



NEWCASTLE UNDER LYME SCHOOL

Curriculum Policy

This Policy applies to the whole School including EYFS. This policy is available upon request to parents and prospective parents and is published to parents and prospective parents on the School's website.

1. Introduction

Newcastle-under-Lyme School is committed to providing a broad and balanced curriculum which will enable pupils not only to make progress in their learning and achieve high academic standards but also to enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.

The curriculum aims to develop, through this broad education, pupils who are well-educated, aware of their social responsibilities and with an appreciation of the heritage, traditions and developing nature of the society of which they are part, to enable pupils to take their place in society.

All pupils of compulsory school age receive a full-time, supervised education, in which they experience a range of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects appropriate to their age and aptitude, including those children with Special Educational Needs and Disabilities, a statement or EHC plan. All pupils acquire speaking and listening, literacy and numeracy skills.

The school works hard to ensure that programmes of study are suited to all of its pupils and students and takes into account the age, aptitude and needs of all. Differentiation and variation in teaching ensures that there is access and opportunity for all pupils and students to learn and make progress. The school is increasing its emphasis on the process of learning, helping pupils and students consciously to develop study skills and to understand how they learn, as for example with the introduction of study skills seminars in Years 10 and 11. The syllabus in each subject is designed to offer continuity and progression of learning. They participate in a Personal, Social, Health and Citizenship Education scheme appropriate for their age and experience and which reflects the School's aims and

ethos, giving pupils and students the skills necessary to manage their lives and guide pupils and students' physical, moral and emotional wellbeing and development. They are encouraged to think about their own behavior, their moral compass, and how they live a tolerant and respectful life. There is an emphasis in all that we do to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Those of secondary school age receive impartial careers guidance which enables them to both select courses at GCSE and post-16 and to consider the impact of their decisions upon their futures.

Schemes of Work are appropriate for the pupils, allow for progression through the school, and are reviewed annually.

Where children admitted to the school have a Statement of Special Educational Needs or an Educational, Health and Care Plan [EHC] agreed by the local authority, the school undertakes to provide the curriculum in accordance with the terms of the statement and participates in an Annual Review.

In the Senior School, Sixth Form pupils above compulsory school age are provided with a programme of activities that are appropriate to their needs. Pupils and students have the freedom to specialize, though even then the school does its best to ensure that broader learning and development of personal skills continues. In the EYFS, pupils follow a programme of activities, which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. The school has a wide range of co-curricular activities which complement the skills and knowledge learned in the classroom.

The principal language of instruction used in all lessons is English. A pupil is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they are or will be taught. All our pupils have been assessed in English as part of the School's selection processes. Should a need arise, we would discuss with parents the best way forward. Where there are pupils in the school whose first language is not English the staff are sensitive to the needs of these pupils and the school arranges appropriate support if necessary.

2. Aims

Throughout the school, the curriculum is designed to fulfil the following aims:

- Provide a smooth progression from EYFS to primary stage, through

secondary and beyond.

- Allow all pupils to have the opportunity to learn and make progress.
 - Build on pupils' prior experiences, skills, knowledge and understanding.
 - Offer both support and challenge to all pupils, including those with SEND and those identified as AGT taking into account their different needs and learning styles.
 - Encourage pupils to recognise and develop individual skills and enthusiasms.
 - To address aspects of social, economic and emotional education according to pupils' needs and according to the "Every Child Matters" agenda.
 - To support children and young people in making increasingly informed independent decisions.
 - To promote pupils' SMSC (spiritual, moral, social and cultural) development.

3. Junior School Curriculum

In the Junior School, curriculum content is led by the Head of the Junior School. The Deputy Head of the Junior School monitors the work of the Co-ordinators, who in turn oversee the implementation of their subject area. Within this structure the responsibility of devising Schemes of Work lies with the Co-ordinators. Teachers have the responsibility for directly delivering the Curriculum.

In the Nursery and Reception classes the curriculum follows the guidelines set out by the Early Years Foundation Stage Framework [See Early Years Foundation Stage Policy]. The curriculum in the Pre Prep (KS1 Infants) and Prep (KS2 Juniors) is influenced by the guidelines given by the Qualifications and Curriculum Authority (QCA) and its programmes of study.

The subjects taught in the Pre Prep and Prep are: Art, Classics (Year 6), Computing, Design and Technology, English, Games (Prep only), Geography, History, Mathematics, Modern Foreign Languages, Music, Physical Education, Philosophy (Year 6), Religious Education, Science and Swimming.

PSHE is taught in form time by Class Teachers. The PSHE programme is designed to reflect the aims and ethos of the school and the needs of pupils, and is based closely on the National Curriculum guidelines.

4. Senior School Curriculum

Curriculum content and delivery is led by the Deputy Head [Academic]. The Deputy Head [Academic] chairs Heads of Department meetings. Within this structure the responsibility of devising Schemes of Work and delivering the Curriculum lies with the Heads of Department. Department Handbooks describe the emphasis in each year group and Schemes of Work guide the day-to-day work

of colleagues. The work of Heads of Department is line managed by the Deputy Head [Academic].

The following subjects are taught or offered to pupils of compulsory school age (Years 7 to 11) in the Senior School and provide pupils with the range of types of experience indicated. (The table summarises the principal subjects through which the seven experiences are provided, whilst not being exhaustive):

| Subject | Experience Provided for Pupils | | | | | | |
|--------------------|--------------------------------|--------------|------------|---------------|----------------|----------|----------------------|
| | Linguistic | Mathematical | Scientific | Technological | Human & Social | Physical | Aesthetic & Creative |
| Art / Ceramics | | | | | | | ✓ |
| Biology | | ✓ | ✓ | | | | |
| Chemistry | | ✓ | ✓ | | | | |
| Design Technology | | | | ✓ | | | ✓ |
| English | ✓ | | | | ✓ | | ✓ |
| French | ✓ | | | | | | |
| Games | | | | | | ✓ | |
| Geography | | ✓ | ✓ | | ✓ | | ✓ |
| German | ✓ | | | | | | |
| History | | | | | ✓ | | |
| Home Economics | | | ✓ | ✓ | | | |
| ICT | | ✓ | | ✓ | | | |
| Latin | ✓ | | | | | | |
| Mathematics | | ✓ | | | | | |
| Music | | | | ✓ | ✓ | | ✓ |
| Physical Education | | | | | | ✓ | |
| Physics | | ✓ | ✓ | ✓ | | | |
| PSHE | | | | | ✓ | | |
| Religious Studies | | | | | ✓ | | |
| Spanish | ✓ | | | | | | |
| Swimming | | | | | | ✓ | |
| Textiles | | | | | | | ✓ |

Pupils in *Year 7* follow a compulsory curriculum incorporating all of the above subjects, with a choice of one foreign language out of French, German and Spanish. Art, Ceramics and Textiles are taught through an Integrated Art course. Biology, Chemistry and Physics are taught through an Integrated Science course.

In *Year 8*, pupils again follow a similar curriculum to that in *Year 7*, but they study Biology, Chemistry and Physics as separate subjects.

In *Year 9* pupils have a choice of Language and Creative Subjects. All pupils continue to study their first modern foreign language, but have the opportunity to add a second one. In addition to their first foreign language, all pupils opt to study at least one of Latin or a second modern foreign language, and they may choose to take both. Depending on the language option chosen, pupils will take between one and three of the Creative Subjects on offer (Art, Ceramics, DT, HE, Music, Textiles). The other subjects in the list above remain compulsory for all.

In *Year 8* and *Year 9* the Curriculum aims to incorporate within Schemes of Work a foundation for further academic study and also develop each subject's unique way of looking at the world, which pupils can then take forward into their adult life. The Curriculum is designed to allow focus on subject areas, to reflect developing personal interest, whilst protecting against early specialisation and narrowing of future study and career options. It is possible that, by allowing choice, some pupils might not engage implicitly with aesthetic and creative options, although the increasing range of creative options and wide-ranging co-curricular provision in these areas reduces the number of pupils not participating in this type of activity.

In *Years 10 and 11* pupils take 9 subjects to GCSE (or IGCSE). Mathematics, English, English Literature and the Sciences are compulsory. Within their selection pupils must choose at least one Humanity subject and at least one Modern Foreign Language. ICT, Religious Studies, PE, Games and PSHE form a compulsory part of the curriculum in *Years 10 and 11*, as non-examined subjects. Some pupils complete a programme leading to an additional Maths qualification in *Year 11*, the OCR Free Standing Maths Qualification (FSMQ). Through this framework, pupils have the flexibility to play to their strengths and interests within a minimal set of rules designed to ensure an appropriate breadth of experience.

The Sixth Form. Pupils above compulsory school age who attend the Sixth Form at Newcastle-under-Lyme School choose four mainstream subjects in the Lower Sixth, and then normally take three of these to a full A-level in the Upper Sixth.

Courses available for pupils to choose, depending on their aptitude and interests, are: Mathematics, Further Mathematics, Biology, Chemistry, Physics, English Language, English Literature, French, German, Spanish, Latin, Geography, History, Politics, Economics, Business, Physical Education, Art, Ceramics, Textiles, DT, Psychology and Music. Pupils are given a free choice of subject, and variations on the normal Sixth Form curriculum are arranged in cases where this serves the needs of the pupil. For example, a pupil may occasionally take all four of their subjects through to A-level (in particular, where Further Mathematics is being studied).

Sixth Form pupils also have a weekly timetabled Games afternoon and a weekly lesson of PSHE.

Personal, Social and Health Education

All pupils in the School, including those above compulsory school age, receive a weekly lesson in PSHE. In general these lessons are taught by the pupil's Form Tutor and are taught in accordance with the PSHE Schemes of Work. The exception to this concerns Sex and Relationship Education (which is taught by a nurse from the local authority). A range of external speakers is also used to enrich the study of particular topics (for example, drug abuse).

The PSHE Schemes of Work (which are published separately) are designed to reflect the Aims and Ethos of the School and to provide for the needs of its pupils. They are reviewed annually to ensure that they continue to fulfill these requirements. In the Sixth Form, the Schemes of Work are designed to provide a programme of activities (often student-led) that are appropriate for students above compulsory school age.

The Personal, Social and Health Education (PSHE) curriculum is designed to assist in the full development of each individual student at Newcastle under Lyme School. It covers three areas: **health education, social and personal development and citizenship.**

Overall PHSE aims to:

- encourage the development of thoughtful, well-rounded and sociable citizens, who will take their place in the world aware of the role they can play;
- develop in our pupils and students the power to question and argue rationally and the qualities needed for decision making and leadership, thereby fostering their ability to resolve conflict within their own environment, among friends and within the classroom;
- equip each pupil and student with the knowledge and skills to make informed choices to enhance and enrich their own and others' lives
- provide opportunities for pupils to reflect on their own learning and achievements and identify their own personal development targets
- develop skills of enquiry and communication
- engender in pupils and students a sense of responsibility towards themselves, their peers and their surroundings;
- help pupils develop respect for the needs of others, particularly those of different religions and cultures.
- provide necessary health education in a manner appropriate to the age and stage of development of the pupils and students;
- equip pupils and students with the organisational and study skills which will enable them to succeed in their work

- promote pupils and students moral, social, spiritual and cultural development, increasing their self-confidence
- promote fundamental British Values

Newcastle-under-Lyme School is committed to ensuring all PSHE and Citizenship provision is relevant to our students, and appropriate to ability, social and cultural background, religion, sexual orientation as well as physical and emotional needs.

Topics within PHSE aid progression of key themes, as shown in the detailed Scheme of Work maps. A change in focus in each year group supports further engagement of pupils. Citizenship themes are developed within the curriculum across the school. Pupils are encouraged to take an interest in topical and controversial issues and learn about their rights and responsibilities. As active and global citizens, pupils are given the opportunity to take a role in the life of the School and to be prepared to take a role in wider society. The PSHE programme supports SMSC development in the following ways:

- Through well-being days pupils and students develop their self-knowledge, self-confidence and self-esteem
- They learn about social and moral dilemmas as well as personal safety allowing them to distinguish right from wrong and to respect the rule of law
- They consider aspects of citizenship and voting rights, family planning and financial responsibility giving them an understanding of the institutions and services in England which actively promotes the fundamental British values of democracy, support for the democratic process, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Throughout the programme pupils and students learn an appreciation of and respect for their own and other cultures by discussing, for example, issues of disability, racism, sexism and homophobia, taking particular account of the protected characteristics set out in the 2010 Equality Act

As a general rule in PHSE a child's confidentiality is maintained by the member of staff concerned. The school has a separate Child Protection (Safeguarding) Policy and those involved in the delivery of PSHE are aware of what to do should any concerns be raised during a session.

Careers Education

We aim to ensure that each student will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best. In pursuit of this our pupils and students should:

- develop skills to become effective career decision makers to fulfil their potential;

- be aware how their strengths, weaknesses and interests relate to the world of work;
- understand the impact of their education and employment choices;
- make career choices, informed and based on impartial advice and awareness of the opportunities and pathways available;
- be lifelong learners motivated towards continuous professional development, to become effective employees and to make a valuable contribution to the economy;
- have access to resources to provide relevant information, up-to-date assessment tools and professional, impartial guidance and support; and
- have the use of technology to access relevant information and guidance.

To achieve this, we aim to

1. ensure each student receives advice and guidance required to make informed choices of profession, subject, course and university.
2. encourage pupils and students to develop a plan with realistic targets promoting a sense of commitment to his or her curricular and co-curricular activities
3. help develop positive attitudes and values in each student
4. develop the partnership between the School, pupils and students, parents, universities and business in the provision of careers guidance

All pupils in every year group in the Senior School experience an element of Careers Education as part of their PSHE curriculum. There are at least four Careers lessons for every pupil in every year, mainly taught by the Form Tutor, but also including at least one specialist lesson that is taught by the Head of Careers. In Years 7 and 8 pupils are encouraged to start thinking about and discussing their interests, their strengths and weaknesses, and to develop their awareness of different careers and the Work Place. In Year 8 pupils spend a whole day off-timetable to experience “The Real Game”, a careers activity developed by Connexions.

In Year 9 pupils are introduced to the Careers Library. This is a facility that is open throughout the school day for all pupils in the Senior School, and is regularly visited and used by pupils when planning their possible career paths. Considerable time is spent with Year 9 pupils in helping them to prepare for their decisions about GCSE subject choices. They are also taught how to write a CV and a letter of application.

In Year 10 all pupils come off-timetable for a week in order to participate in the Work Familiarisation Programme. They spend the week at a work placement (often of their own arranging) to give them some insight into the work place, preferably linked to a career in which they are interested. Many of these placements are provided by other parents or through other links that we have with the local

community. The School assists pupils in Year 11, and also those above compulsory school age in the Sixth Form, to find additional Work Experience placements during school holidays if they wish to add to their experience.

In Years 10 and 11 all pupils have a personal careers interview, based on the Morrisby Test which they will have taken towards the end of Year 10. Both these interviews and the Careers lessons in PSHE in Year 11 incorporate advice and guidance to help pupils make their post-16 education choices. In the case of most pupils this concerns their A level subject choices, but appropriate guidance is also given to pupils who do not wish to continue into our Sixth Form.

In the Sixth Form considerable guidance is provided to pupils about the UCAS process, including one day ("Higher Education Day") when the Lower Sixth come off-timetable. A visit is organized by the School to a local university for the whole year group, and pupils and students are also encouraged to arrange their own visits on an individual basis. In the Upper Sixth students are provided with interview training and close support from their Form Tutor in composing their Personal Statements. Potential applicants to Oxford or Cambridge have a university visit and a practice interview organised for them, and they are invited to attend an evening where they will be addressed by the Admissions Tutors from both universities. Applicants for medical courses also have a practice interview.

During the year, four information evenings take place for parents and pupils to help them to make decisions about the next stage of their education and to provide an opportunity for them to ask any questions that they may have. These are the Year 9 Information Evening, the Sixth Form Open Evening, the UCAS Information Evening and the Oxbridge Information Evening.

Within the School, careers and university admissions advice is coordinated by the Head of Careers and the Head of Sixth Form. We are members of ISCO, and parents and pupils have access to independent advice from an ISCO representative at all stages where decisions are being made about the next stage in the pupil's education.

Throughout discussions about careers, pupils are encouraged to assess their own strengths, weaknesses and personal aims and to apply this understanding to their choices of higher education and future career. Individual guidance is provided by in House and ISCO advisors with whom pupils have a one to one meeting, Pupils are encouraged to become well-informed and to explore as wide a range of options as possible to consider the implications of their decisions and the practicalities of achieving their objectives. The values of the pupil are key, and consultations focus on the agenda being set by the pupil. Through the Pastoral Team additional bespoke advice is given to pupils and, where relevant, their parents in respect of the following: GCSE courses, AS/A Level courses, university/college courses and

career options.

5. Pupils with Special Educational Needs

In the Senior School there is currently one pupil who has an Education, Health and Care (EHC) plan. In the Junior School there are currently no pupils with an EHC. There are a number of pupils in school who require SEN support. There are currently 4 broad areas of need that should be planned for. They are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

Most of our students requiring support are in the second category, as they have specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

All new pupils, except in the EYFS, are screened for dyslexia during their first term in the School, and where the results of the screening give rise to concerns, parents are provided with appropriate advice regarding meeting with an external specialist teacher for a more thorough and detailed investigation. In the Senior School, all pupils' spelling ages are determined during the first term at school, and this information is shared with all senior school staff.

Members of staff are provided with advice about the classroom needs of pupils with Learning Difficulties through a strategy card and the staff are responsible for working with the child and supporting their particular needs on a daily basis. The School has Learning Support Assistant(s) who go into lessons to provide support in the classroom, as well as meeting one to one with pupils to improve specific skills as required. Each pupil's strategy card is reviewed annually by the Learning Support Coordinator and the Learning Support Assistant(s), with input from the pupil themselves and their parents. Any changes are agreed by all parties.

The School makes reasonable adjustments in managing the timetables of pupils with Physical Difficulties to enable them to have as complete access as possible to the full curriculum.

Provision for pupils with Learning Disabilities and Difficulties, including access arrangements for external examinations, is coordinated by the Learning Support Co-ordinator. This is all in line with 'SEN and Disability Code of Practice: 0-25 (June 2014).

A full separate policy, Special Needs and EAL Policy is available on the School website.

6. Able, Gifted and Talented Pupils

There are a number of pupils who demonstrate high levels of ability, specific gifts and particular talents. It is our aim to make sure that these needs are met. An Able, Gifted and Talented Co-ordinator for the Senior School was appointed for the first time from September 2016. The Junior School has its own AGT Co-ordinator.

In the Senior School age range, a list of Gifted Pupils is being developed and will be updated annually. The decision on who to include on the list is based on baseline data at Year 7 and Year 9 entry and baseline data at Year 12 entry and is school wide. The baseline data in use includes MidYis data, scholarship information and Reasoning Test data which is generated as part of the entrance tests into the Senior School. At Year 12, use is made of ALIS data in addition. At no point is a pupil removed from the list. In the Junior School, a similar list is constructed based on the pupils' InCAS results.

Within many lessons there are opportunities for some differentiated tasks which provide stretch for the most gifted learners as well as some differentiation by outcome. In some subjects where it is seen as beneficial, setting is introduced and different groups work at different speeds and undertake more work beyond that outlined in syllabus materials. In the Junior School, differentiated activities are built into the teachers' Medium Term planning and routinely take place in all areas of the curriculum.

Supporting the work in lessons, many departments arrange clubs which focus on developing the interests which are generated within lessons. For example, some clubs include more advanced practical activities, investigations off syllabus and reading groups for more advanced pupils. In some subjects, more gifted pupils and students help with pupils in younger years who may be struggling with that subject.

Some departments provide clubs which work outside of year group boundaries to help the most able and gifted to develop. For example, DT operates clubs to develop practical and theoretical knowledge or Arkwright Scholar activities which have gained success at national level.

In the Junior School, Enrichment Lessons are offered in English, Mathematics and Developed Ability. A full list of the opportunities for the gifted in the Senior School would include science Olympiads, Mathematics Challenges, Reading Competitions, etc.

There is no specific list for pupils with talents across the whole school, although the Music Department identifies through its scholarship entry and through the work of small scale instrumental groups opportunities for the most talented musicians to

develop their skills and opportunities. Likewise in the Sports Departments, where pupils have gained county, regional and national success in sports and are supported in reaching their targets.

7. Homework

The setting of homework is an intrinsic part of the academic curriculum, and all staff are expected to include the setting of appropriate homework in their lesson planning.

Homework is set for the following purposes:

- To reinforce classwork.
- To extend work covered in lessons.
- To prepare for the study of new work.
- To revise classwork in preparation for testing.
- To develop study skills and independence.

When planning the homework to be set, staff should give careful thought as to how the work fits with these objectives. Homework should be planned so as to be possible for pupils to complete within the time allocations summarised below. For tasks that are more open-ended, guidelines should be given to pupils to assist them in knowing when they have done enough.

Junior School and EYFS

| | |
|-----------|---|
| Nursery | Ideas for home learning |
| Reception | Ideas for home learning, phonic practice at teacher's discretion, Reading / Book Sharing each night |
| Year 1 | Reading each night, spellings and number bonds, one piece of weekly homework |
| Year 2 | Reading each night, spellings and tables, one piece of weekly homework |

Each pupil, in every year group, is expected to read each night. Spellings (Years 3-6) and tables (Years 3-5) are given weekly in addition to homework.

| | |
|--------------|---------------------------------|
| Year 3 and 4 | Two pieces of weekly homework |
| Year 5 and 6 | Three pieces of weekly homework |

Years 7-11

A homework timetable is published at the start of the school year, outlining which subjects are to have homework set on which evenings. It is imperative that staff adhere to the published timetable when setting homework. Whilst it is recognised that it may, on occasion, be inappropriate to set work (eg. test last lesson, member of staff has been absent etc.), the norm should be that if the subject appears on the timetable then work should be set. Under no circumstances is it acceptable for a

member of staff to set homework on a day when that subject does not appear on the homework timetable.

The homework timetable is sent to all parents at the start of the school year. All homework is set by staff on Firefly: staff should aim to do this before the end of the school day. Pupils are expected to monitor their Firefly account and ensure that all work set is completed. Parents are encouraged to monitor this through the Parent Portal of Firefly.

The following table outlines the setting of homework for each year group:

| | Year 7 | Year 8 | Year 9 | Years 10 & 11 |
|--|---|---|---|--|
| Once per week | Geography History Latin R.E. Art Music DT / HE | Biology Chemistry Geography History Latin R.E. Physics Art Music DT / HE | Biology Chemistry Geography History R.E. Physics Creative 1 Creative 2 | |
| Twice per week | English* MFL* Mathematics* Science* (* Once per week until October Half-Term) | English MFL Mathematics | English 1 st MFL 2 nd MFL Mathematics | English Mathematics Option 1 Option 2 Option 3 Option 4 Option 5 Option 6 |
| Expected time taken for each homework task | 20 minutes | 20 – 30 minutes | 30 minutes | 30 – 40 minutes |

Sixth Form

There is no published homework timetable, tasks set are of an extended duration and students are expected to take responsibility for managing their own time in such a way as to complete tasks by the deadlines set. In order to assist them with achieving this, it is imperative that staff adhere to the following principles in the setting of Sixth Form homework.

Students have work set in each subject to be completed in their own time over the

course of the week. This should take approximately 4 hours per week per subject in the L6 and 5 hours per week per subject in the U6. Where a Sixth Form set is shared between more than one member of staff (school policy where possible), this time allocation must be shared out between the staff involved. Sixth Form homework should be set at a regular time each week, for handing in by a regular deadline. When the work is to be set and when it is to be submitted is at the discretion of the teacher, but consistency is important so that there is some predictability for students concerning their workload pattern for the week. At least 4 days should be given to complete a Sixth Form homework task; “next-day” deadlines are unacceptable at this level.

8. Missed Work

When pupils are unable to attend school as a result of illness, the School does not normally expect them to carry out school work at home whilst ill. The School acknowledges that, in circumstances of illness, pupils are unlikely to be able to complete work to their normal standards and in any case may be unable to do so as a result of missing crucial aspects of a lesson.

It is school policy that pupils who have missed work are expected to take it upon themselves to catch up this work after their return to school. This includes copying up missed notes, and asking the teacher if there is anything in them that they don't understand.

In the Junior School and in Years 7, 8 and 9 pupils are not normally expected to do homework assignments missed through illness after their return. In Years 10 and above there may be homework that could usefully be attempted retrospectively, but teaching staff will give guidance on this upon return of the pupil to school.

In cases where a pupil is absent through illness for more than 3 school days, the Form Tutor / Class Teacher will contact teaching staff for any work that the pupil can usefully attempt in order to lessen the amount of catching up that needs to be done upon his/her return.

Short-term absence (less than or equal to 3 days) through illness is very common and affects a large number of pupils during the course of the year. It is not practical for teaching staff to set work for these pupils on every such occasion. Parents are therefore advised that we will only ask staff to set work for pupils to do at home when the absence through illness exceeds 3 school days.

9. Curriculum Enrichment

Newcastle-under-Lyme School believes that pupils greatly benefit from academic enrichment activities within and outside the classroom. Many visits and field trips take place during term time and in the school holidays, and for one day every term the whole Senior School comes off-timetable in order to participate in a

programme of activities.

10. Monitoring Progress, Issues with Academic Work and Homework

Monitoring Progress in the Junior School and EYFS: It is imperative that staff monitor pupils' personal development and track their academic progress against the Early Learning Goals (EYFS) and standardised assessments (Years 1-6). Staff ensure that parents are kept informed throughout the year via informal conversations, formal Parents' Evenings, Effort Grades and Reports.

Monitoring Progress in Years 7 to 11

It is vital that the standard of a pupil's work is monitored carefully, so that appropriate support, or challenge, is offered as needed, and that parents are made aware of any problems via the reporting and progress grades system, or personally, as soon as possible. Clearly it is not acceptable that a weakness is not discovered until summer exam or public exam results are known, hence regular assessment is essential. Teaching staff use the notification and sanction system, which involves the Form Tutor, to support the monitoring of progress which the pupil is making.

Full written reports are reviewed by Tutors, Heads of Year, and by the Headmaster or a Deputy Head. Pupils identified as underperforming, particularly against baseline measures such as a pupil's MidYIS results, will be invited to discuss their reports, prepare, discuss and agree targets with the Headmaster or a Deputy Head. Form Tutors and Heads of Year may also be involved in target-setting and monitoring. Interim Reports are reviewed by the Deputy Head [Academic], Tutors and by Heads of Year. In addition, for pupils named in the SEND/ LDD Register, the Learning Support Co-ordinator reviews grades and monitors progress.

11. Monitoring Progress in the Sixth Form

To aid the transition towards self-directed study at university, students are expected to spend some of their non-taught periods working in the Library, or more informally in the Donaldson Hall, the Sixth Form Centre or in one of the growing number of Departmental Sixth Form study areas. There is a dedicated computer room for sixth formers in the Sixth Form Centre.

Some students in Years 12 and 13 who have shown that they need a disciplined framework for their private study periods may also be required to work under supervision in the Library. Teaching staff use the notification system, which

involves the Head and Deputy Head of Sixth Form, and Sixth Form Tutors, to support the monitoring of progress which the student is making. If an issue is not resolved or, after two notifications to parents, subsequent work deadlines are missed, teaching staff notify the Head or Deputy Head of Sixth Form and Tutor again. The Head or Deputy Head of Sixth Form and Tutor will work with the student to help the student to establish a structured approach to work, before referring the matter to the Deputy Head [Academic].

Full Sixth Form written reports are reviewed by Tutors, the Head of Sixth Form and by the Headmaster or a Deputy Head. Students identified as underperforming, particularly against baseline measures (such as ALIS results) discuss their reports, prepare, discuss and agree targets with the Headmaster or Deputy Head [Academic]. This review and copy of agreed targets is provided for Tutors, and Head of Sixth Form who monitor subsequent progress. Interim Reports are reviewed by a Deputy Head, Tutors and the Head of Sixth Form. In addition, for students named in the SEND/ LDD Register, the Learning Support Co-ordinator reviews grades and monitors progress.

12. Coursework and controlled assessments

Departments devise coursework assignments to fit within their allocation of lesson and homework time, except in some cases where a prolonged period of time, for instance a practical Physics test, will be allowed within the School day. Where a programme of assessable coursework is being undertaken in homework time, a timetable of key completion dates is prepared, in an effort to ensure that no student falls behind and developing problems for success in the tasks. This is particularly important in Year 11, where pupils may be trying to juggle a heavy coursework load spread across three or four subjects. They often need a good deal of advice and consideration. The Deputy Head [Academic] maintains an overview of what is required in Years 10 and 11. Tutors and parents are informed if a pupil fails to meet submission deadlines for coursework. Heads of Department ensure consistency of approach to coursework in their departments. Appropriate checks are made on coursework, bearing in mind that Examination Boards place the onus on schools to ensure that all work is the pupil's own.

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Policy Reviewed at SMT: September 2016

Policy Reviewed by Governors: October 2016

Next Review Due: September 2017