (first version), version 2.0 (major change to version 1.0 and issued as a new version), version 2.1 (second version with minor change)

Version number	Date issued	Author / key contact	Change(s) summary <ul style="list-style-type: none">• Minor changes can be authorised by a senior staff member and do not need formal approval.• Major revisions require approval through the confirming authority (typically a Committee)
1.0	Trinity 2022	David Farr	PHSE to PPD EAP to EAL
1.1	Trinity 2023	David Farr	Reviewed – No changes.

Contents page

Version Control	1
Contents page	2
Overview	4
Monitoring Progress	4
Assessment	5
Marking.....	5
Homework.....	6
Merits, Distinctions and Head's / Head of House Commendations	6
Pupils with Special Educational Needs and / or Disabilities (SEND) / English as Additional Language (EAL) and the Able, Gifted and Talented	7
Referral or concerns about pupils	8
Pupils with EAL needs (see EAL Policy)	8
Document control	10
APPENDIX 1: THE CURRICULUM PLAN	11
School Timetable.....	11
Weekly Lesson Allocation	11
Lower 4 (Year 7)	11
Upper 4 (Year 8).....	12
Lower 5 (Year 9)	12
Middle 5 and Upper 5 (GCSE) (Years 10 and 11).....	13
Sixth Form (Years 12 and 13)	13
APPENDIX 2 – REPORTS AND REPORTING.....	15
Grade Cards (half-term reports).....	15
Academic / pastoral report card	16
Report Writing	16
House Style.....	16
Subject Reports	16
Tutor Reports	17
Academic progress.....	17
Extra-Curricular activity.....	17
Personal and social development.....	18
Future targets / aspirations.....	18
Previous years' reports may offer guidance.	18
Head of House Reports.....	19
Administration of reports	19
Targets and Tracking	19

Internal examinations.....	19
MidYIS tests.....	19
APPENDIX 3: PUPIL PERSONAL DEVELOPMENT PROGRAMME.....	20
Pupil Personal Development Policy.....	20
PPD Programme in Key Stage 3 (Lower 4, Upper 4, Lower 5).....	20
PPD Programme in Key Stage 4 (Middle 5 and Upper 5).....	21
PPD Programme in Key Stage 5 (Lower 6 and Upper 6) – ‘Futures’	21
Pupil Voice and Parental Support	22
Long Term Planning	23

Overview

Norwich School is committed to a curriculum which is both broad and demanding and which seeks to maximise the academic, aesthetic, physical and personal abilities of all of its pupils, including those with Special Educational Needs and / or Disabilities (SEND) or for whom English is not their first language (EAL) or those deemed able, gifted or talented. Our ethos and aims refer to the inculcation of academic depth and co-curricular breadth, along with the opportunities for leadership and service.

All pupils will have the opportunity to learn and to make progress.

The curriculum aims to promote opportunity and understanding regardless of gender, race, religion or sexuality. This is done in a context that does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Pupil Personal Development (PPD) programme has been devised with this in mind. Each department handbook also indicates subject specific coverage of Spiritual, Moral, Social and Cultural (SMSC) development as appropriate.

Pupils' educational experience will thus include supervised lessons in the following broad areas: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative.

Full details of subjects by year group can be found in the curriculum plan, appended below and available to parents.

Monitoring Progress

As they progress through the School, pupils will attain skills in speaking and listening, literacy and numeracy with such skills being regularly assessed through written work or through oral and practical demonstration. The Deputy Head (Director of Studies) is responsible for such development and for the effective oversight of pupil learning, teaching and assessment. Differentiation as part of teaching is expected and will be catered for both in class and through subject specific symposia.

The Deputy Head (Director of Studies), with the Assistant Head (Teaching & Learning) monitors both pupil progress and teaching methodology through regular lesson observation, assessment system and the reporting mechanism. Heads of Department oversee the performance of their staff, observe and review them and offer advice where necessary. Review includes inspection of written work.

Central to the curriculum are the creative and physical, and personal development areas of education to help develop the diverse talents of all and produce rounded young adults. The School is proud of its heritage and connections with the Cathedral and the relationship built up over the centuries. The Cathedral choristers are educated at school and there is much emphasis placed on the musical and

creative side of school life. All pupils have to study a creative subject (Music, Drama, Dance and Art / Design) until the end of Lower 5; the majority take at least one to GCSE.

Similarly, the role of Games is central to pupil development. All pupils have the opportunity to take part in team games and to trial for the School squads. In addition to the major competitive sports, which vary by term, there is an extensive array of alternative sporting options, some of which involve inter-school fixtures while others are primarily designed to promote health and fitness. The main purpose of this broad spectrum is to help all pupils find a sport which they enjoy, where they can find success and continue an involvement with after they leave school.

Assessment

Pupils are assessed regularly with the expectation that weekly homework will be set and marked quickly. Homework is supposed to be challenging in content and to take learning onwards rather than being simple repetition of work already done. Assessment is to be constructive and to point the way to improvement. It should also be used to inform teachers and Heads of Department of any curricular development that might need to be made.

Teachers are expected to praise what is good and to use assessment to underscore attainment. A system of merits, citations, distinctions and Head's Commendations should be used to highlight good academic performance (see Behaviour Support and Intervention Policy).

Marking

Each Department is required to follow the guidelines of the School Marking policy:

At Key Stage 3 (Lower 4 to Lower 5)

- Core subjects one piece per week to be assessed.
- Other subjects a minimum of one piece every ten days.

At Key Stage 4 (Middle 5 to Upper 5)

- One piece per subject per week to be assessed.

At Key Stage 5 (Sixth Form)

- One piece per subject per week.

It is recognised that not all assessment will be written and that some pieces will carry over a longer period.

Marking is to be accompanied by constructive comment and to point the way for further development. It is expected that Heads of Department will oversee the standards of marking within their department and to use assessment as a basis to inform themselves of the nature and standards attained within a given group. It is also expected that assessment will be used to evolve curricular planning within the departments and whole school contexts.

Departments should develop their own individual marking strategies beyond the basic requirements so that assessment is shaped to the specific demands of their subjects

Homework

The School seeks to set regular work and to mark it promptly. There is a homework timetable for each year group below the Sixth Form, and the homework notebook for Lower 4 and Upper 4 enables pupil, tutor and parent to keep up to date and acts as a contact point for the Fourth Form. MS Teams is also used for the setting and record of homework. Pupils are assessed by marking, by testing and by regular annual examination. Marks are recorded by teachers.

Poor work will be required to be redone and, if that is unsatisfactory, a pupil may be placed in a work detention.

Homework should seek to stretch and interest pupils at each stage and should be of appropriate length (see homework timetable for guidance).

In cases where homework is not done, or not submitted when requested, it is usual to set a second deadline. If still not done a work detention will be given.

Poor academic performance may also lead to a pupil being raised at Assessment Points. If improvement is not forthcoming, they may be put on Report which means that they will present to each teacher at each lesson each day a card on which the teacher will have to write a comment.

Pupils who have done particularly well, or who are causing concern, are raised by Heads of Department with the Deputy Head (Director of Studies).

There are half-termly and termly grade cards and a full written report at least once a year. Parents' evenings are integral to the reporting process with the expectation that there will be a full dialogue between subject teachers and parents. The timing of these is designed to encompass main decision points (options, for example) in each year (see guidance on report schedules and writing under "Reports and reporting").

Parents are also encouraged to contact the tutor or subject teacher as soon as an issue arises, rather than to wait for a reporting point.

Merits, Distinctions and Head's / Head of House Commendations

Members of the School are to be encouraged by a system of merit marks to be shown to a tutor and Head of House for pieces of commendable work which reflect a good effort. Outstanding pieces of work may be granted a distinction which is recommended by the subject teacher and by the Head of Department. A selection of these will be confirmed by the Head when he sees the pupil and the piece of work in question.

Merits and citations are a means of recording good achievements by pupils at any academic standard; they are a mark of relative progress. Distinctions should be awarded for work at any age that is outstanding by academic criteria.

To confirm these awards the subject teacher fills in the appropriate merit or distinction slip and the pupil takes the merit slip first to their Tutor and then to their Head of House. The distinction slip is taken by the pupil to the Head of Department of the subject concerned and then to their House Tutor and finally to the Head. Merits, citations and distinctions count towards the Sayer Mason trophy. There is an electronic on-going record of the points by House, Section and pupils for these awards.

The Head's Commendations (HCs) are awarded termly to those in receipt of reports and are based on the quality of performance in relation to the ability of the pupil concerned. As a rule of thumb, HCs will be awarded to those obtaining eight grades in total at 4 and 5 grades for attainment, as determined by Heads of Section and the Deputy Head (Director of Studies). It is possible to award HCs to those who have shown a much greater determination and made much better progress academically than would be expected of them.

Head of House Commendations are awarded to those who have gained eight grades at O or V or more for effort or have shown sustained effort across the subject area or made obvious improvements in their approach.

Pupils with Special Educational Needs and / or Disabilities (SEND) /

English as Additional Language (EAL) and the Able, Gifted and Talented

Mindful of the Children and Families Act (2014) and the SEND Code of Practice (2015), the School will seek ways to maximise the ability of all pupils, including those with SEND or EAL, and those recognised as gifted and talented, to access the whole curriculum and learn and make progress by:

- Assessing pupils' ability through its entrance procedures (written examinations or tests, reports from feeder schools, interviews), Middle Years Information System (MidYIS) tests, diagnostic screening, consultations with or testing by educational psychologists
- Open and continuous discussion with parent / guardians
- On-going assessment by the School's Special Educational Needs & Disability Coordinator (SENDCo) and the Deputy Head (Director of Studies) by reviewing provision
- Arranging support lessons as appropriate
- Using the scholarship programme to support progress
- Providing support and guidance for teachers on pupils' SEND
- Making appropriate changes to the individual's curriculum to meet the needs of pupils as appropriate

- Access to the School counsellor or health officers
- Providing levels of differentiation commensurate with a pupils' needs and ability

The Deputy Head (Director of Studies) and SENDCo, are responsible for liaison with Local Authority advisors and for oversight of the individual's provision. Statements / Education, Health & Care (EHC) plans are reviewed annually. The School works closely with a well-qualified EAL teacher. The School SENDCo is responsible for the day-to-day liaison over all matters pertaining to SEND and EAL provision.

Parents are expected to give the School complete information about any learning difficulties experienced at previous schools or elsewhere and to provide the School with up-to-date relevant professional information.

Each pupil in the Senior School is screened for SEND on entry.

Pupils with SEND will have Individual Education Plans (IEPs) and timetables adjusted to suit individual requirements where needed. Progress of such pupils will be monitored through the reports, grading points and regular staff meetings. Details of individuals' needs are sent to teaching staff, are available on isams.

Unless negligent under the terms of this policy, Norwich School accepts no responsibility to the pupil or parents caused by or arising out of any failure to detect or refer a learning difficulty or other condition or special educational need.

Referral or concerns about pupils

Teachers and tutors can refer a pupil throughout the year using the Record of Concern form available from the SENDCo. Referral can result either in keeping an eye on a pupil's progress in one subject or area (presentation of work, organisation, behaviour, etc.) or in putting the pupil on academic / pastoral report card (red), which is then monitored by the tutor and Deputy Head (Director of Studies). If the pupil is referred by a teacher, the Deputy Head (Director of Studies) and the SENDCo will communicate with the tutor / Head of House before making any decision. (For further information on SEND see Policy for Special Education Needs.)

Pupils with EAL needs (see EAL Policy)

The School conducts its learning in English and there is an expectation that all pupils are able to communicate effectively in English. There are a number of pupils in the School who have learned English as an additional language (EAL) in addition to their mother tongue. These pupils may be added to the learning support register for the purpose of specific learning difficulties but not for language deficiency, in accordance with SEND Code (2015). Additional language assistance is provided through the EAL teacher. All pupils are included in full lessons for all classes in the School, including English. In practice, such assistance is sometimes required in the first term. We have a qualified EAL teacher who can contribute or members of the English department help with this work; under the direction of the Learning Support department.

Admissions assessments and screening tests (entry tests for our international pupils) are conducted to allow us not only to identify potential pupils with EAL but also the level of support they may require. Those who are deemed likely to need support are given a further, qualitative assessment which is used to inform a scheme of support, if it is seen to be required. Admissions assessments are also used as part of identifying pupils who may benefit from the scholarship programme.

Document control

Document title:	Norwich School Curriculum Policy (Senior School)
Prepared by:	Deputy Head (Director of Studies)
Authorised by:	Academic Committee
Published location(s):	<ul style="list-style-type: none"> ▪ Norwich School Website ▪ Norwich School Hub
Other internal policies/documents referenced:	<ul style="list-style-type: none"> ▪ Behaviour Support and Intervention Policy ▪ English as an additional language (E.A.L) Policy ▪ Equal Opportunities Statement ▪ Homework timetable ▪ Individual Education Plans (IEPs) ▪ Pupil Personal Development (PPD) Programme ▪ Special Educational Need Policy ▪ Spiritual, Moral, Social and Cultural (SMSC) Development Programme
External documents referenced:	<ul style="list-style-type: none"> ▪ Children and Families Act (2014) ▪ SEND Code of Practice (2015)

APPENDIX 1: THE CURRICULUM PLAN

School Timetable

The week is divided into 40 teaching periods. Each pupil has two Games sessions (i.e. five periods), and until the Sixth Form, is taught for 39 periods and has one tutor period, making a total of 40.

Senior School Timetable												
	09:00 09:40	09:40 10:20	25 min break	10:45 11:25	11:25 12:05	12:05 13:05 lunch then 5a	12:05 12:45	13:05 13:45	13:45 14:25	15 min break	14:40 15:20	15:20 16:00
	1	2		3	4	5a	5	5a	6		7	8
Mon												
Tues												
Wed												
Thur												
Fri												
START OF DAY: Bell 08:25; Registration 08:30 for 08:40 start in Cathedral												

Weekly Lesson Allocation

Lower 4 (Year 7)

The following subjects are studied in L4 (with weekly lesson allocation):

- English (3) and World of Languages and Languages of the World (WoLLoW) (1)
- Mathematics (4)
- Science (Biology, Chemistry and Physics taught separately) (6)
- Geography (2)
- History (2)
- Latin (2)
- Religious Studies (2)
- Drama (2)
- Music (2)
- Two from French, Spanish, Mandarin or German (4)
- Art and Design (2)
- PPD (1)
- Games (5)
- Tutorial (1)

Upper 4 (Year 8)

The following subjects are studied in U4 (with weekly lesson allocation):

- English (3) and WoLLoW (1)
- Mathematics (4)
- Two from French, German or Spanish (6)
- Science (Biology, Chemistry and Physics taught separately) (6)
- Geography (2)
- History (2)
- Latin (2)
- Religious Studies (2)
- Art and Design (2)
- Music / Drama (2)
- PPD (1)
- Games (5)
- Tutorial (1)

Lower 5 (Year 9)

The following subjects are studied in L5 (with weekly lesson allocation):

- English (5)
- Mathematics (4)
- Modern Languages (6) (French and German or French and Spanish)
- Science (Biology, Chemistry and Physics taught separately) (6)
- Geography (2)
- History (2)
- Latin & Greek or Classics (2)
- Religious Studies (2)
- Creatives (3) (Art / Design, Dance or Drama or Music)
- PPD (1)
- IT / Computer Science (1)
- Games (5)
- Tutorial (1)

The five, or six, Classics sets range from a Latin / Greek set to a pure Classical Civilisation set.

At the end of U4 pupils opt for a Creative (Art / Design, Dance Drama, Music) which can then be taken through to GCSE. There are opportunities to switch Creatives and to take three to GCSE in consultation with the Deputy Head (Director of Studies).

Pupils can opt to continue with two languages in L5 by coming out of one from, Geography, History or RS.

All pupils have two Games sessions.

Middle 5 and Upper 5 (GCSE) (Years 10 and 11)

The following subjects are studied to GCSE:

- English
 - English Literature
 - Mathematics (5)
- } taught together on five periods
- **A language** (French or German or Spanish on three periods per week, or German or Spanish on four periods a week each as an option alongside French)
 - **Science** (Biology, Chemistry, Physics are taught separately; each science has three periods per week) (9)
 - **THREE Options** from:

Computer Science	German	Art
Geography	Greek	2D design
History	Latin	3D design
Classical Civilisation	Spanish	Drama
Religious Studies	PE	Music
 - Games (5)

A total of nine or ten GCSE subjects are studied by each pupil. All subject areas are studied for at least two years (L4-L5) before choices are made. Parents and pupils are consulted at option points. Games form part of the curriculum in every year, as do the tutorial provision and assembly time.

Sixth Form (Years 12 and 13)

The qualification for the Sixth Form is six 6s and better in those areas chosen for study. The Sixth Form is fast-paced and the demands of work necessitate an organised and mature approach.

In the Lower Sixth pupils opt to take three or four subjects, the usual allocation for which is seven periods per week, apart from Further Maths. Most pupils cut to THREE subjects to study at various points in their L6 year. At each stage the Advice Team will help with decision-making. In both Lower and Upper Sixth there are “Futures” periods which look at PPD, university entrance, employment, life after

school and generally prepare pupils for their post-school years. There are also Independent Study and Community Service programmes.

Subjects available:

Computer Science	French	Art
Biology	German	Art History
Chemistry	Greek	Design (2D & 3D)
Physics	Latin	Music
Maths and Further Maths	Spanish	Theatre Studies
English Literature	Business and Enterprise	Sports Science
Geography	Economics	
History	Politics	
Classical Civilisation		
Philosophy, Religion and Ethics (PRE)		
Psychology		

The school reserves the right not to offer a published option if the numbers choosing it make it unviable.

The school will endeavour to timetable the subject choice of every pupil. However, the school cannot guarantee to timetable all subjects in every possible combination.

APPENDIX 2 – REPORTS AND REPORTING

Grade Cards (half-term reports)

Parents are informed of the progress of an individual by means of grade cards or reports, depending on the time in the reporting cycle for each year group at half-terms and at the end of term in those terms when a full academic report is not written. A strong incentive is provided by high grades at these points. Parents' Evenings occur for each year group once a year, at least, and at times best suited to a year's academic decision points.

The dates for completion of grades and reports are entered in the school calendar.

The following grade definitions apply:

Effort – effort/application in class and with homework

O	Outstanding	Enthusiastic, contributing to nearly all lessons. Set tasks are always handed in on time and completed to the best of their ability, being presented in a very clear and organized form. Often takes the initiative with regard to their own learning and progress.
V	Very Good	Consistently positive application both in class and outside lessons, with detailed and thoughtful written responses handed in on time. Sometimes takes the initiative for their own learning and progress.
G	Good	Some good engagement in lessons. Work is almost always handed in on time and shows, generally, good application. Takes some steps on their own initiative towards improving their own performance.
M	Moderate	Barely adequate contribution to lessons. Work is normally handed in on time. There is mediocre application to learning outside class. Engages with learning only as directed.
U	Unsatisfactory	Minimal contribution to lessons or needs frequent reminders to stay on-task in class or frequently does not submit set pieces on time or work is often incomplete or poor (in content and presentation) due to carelessness or lack of time spent on it.

Attainment – production of work

5	Outstanding results are achieved consistently, placing the pupil within the top 5% of the subject cohort. Work shows independence and flair with the standing being well above expected at this stage.
4	Consistently produces a very good standard of work.
3	Usually produces a good standard of work.
2	Work has achieved no more than the basic level expected at this stage.
1	Work is below the standard expected at this stage.

Parents access grade cards and reports via the Parent Portal and can email comments to tutors as necessary.

Academic / pastoral report card

For pupils where academic performance is causing major concerns, an Academic Report Card may be issued. This is obtainable from the Deputy Head (Director of Studies), who will arbitrate on the duration of the pupil's time on academic report. Occasionally such a report might be appropriate for pastoral issues.

Report Writing

The aim of reports is to record both for school and parental purposes the strengths and weaknesses of a pupil's academic attainment in the term. Grade cards require a brief comment from each subject teacher; in particular, a report containing M or U grades will have an explanation and a way forward.

Where pupils are taught by two teachers in the Sixth Form, a report from each is required. Shared sets in Key Stages 3 and 4 may be split.

Comment will cover:

- Attainment and progress through the term. This can be a simple judgment on attainment in understanding or the acquisition of subject-based skills. A positive section is always beneficial at this point.
- Comment on the ability of the candidate to apply understanding and skills commensurate with the subject. How effectively has the pupil learned?
- Comment on a pupil's linguistic, writing, mathematical, analytical, scientific and graphical skills.
- Comments on behaviour, attitude and approach in class and to the pupil's peers.
- Indications as to the way forward for better progress and attainment. This could include advice on techniques for writing, approach to practical work, writing up of practicals, presentation, oral involvement, and organisation. It could be simply advice on how to get the best from lessons.

House Style

In order to make reports effective for all, a uniformity of style is required. Reports are computer generated. Report templates are accessed through the isams database. The isams Manager will publish details on how to access the database.

Subject Reports

Reports should be individual. Statements of work covered during the term may be incorporated into the body of the report, where it is appropriate to a pupil's progress or exemplifies such progress, thereby tailoring each report to the individual.

Tutor Reports

The purpose of these reports is to provide an overall assessment and comment which shows that the tutor knows the tutee well enough to offer guidance the parent can have confidence in. Tutors will liaise with Housemasters over which areas are to be covered by whom. The tutor report will pull together all academic aspects upon which Heads of House might also comment.

This guidance relates to FOUR areas:

- Academic progress
- Extra-curricular activity
- Personal and social development
- Future targets / aspirations

The report should not rehearse what parents already know, but comment on progress (either how it may be achieved or what might be built upon) in the four areas, commend achievement and/or reflect on the present state of affairs. Tutors are responsible for checking that reports are on time, accurate and all subjects are received. Not all areas will be relevant for all years or for every report.

Academic progress

Comment will be made on good and poor attainment grades using the information provided by subject teachers. There will be advice on how to make improvements and emphasis on points made by subject teachers.

Tutors might also comment on:

- how the tutee responds to poor effort grades;
- merits or distinctions gained;
- how well presented the tutee's work is generally;
- how well organised the tutee is (homework on time?);
- patterns of behaviour and detentions, if not dealt with elsewhere;
- how stressful the tutee finds academic pressure;
- notable strengths or weaknesses.

Examples of good academic reports and reporting guidance are circulated to all staff and are available on the staff shared drive to consult.

Extra-Curricular activity

These activities contribute breadth in the curriculum. The report may touch upon the extent to which the tutee has taken up the opportunities we offer to build breadth into their curriculum.

It may comment on the following:

- What evidence is there of interest in wider political, cultural and aesthetic life?
- How involved is he or she in the school's extra-curricular life: e.g. Scouts, Young Enterprise, debates?
- What qualities do these extra-curricular activities allow your tutee to develop, e.g. leadership?

Personal and social development

Comment will reflect something of the tutor's sense of the maturity of the tutee and may cover the following:

- how effective a member of the school community the tutee is;
- how well the tutee co-operates in groups, or works alone;
- how aware the tutee is of the needs of others, and how they then respond;
- what the tutee's attitudes to bullying, stealing or other behaviours are;
- how decisive, assertive, sensitive, proactive or passive the tutee is;
- how the tutee deals with problems, stress, difficulties or disappointment.

Future targets / aspirations

The tutor has to make some assessment of what the tutee thinks they will make of their lives. This may be easier to talk about in the older year groups as tutees' views about the future firm-up. But even in the youngest groups there are questions about how they are settling in, subject choices and other opportunities to reflect on. There may be improvements in areas such as punctuality to consider, and individual targets may be set in any area of life – ranging from how tutees deal with each other, their friends and parents, and of course, themselves.

Questions might be asked about:

- self-discipline, the ability to plan and organise to achieve particular goals;
- the way forward from some event or behaviour;
- subject choices
- a tutee's level of achievement and the realism of their aspirations.

Previous years' reports may offer guidance.

The results of conversations held with tutees, or questionnaire responses may also be incorporated as part of the many ways of building on a tutee's reactions to and views of their own progress.

Head of House Reports

Head of House Reports represent the last major commentary of the whole report package. Each Head of House will have his own style and may concentrate on certain aspects in the report; there will be some liaison with the Tutor. Senior managers are responsible for reading through given year groups and indicating to the Head pupils in need of special attention. Tutors chase missing reports and ensure that reports are accurate and developed. Heads of House too check to see that all is well. Heads of House indicate to the Senior Management Team reports of concern or potential Head's Commendations.

Reports that are misspelled or ambiguously phrased will be returned.

Senior Managers are also responsible for writing accompanying letters to parents in cases where warning shots need to be reinforced or a required pattern of behaviour / work demanded.

Administration of reports

Full academic reports are written on all pupils in year groups to a schedule that matches the particular demands of each year group. The schedule for the year is presented to all staff and published on the website at the start of the academic year. The schedule for each term is incorporated into the calendar each term. All reports and grade cards are completed through isams and accessible to parents via the Parent Portal.

Targets and Tracking

In conjunction with the reporting process, the Deputy Head (Director of Studies), Heads of House, Assistant Head (Heads of Section) or Tutors may set targets for individual pupils.

Internal examinations

Internal examinations are held in the Trinity Term: for L4-L5 pre-half term; M5 and L6 post half-term. Mock GCSEs are taken by Upper 5 in the first two weeks of the Lent Term; mock A Levels for the U6 in the first week of Lent Term. Individual departments may set informal mock exams during lesson time.

MidYIS tests

Pupils in L4 and L5 sit the MidYIS test in the first and second weeks of the Michaelmas Term. There is thus the possibility that a large number of pupils will do the tests twice. Pupils' scores are given to Heads of Section, Heads of House and Tutors and are available to individual pupils on request. MidYIS scores are used, in particular by the Assistant Head (Teaching & Learning), Assistant Director of Studies and Deputy Head (Director of Studies), to help track individual performance in a pupil's progress through the school to GCSE and to inform teachers of possible difficulties. They will be used in conjunction with dyslexia screening to try to identify any potential learning difficulties; this takes place in the Michaelmas Term.

APPENDIX 3: PUPIL PERSONAL DEVELOPMENT PROGRAMME

Pupil Personal Development Policy

Pupil Personal Development (PPD) is Norwich School's new inclusive Personal, Social, Health and Economic (PSHE) education programme, which focuses on giving our pupils knowledge and skills, as well as greater self-awareness and resilience to lead confident and fulfilled lives.

Our valuable programme is heterogenous and will evolve constantly to support the needs of pupils and to ensure current themes and issues are considered.

The programme has been formulated with the Lower School and their PSHE programme in mind, to ensure that pupils are progressing and prior knowledge is developed and enhanced.

PPD Programme in Key Stage 3 (Lower 4, Upper 4, Lower 5)

PPD will be delivered by key pastoral members of staff, who work across different departments, as part of the timetable for L4, U4 and L5. It is taught in formal 40 minute weekly lessons. Pupils have the same teacher for all topics, to provide consistency throughout the year. Weekly PPD sessions will be supported by follow up tutorial sessions, which will be delivered by tutor and / or Head of House.

Weekly PPD lessons will be formally accompanied by:

- Scheduled tutorial activities.
- Specialist guest speakers are invited in to support the programme, where appropriate.

And informally via:

- The academic curriculum of subjects such as Biology, RS, History and PE, for example
- School, Section, Year and House assemblies
- The pastoral and disciplinary systems within the School
- Day to day interactions between pupils, staff and other members of the wider community
- MS Teams will be used to gather feedback from the pupils about the programme as well as a resource sharing platform

Staff delivering the PDD programme will have specific knowledge and understanding of the relevant school policies on: Drugs, Behaviour, Safeguarding and Anti-Bullying. Regular meetings of staff as a department will ensure the sharing of best practice and reflection on resources and teaching to aid continual development of the PPD course. PPD is taught in mixed sex classes, although on occasion special talks (e.g., pupil experience, friendships and relationships) may be delivered to single sex groups.

It is important that lessons are conducted in an atmosphere where pupils and staff show respect for each other and for the learning environment. Pupils should be allowed to develop their own ideas and values and not be imposed upon. PPD is delivered using a variety of teaching methods which include: discussion, role-play, worksheets, DVDs and outside speakers.

Although there is no statutory requirements for formalised assessments, we will, however, monitor the pupils' performance and progress through not only our observations in class, presentations and group work, we will ask pupils to complete end of topic self-assessments and questionnaires.

PPD reports will also be written, allowing for a formal record of pupil progress and regular communication with parents.

PPD Programme in Key Stage 4 (Middle 5 and Upper 5)

In the Fifth Form, pupils receive a series of lectures and internal / visiting speakers, as well as all year groups engaging in various PPD topics during tutorials and assemblies (whole school, House, year group and section). Pupils will also receive specific talks, depending on year group challenges/issues, such as a talk on consent and the law around image sharing, for example.

Any feedback regarding a pupil's understanding, response and feedback will be shared with the Heads of PPD, their tutor and/or Head of House. Pupils are asked about their views on the PPD programme and specific talks in self-evaluation forms and during tutorial conversations and follow up tutorials.

PPD Programme in Key Stage 5 (Lower 6 and Upper 6) – 'Futures'

PPD provision in the Sixth Form is through a series of lectures, the Futures programme and, where appropriate, follow up in tutorials. Both L6 and U6 have a 40 minute Futures session every week. Topics such as alcohol and drug awareness, driving awareness, relationships, sexual health and life beyond school are all covered. Pupils hear from guest speakers as well as internal staff members and colleagues. Pupils have had talks such as: 'Drugs – life as an addict', 'Living with HIV' and 'Unifrog, UCAS and Open Days'.

In preparation for tertiary education, within the programme, pupils are supported by: The Head of Careers, Head of UCAS and Head of Oxbridge.

Opportunities for involvement in the wider community are provided through the Community Service programme and community action days. These are coordinated as part of the Games programme and during pupils' free periods.

Pupil Voice and Parental Support

Pupils will be invited to share their thoughts about the PPD programme via the consultative committee meetings as well as small focus groups. We will develop mechanisms for pupil voice through focus groups and tapping into the Senior Prefect Structure to support this.

Parental talks and focus groups may be offered in support of the programme. For example, talks on sexting and consent.

Long Term Planning

Please see below for an example of a particular (Key Stage 3) curriculum for PPD

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
L4	<p>Transition to Secondary School and Personal Safety</p> <p>Building relationships and relationship boundaries</p>	Diversity, Prejudice and discrimination	Sex and Relationships	Developing Skills and Aspirations	<p>Drugs and Alcohol</p> <p>Healthy Body</p>	Financial Decision Making
U4	Emotional Wellbeing	Discrimination	Sex and Relationships	Online Life / Safety Online	<p>Drugs and Alcohol</p> <p>Healthy Body</p>	UN / Living in the Wider World
L5	<p>Peer influence, substance use and gangs</p> <p>Equality, Diversity and Inclusion</p>	<p>Equality, Diversity and Inclusion</p> <p>Setting Goals</p>	Sex and Relationships	Healthy Lifestyle	Respectful Relationships	Employability, Careers and Online Presence.