

## (i) **Overview**

The curriculum at Chelsea Independent College aims to fulfil the College's objective of providing a "personalised learning experience, coaching individuals to succeed and achieve their full potential".

In particular the curriculum aims to ensure that:

- Students have an experience in linguistic, mathematical, scientific, technological, human and social, physics and aesthetic and creative education.
- Subject-matter is appropriate for the ages and aptitudes of students, including those students with a statement.
- Where a student has a statement, the education at CIC fulfils its requirements
- Students acquire speaking, listening, literacy and numeracy skills
- The personal, social and health education reflects the College's aims and ethos
- Appropriate careers guidance is given to students receiving secondary education
- For all students, including those above compulsory school age, the programme of activities is appropriate to their needs
- All students have the opportunity to learn and make progress
- Students are adequately prepared for the opportunities, responsibilities and experiences of adult life.

The College provides a stimulating and relevant curriculum for students aged 14 – 18 who have gained places at the College after meeting the entry requirements. The curriculum broadly follows the National Curriculum but extends it to provide what we feel is appropriate breadth and challenge for our students. It should be noted that the students develop and benefit from being in CIC as much from the co-curriculum as the academic curriculum: sports, the DofE scheme, charitable fund raising, activities, study trips, societies, assemblies, etc. are all an important part of what we offer. Between the curriculum and co-curriculum, the opportunities offered by the discussions undertaken as part of the tutor system, we believe we give students the opportunity to be educated in a wide ranging and holistic way.

The curriculum is designed to be broad and balanced, in particular from 14-16, so that decisions to specialise at Sixth Form level and beyond have not been prohibited by choices made at earlier points in the College. This broad and balanced nature ensures that students are given the experience they require in linguistic, mathematical, scientific, technical, human and social, physical, and aesthetic and creative education. The table below displays how these areas of experience are covered by the curriculum subjects. Department Handbooks further explain how the areas are covered and developed.

## Areas of Experience – GCSE Curriculum

Linguistic	Mathematical	Scientific	Technical	Human	Social	Physical	Aesthetic	Creative
English Language	Mathematics	Physics	ICT	History	Sociology	PE	Art	Art
EAL		Chemistry		Geography				ICT
Spanish		Biology		Business				

We are assured that students acquire skills in speaking and listening, literacy and numeracy by our core curriculum. In years 10 and 11 all students studying the two year and one year GCSE programme will study Maths, at least one humanity and at least two of three Sciences. Appropriate to their level of English, all students will either prepare for the IELTS examinations through their EAL courses or English Language GCSE. The development of students as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the whole educational experience at CIC. Preparing students for later life and the challenges and decisions they will need to make as adults is an important part of the education at the College. Personal, Social, Health and Economic education within the PSHEE programme is one way in which these objectives are met. In addition to PSHEE sessions there are other opportunities both on the curriculum and in co-curricular activities where this education can take place such as assemblies, societies, study trips and within many academic subjects.

All students in years 10 – 13 have fortnightly lessons in PSHEE with their tutor. Each year has a scheme of work which develops from the years covered before, and fits to that particular age group. There is a member of staff who has specific responsibility for the management, oversight and implementation of the PSHEE programme, producing the scheme of work and providing core resources for staff to use.

Career guidance for students occurs within the PSHEE programmes, extra information afternoons and also by tutors and the Head of Year. Information days for A-level options are held and students in year 11 are afforded the opportunity to take the Morrisby careers test and associated interviews are conducted with the Head of Year. Each student will have an individual interview with their Head of Year and tutor in the run-up to choosing A-level options. In the Sixth Form there are information events on the UCAS process as well as talks housed within the PSHEE programme. Students are offered the opportunity to have practice interviews. Assistance is given to students who would like to do work experience in the lower school or Sixth Form including summer placements.

Although there are few students with statements and Education, Health and Care plans (EHCPs) at CIC there are a number who are recognised as having learning difficulties and who require some support. Students who the College recognises could usefully be supported are, even if there is not as yet an identified learning difficulty. All of these are looked after by the SENCO and Individual Learning Plans are drawn up for students on the learning support register. The SENCO plays an important part in monitoring and supporting students throughout their time at the College and where necessary liaises with the local authority to provide specialist support.

When students join the College they undergo a screening test to assess their linguistic skills and cases which are identified as requiring further investigation are followed up by the SENCO, as required. The students also sit the ALIS/YELIS test, the results of which are also looked at carefully as a separate indicator of aspect that may need following up.

CIC students come from a variety of countries and academic backgrounds and therefore with differing levels of English. English as an Additional Language is taught to the majority of students, who are assessed upon arrival by the EAL department. Students are prepared for the IELTS test.

Departmental schemes of work and guidance are designed so that all students have the opportunity to learn and make progress. Learning and progress are monitored and recorded regularly by department assessments and reported by the College's half-termly grades. The progress of all students is evaluated by tutors and Heads of Year and interviews with students are arranged as appropriate.

A system of academic tracking exists for all students in order to identify those students who are underperforming and require support. Regular dialogue between the tutor, Heads of Year and student ensures that targets are set and followed-up. There is also a system of daily report-cards for students that temporarily would benefit from the narrower focus and more immediate feedback.

## (ii) Curriculum by Year

The College day comprises of five 70-minute lessons each day.

In years 10 – 11 students have a lesson provision of around 29 hours a week. The subject breakdown varies by year, as detailed separately below.

### Year 10

Students will take between seven and nine GCSE subjects at the end of year 11. English Language is available to GCSE and can be undertaken where appropriate. The timetable is designed around the student choices, although within blocks and some timetabling constraints

<b>Core</b>	English Biology,	Maths Chemistry	P.E. Business	PSHEE,
<b>Options Block A (choose one)</b>	Spanish* or Mandarin* or Additional Maths* (FMSQ) or Additional English*			
<b>Options Block B (choose one)</b>	Physics or History			

<b>Options Block C (choose one)</b>	ICT or Geography
<b>Options Block D (choose one)</b>	Art or Sociology

\* Spanish and Mandarin are for non-native speakers only

\* Additional Maths (FSMQ) and Additional English are based on student ability. Suitability will be determined at student induction

The top set for Maths is accelerated and takes their GCSE at the end of year 10.

GCSE classes are on average eight in size, both in the core curriculum and optional curriculum.

### Year 11

The class accelerated in Maths continues with Maths to a higher level in Year 11, sitting the Free Standing Maths Qualification (FSMQ) at the end of the year.

<b>Core</b>	English Biology,	Maths Chemistry	P.E. Business	PSHEE,
<b>Options Block A (choose one)</b>	Spanish* or Mandarin* or Additional Maths* (FSMQ) or Additional English*			
<b>Options Block B (choose one)</b>	Physics or History			
<b>Options Block C (choose one)</b>	ICT or Geography			
<b>Options Block D (choose one)</b>	Art or Sociology			

\* Spanish and Mandarin are for non-native speakers only

\* Additional Maths (FSMQ) and Additional English are based on student ability. Suitability will be determined at student induction

The P.E. course in Year 10 and 11 has a particular focus on health and fitness for life.

## One Year GCSE

A small number of overseas students will attend the College with the intention of completing a number of GCSEs in one year. They will complete five GCSEs during this time, alongside EAL provision in preparation for the IELTS examination. They will follow the same PSHEE programme that other students undertake.

<b>Core</b>	PE (2)	English Language/EAL*	Maths	Business
<b>Options Block A (choose one)</b>	Chemistry <b>or</b> Geography <b>or</b> History			
<b>Options Block B (choose one)</b>	Physics <b>or</b> Business			
<b>Options Block C (choose one)</b>	ICT <b>or</b> Biology			

\* Depending on English language, students may opt for GCSE as opposed to the EAL course. Suitability will be determined at induction.

## Pre A Level

A handful of students, whose English is not sufficient for them to make a direct entry on to the A level, embark on a Pre-A level course, which is designed to expose the students to a range of subjects, as well as develop their English language skills. This course will provide students with the opportunity to sample a range of subjects and in turn develop their range of subject specific terms, in preparation for their A level. The individual courses are not externally examined, but students learning will be assessed through the normal internal exams process. Members of staff have the chance to design bespoke courses for the students to follow and are not tied to any particular GCSE or A level specification. Students should not be starting the A level courses early during this time.

<b>Core</b>	English, Maths, Science, Art, Graphics, Photography, Sociology, Film/Media Studies, Economics, Business, Computing and History.
<b>Option</b>	PE (for non-CSA students)

## Year 12

The majority of students studying A levels at CIC are direct entrants into the Sixth form; students choose their options first and then the timetable is designed to accommodate their options. In some cases, where students join after the middle of August, after the timetable has been created, their options will be limited to the blocks that are in existence.

The vast majority of students start with three subjects, but a small number will start with four A levels. A good number of students choose to do Double Maths (Maths & Further Maths), as an addition to one, two or in some cases three A levels.

Students continue to follow a PSHEE programme, which is designed to develop their understanding of British culture, including fundamental British values and introduce them to the expectations of living in Britain and applying to university.

Students considering Medical-based degrees and careers are able to join the medics society, where they will have the chance to meet with current students studying medicine, members of the medical profession and prepare for interviews and BMAT/UCAT

Students are also able to opt for the AAT Level 3 Advanced Diploma in Accounting.

Some native speakers have in recent years opted to do their native language. In such cases teaching has been provided by specialist teachers, who have been recruited on short term contracts. These include Italian, French and Russian.

<b>Core</b>	PSHEE				
<b>Options</b>	Accounting	Art	Biology	Business	Chemistry
	Computer Studies	Economics	English Lit.		Film Studies
	Geography	Graphics	History	Mandarin	Maths
	Further Maths	Media Studies	Philosophy	Photography	Physics
	Politics	Psychology	Sociology	Spanish	Textiles

### Year 13

The majority of students continue into the Upper Sixth year with three subjects for A level.

### (iii) Curriculum Development

Heads of Faculty (HoFs) meet once or twice a term and Heads of Year (HoY) meet every week for an operational meeting. From time to time Working Parties are made up to work on a proposal, or to look at a matter, before discussion takes place at these larger bodies. Recent examples being:

- Aims and Ethos
- Timetable & structure of the day
- Co-Curricular provision

#### (iv) **Homework and Marking**

##### **Aims:**

Through the application of assessment for learning (Afl) principles, in the planning and delivery of learning episodes and the assessment of students' work, our aims are:

- To ensure that students take increasing responsibility for assessing their own progress;
- To ensure all groups of students are provided with regular feedback to help them reach or exceed their full academic potential;
- To establish a consistent approach to the way we feedback on students' work, so that students feel valued and have a clear understanding of how well they are doing;
- To ensure that students are able to explain what they need to do to demonstrate success;
- To empower students to respond to their teacher's comments and improve their learning;
- To establish constructive dialogue between teacher and student;

##### **Responsibilities of Head of Faculty/Department:**

To monitor and feed back to their teams the effectiveness of assessment and feedback within the whole College policy. This should be recorded in the faculty's work scrutiny record. Work scrutiny should be carried out on three students for each member of staff that they are line manager to. The sample should include a top, middle and bottom performing student and be done once a term, details are included within the work scrutiny policy.

##### **Responsibilities of class teachers:**

- To ensure students are given feedback, in a variety of ways including peer marking, self-marking, verbal feedback and written feedback;
- To make formative and summative assessments for each unit of work according to the College schedule. This will be a mixture of classwork and homework tasks;
- To ensure all summative assessments are completed according to the schemes of work and whole College requirements – grades or levels will be given and referenced against targets to measure progress ;
- To implement literacy marking guidelines;
- To ensure appropriate literacy codes are made on student work;
- To ensure students action feedback;
- To make a formal record of students' progress on the College's central mark book and action appropriately.

##### **Responsibilities of the student:**

- To act on all feedback to improve their learning;

- To request additional feedback when required;
- To be aware of their target levels/grades and their current tracking level/grade;
- To give sensible peer/self-assessment as requested by the teacher.

### **Feedback and Frequency of Marking:**

#### **Formative Feedback**

Formative feedback should be given on the student's work and placed in their folder in order for it to form a part of their continuous learning record. No grade or level should be given if not required and students are expected to act upon the feedback given to them using the appropriate colour pen.

#### **Skills Check**

Personal tutors should carry out skills checks at least fortnightly. These are focussed on improving the students learning and commitment to their courses. The skills checks should include organisational skills, with attention paid to note taking, up-to-date subject folders and having the correct equipment for lessons (in particular Lanyards, Paper and Pens – LPP). Skills checks may also be carried out without prior notice by subject teachers/HOF/HOY and SMT to ensure that the College's high expectations are met.

#### **Summative Feedback**

A grade or level is given in line with the College grade boundaries displayed in classrooms. Summative assessments should be written in exercise books or folders. An ongoing record should be kept at the front of folders/books so both teacher and student can access information readily. Working through the assessment calendar, which is agreed at the beginning of the year, each teacher keeps a tracking record of assessment grades or levels for each student. These grades or levels are shared with the student and are used in comparison to a target to assess a student's progress and need for additional intervention. All data is entered onto the central mark books and a tracking sheet evolves over the course of time from EPPs. Each student has the following summative information recorded:

#### **Baseline Grade or Level**

KS4 – YELIS grades which are created from the test sat at induction.

KS5 – ALIS grades which are created from the test sat at induction.

**Working Grade or Level** - This is based on performance in lessons, tests, homework and coursework tasks and indicates what grade students are currently working at; this is the primary means by which student progress is tracked and monitored. For KS5 as students get closer to their final exams, this grade will also be used as a predictive grade on university applications.

**Target Grade or Level** - this is a target set by the class teacher in discussion with each student in the class to inspire them to make greater progress. It should be used as a motivational tool and for internal departmental tracking purposes only.

**EPP mark** - this is only entered for an assessment collection after an examination period. This is a current performance indicator that also allows the teacher to assess how well a student copes with the pressures of being tested on a large quantity of work. These marks should be recorded twice a half term and entered into the central mark book. The grades should be clear in a tracking document at the front of student folders, which should also include self-assessments written by the student clearly indicating what they need to do to improve for their next EPP.

### **What should this look like?**

All teacher marking in books should be in **red** whilst student peer or self-assessment should be marked in **purple** pen. This will clearly distinguish between teacher assessment and peer/self-assessment in books.

Students will write with **green** coloured pen to indicate where they have acted upon their teachers' feedback. This will help to create dialogue between teachers and students so progress can be monitored.

Written feedback may take one of the following forms:

1. Deep marking using **WWW** (What Went Well) – positive aspects of the work and **EBI** (Even Better If) – action needed to improve comments. Students to action this feedback by writing a response (in **green**) to acknowledge they have read every comment;
2. Light touch marking to show that the work has been seen and to identify obvious errors: e.g. spelling errors;
3. Non-written marking, just an abbreviation to show that assessment took place or feedback was given during the lesson: VF: verbal feedback; PA: peer assessment; SA: self- assessment;
4. There should be a clear distinction between classwork (c/w) and homework (h/w);
5. All feedback should be reflective of the student's ability to comprehend feedback. Where appropriate teachers should differentiate comments for SEN/ EAL/vulnerable and more able groups;
6. Target Grades should be visible in the front of exercise books or folders with a tracker sheet completed for EPPs;

### **Literacy codes**

Teachers will mark work with the following symbols so that students can identify and correct the literacy errors they have made:

SP = Spelling mistake;

P = Punctuation;

C = Capital Letter;

? = Meaning unclear/ what do you mean?;

// = New paragraph needed;

### **Suggested minimum feedback frequency for Departments**

A grade for assessed work should be recorded every fortnight. There may be exceptions when controlled assessment is taking place. The feedback and action taken by the student should be in line with this feedback policy.

In addition EPPs should be set twice a half term, these should be representative of how students are working in examination conditions based on recent topics in line with the scheme of work.

Deep marking (i.e. WWW & EBI) should be used at least once a fortnight with a grade recorded centrally.

### **What effective constructive feedback looks like at CIC:**

#### **Questioning:**

- Hands down, teacher selects student to answer;
- Wait time – all students have an opportunity to think before answering;
- Students encouraged to consult in pairs/groups before answering;
- Open ended questioning;
- Use of wrong answers to develop understanding;
- Students formulating questions to interrogate the topic;
- Deep questioning opportunities – “Why” “How would” “What if”.

#### **Effective feedback both written and oral:**

- Students clearly understand the success criteria;
- Dedicated Improvement and Reflection Time Feedback is incorporated into lessons;
- Evaluative comments, which indicate how to improve;
- Make time for live feedback;
- Feed forward tasks are planned for. e.g. annotate your work against success criteria;
- Oral feedback is acknowledged and acted upon;
- Wall displays are linked to feedback;
- Targets are visible and clearly understood by students;
- Teachers insist on students responding to their feedback;
- Opportunities made for students to follow up teachers’ comments i.e. make one focused improvement;

- Use of opportunities for oral feedback: plenary and mini-plenary sessions, on returning work/books, as teachers circulate the classroom;
- Constructive comments only, without grades.

#### **Peer and Self- Assessment:**

- Opportunities for students to reflect;
- Students requested to read through/mark their own work;
- Mark schemes/ assessment criteria made explicit to students, who use these to evaluate their own work;
- Use of model responses as part of peer assessment;
- Use of response partners;
- Groups marking work;
- Whole class review of work e.g. in plenary.

#### **Regulating Learning – circulating to assess and support while students are engaged in a task**

- Teachers using time well to engage with a number of students in turn, whilst remaining aware of the needs of the rest of the class;
- Teachers employing a range of AfL strategies as appropriate to the students' needs e.g. questioning, feedback, facilitating self-assessment etc which can lead to improved progress;
- Judicious consideration of when to intervene in group work or the need for additional group or whole class teacher input;
- Recognition of the specific needs of individual students and supporting these.

#### **Opportunities for structured independent learning**

- Structured activities, which allow students to investigate the topic and to make conclusions about the subject matter, thus developing independent learning skills;
- Activities which can be individual, paired or in larger groups;
- Activities, which have time structures and focus leading to distinct learning outcomes. Plenaries used to assess learning and progress within the lesson
- Mini-plenaries may occur to assess progress at varied points within the sections of the lesson;
- A final plenary at the end of the lesson to be used to assess progress against the lesson objectives;
- Plenaries should be inclusive, involving the whole class e.g. interactive quizzes, evaluation tasks, mini whiteboards but should check individual learning;
- Plenaries to be used for forward planning, for the whole class and individual students.

## (v) **Coursework and Controlled Assessment**

This is a summary of how the coursework timetable should operate. It is not a statement about obvious Departmental responsibilities for such things as drafting processes, internal moderation, secure storage, verification that work is authentic, posting off coursework etc.

- 1) The coursework timetable for Year 11 and Year 13 is drawn up each year in June and reflects where possible the stated preferences of Departments for the following academic year, but also attempts to limit the cumulative pressures on students. If a Department finds that the timetable is unworkable, this must be discussed with the Teaching and Learning Coordinator as soon as possible so that an alternative solution can be found.
- 2) The length of time allocated to a task should reflect its length or complexity, and should enable the student to complete the task without unreasonably limiting the time they have to spend on their other subjects. Where parallel groups are working on the same task, similar conditions should apply to them all - for example the amount of class time and prep time allocated. Final deadlines should where possible not be in the last week of a term and Friday deadlines should in general be avoided.
- 3) Where a piece of coursework is scheduled to take several weeks to complete, interim deadlines should be set. Interim deadlines could usefully be set for shorter pieces of work if desired, particularly where the completed task depends on some intermediate stage, such as collection of data, having been achieved.
- 4) Student progress should be monitored regularly during the period in which the coursework is being worked on. They must also be given a clear idea of what they will be expected to produce for each interim deadline. Students should be given feedback on their progress, and teachers must keep records of interim checks. A structure of the expected escalation and communication is below:

**Stage 1:** Missing an interim or final deadline.

A clearly defined extension is given and the tutor told about this (with Head of Faculty & Head of Year copied in). The tutor should speak to the student and get back to the member of staff after having done so, along with anything they have put in place to support. In the case of the final deadline being missed, or for habitual offenders, home should be contacted at this point by tutor or Head of Year.

**Stage 2:** Missing the extension:

A College detention should be given and again communication to tutor with Head of Faculty and Head of Year copied in. At this stage contact should be made with home by the Head of Year and an agreement made on a date by which it should be completed, and what steps need to occur to support this (time in study room after College or in study periods, on top of the detention, etc.)

**Stage 3:** Failure to meet stage 2 should now involve working with the Teaching & Learning Coordinator to support working towards completion.

- 5) Students must be given a clear idea of what the component criteria for assessment are, and where they may need to improve if they have future pieces of coursework to complete. A grid photocopied for each individual may be a useful way of achieving points 4 and 5. If a student does not meet either an interim or final deadline, the punishment must be immediate and may take the form of staying behind after College to complete the work to the stage required. The tutor, Head of Year and Head of Faculty should be notified if the student does not rectify this immediately. Often, the Head of Year/tutor will then ensure the parents are informed at this stage as well. Clearly, special circumstances such as serious illness or bereavement will require special arrangements, but “pressure of work” is not a special circumstance, especially if deadlines have been published by the teacher well in advance.
- 6) Tutors of the affected years - particularly Year 11 and Year 13 - should be proactive in helping their tutees to anticipate pressure points and to manage their time effectively, and should alert the Teaching & Learning Coordinator if they become aware of the coursework timetable breaking down.
- 7) If students have been working on some coursework during a reporting period, teachers should comment on their efforts when writing the report.
- 8) It is the responsibility of Heads of Faculty to ensure that their staff adhere to the schedule and the policy, and to support teachers in the management of coursework and the completion of deadlines by their students. This is in addition to ensuring that the requirements of the exam boards are met, for example in dealing with internal moderation, secure storage etc. Particular care must be taken to ensure that coursework supervised by a member of staff who subsequently leaves the College is assessed and retrievable.
- 9) Coursework should be submitted and marked well before the exam board deadline, to allow for the marks to be communicated to the students and allow them to appeal their marks, as per the [internal appeals policy](#) and the [non-examination assessment policy](#).

## (vi) **Grading and Reporting**

Departments should interpret these descriptions in the context of their subjects and should develop a consistent approach to grading within the department.

### **Effort Grades**

Effort grades are given for two strands: Classwork and Homework. Classwork will include aspects of work done in class, e.g. experiments & practical work, research in class, language conversation, class tasks, etc.

Description
High
Medium
Low

The intention is that High is attainable for all, and that Low suggests that some degree of action is needed.

### Attainment Grades

These are not predictions, but statements of the level of performance since the last grade was given. At CIC the grade boundaries we use are outlined below; note these not necessarily the same as those for external examinations, but are there to give an indication of the level that a student is working at. Teachers may adapt these boundaries for full mock examinations, where past external grade boundaries are available.

A Level		GCSE (Higher and non-tiered)		GCSE (Foundation)	
A*	90%	9	90%	5	75%
A	80%	8	80%	4	60%
B	70%	7	70%	3	45%
C	60%	6	60%	2	30%
D	50%	5	50%	1	15%
E	40%	4	40%	U	<15%
U	<40%	3	30%		
		2	20%		
		1	10%		
		U	<10%		

## Reports

### Report Writing—A CIC Guide

#### Some Key Principles

End of term reports are the formal reports written to the parents informing them of their son /daughter's progress. The impression and impact can make or break the students' and the parents' attitude towards the College and its learning and teaching. **As a guiding principle we want our reports to leave both the student and parent feeling positively about the College and its teaching, and understanding clearly what the student (and the parent) needs to do to enable progress to be made.**

With this in mind, we need to ensure that the language we use is careful to express our message in a positive manner. Advice is to avoid words with negative connotations "silly"; "struggle"; "weakness"; "disruptive". There are other ways of expressing your concerns: "*Nicola needs to develop strategies to help her concentration in class*" ... or ... "*the importance of asking for help cannot be underestimated*" ... or ... "*areas for further development are...*"

Parents want the broad picture, not the detail; something that is succinct, precise and appropriate. Ideally they want to know that their child is happy, well behaved and making progress and knows how to progress further. Teachers should use inspirational language and try to be positive. These documents are often kept for years by parents and students.

Writing something like "*Nicola wastes too much time fooling around in class*" may well be true but can be dangerous as parents might think it is your job to stop her fooling around. So, "*Nicola sometimes loses concentration in class, distracting herself and others from learning*", might be more appropriate.

Be careful not to undermine a positive comment with a "but", "however" or "despite". "*Nicola tries hard but finds the subject very difficult*", could become "*Although Nicola finds some aspects of the subject challenging, she is able to use ..... skills in order to improve*".

The reports should:

- be subject specific (a rule of thumb is, if you mask the subject title in the report, can you still tell what subject is being written about?)
- be overwhelmingly positive
- praise where the student is doing well in knowledge, understanding, skills, class contribution
- identify areas for development
- not be over long (40 is the word guide, 40 -80 more realistic – if you have lots more, look at what you can cross out without losing meaning). Remember, in many cases

you are going to speak to the parent in the not too distant future – leave something to talk about!

## Transferable skills

You may wish to comment on some of the skills acquired/displayed by a student in your lessons. They might have shown that they can:

- work independently
- plan their time effectively
- work under pressure and meet deadlines
- read large amounts of material – analyse and synthesise it
- think originally
- articulate ideas and thoughts verbally and in writing
- organise themselves

## Suggestions for “house style”:

- The report could be structured in 3 paragraphs –**Subject Comments focusing on the achievement of the student in particular areas, Areas for improvement and Action Points.**
- Remember the report is for parents, not the student. Thus, please try not to address the student, e.g. *“Nicola, you have done really well this year”*. You should, nevertheless, share the comments you have made to the parents with the students.
- Coursework, classwork and homework are single words

Subjects, titles, module topic titles have capitals at the beginning, e.g. Geography, Algebra, English Coursework, Foundation Tier. However seasons in general should not be capitalised, however the name of the term would be capitalised (e.g., *x can get an A\* this summer* as and *x should not be distracted in the Summer Term.*) Capitals should not be used for *mock examination*

- Avoid technical/educational jargon
- Avoid sentences becoming too long. Sometimes there is no flow to the sentences
- When using punctuation consider
  - Commas, short pause.
  - Semi colons; link complete ideas.
  - Colons: start a list.
  - Exclamation marks for emotions or imperatives should be used sparingly
- Use the student’s given name as per SIMS
- Remember “Higher” (of two) tier and “highest” (of more than two) tiers
- Split infinitives may be acceptable nowadays but don’t have too big a split, e.g. *“She needs to, despite being really lazy and completely unfocused, revise”*
- Consider changing the student’s name to s/he rather than keep repeating their name
- Check your work and spelling

- Some common mistakes include:

Focus, focuses, focused

Beginning

Benefit, benefited

Conscientious, conscientiously

Fulfil, fulfilled

Consistent

Skilful, skillfully

Commit, committed, commitment

Reports should be written bearing the parents in mind as readers. Aim for lucidity without jargon, and without anything too friendly or colloquial.

Make sure that your reports do not contradict grades, unless there is a good explanation.

Microsoft in particular does not like proper English constructions and what it calls 'the passive voice'. If your work is underlined in blue, the suggestions can be ignored; if in red, it is misspelled or needs added to your dictionary.

Only use the student's given name, as per SIMS.

Try to use continuous prose rather than short disconnected sentences- these can be read as 'cut and paste' impersonal commentary.

Parents generally want to read how their child is doing, and how they could progress further.

Do not fill the reports with EPP statistics.

Contractions such as 'can't, 'don't, shouldn't, and won't' should not be used in reports.

Do be careful of the confusion of different forms of a word, such as *practise* when you mean *practice*. This is a particular problem if American word processing suggestions are followed. Even where there are no practical differences in meaning, such as between defense (American spelling) and defence, or capitalize (American spelling) versus capitalise, one tends to stand out as more natural in a report than another. Affect is the verb. Effect is the noun

- Practise is the verb. Practice is the noun
- Advise is the verb. Advice is the noun

The convention is now for single spaces to be used after full stops, colons, and semi-colons rather than the old typewriting rule of double spaces after stops.

### Note on proof reading

The writer should proof read their own reports. Tutors, Heads of Faculty, Heads of Year and the Principal will proof read and ask the subject teacher to make amendments if necessary.

### Questions to ask after writing a report to parents

- Will it motivate and encourage?
- Do I recognise the student?
- Will the student recognise herself or himself?
- Will the parents recognise their child?
- Does it tell me, the student and the parents what the next steps are?
- Is the report accurate? Have we the evidence for what is written?
- Are the language and style appropriate?

### Summary

The purpose of a report is to encourage further progress, deliver feedback to students, parents, and guardians, and to allow for tracking. They should convey the impression that the leadership and pastoral team of the College knows the student and what their individual strengths, weaknesses, and needs are. The report should avoid excessive criticism or praise. It is important that advice for the future deals with specific points, for example; learning material, use of paragraphs, listening to instructions, reading exam questions carefully, exam room regulations if necessary.

### Persistent Problems

These have included:

- Fonts inconsistent – please use **Calibri size 12**
- Names inconsistent (changing between English/native name)
- Half/unfinished sentences – not proofread by tutors
- Amendments to the layout of the report
- Informal tone “**I really think you can do it!!!! :-)**”

### (vii) **Academic Rewards and Sanctions**

This is not an exhaustive list but gives some suggestions that colleagues can and should look to use to support their teaching.

#### Rewards

- Spoken praise to the student.

- Email of congratulation to tutor / Head of Year
- Mentioning to HoF for a conversation with the student.
- Recognition of their work with gold stars (available from Head of GCSE)
- End of Year Academic Prizes – recommendations to HoF by members of staff – for achievement grades and also for progress.

### Sanctions

- Conversation with student at the end of the lesson, or break-time.
- Email to tutor/Head of Year.
- Conversation between HoF and student after repeated offences.
- Detentions. There are formal College Detentions on Thursday evenings, run by the Vice Principal. Members of staff may choose to give their own but for repeat offences and more serious issues should utilise the College detentions system so a formal note is sent home, and a central record kept.

Members of staff should always be ready to seek advice and to report situations to HoF/Heads of Year/SMT. The student's tutor remains the focal point for concerns or praise so that patterns can be identified and strategies co-ordinated effectively.

### (viii) **Study Leave Arrangements**

Students go on general study leave and stop attending lessons for the summer examination period only. For those in Year 11 and Year 13 the dates are decided by the SMT based on when the public examination timetable for that year starts to affect a large number of students. For the year 13, study leave is normally just before the summer half-term.

Once study leave commences for a particular year group, any sessions organised with students should be on an *ad hoc* basis. Similarly staff may well advertise to students that they will probably be available in what were the scheduled lessons (invigilation and cover permitting), but there should be no expectation that students attend these lessons.

Teachers and departments should not be running organised or scheduled *en masse* revision sessions during study leave. The reason for this is that it's not always possible to know all the exams that are affecting all the students and when they are occurring, and in general study leave is a time for the students to be doing their final preparation in their own way and not under any structure put in place by staff.

Outside of study leave, whenever a student has an afternoon examination, they may take that morning off lessons in order to prepare for it. This time may be spent in College, revising in the study area. For a morning examination no extra consideration is given. It is expected in both cases that students return to lessons after their examination.

For Language Oral examinations, students are allowed the period before the examination to prepare for the examination.

## (ix) **Monitoring By Heads of Departments**

### **WORK SCRUTINY POLICY**

This forms an integral part of the auditing of a subject teacher's record of students' progress and interventions. During each term, upon request, teachers will provide their line manager with the folders for a top, middle and bottom achieving student. All work should be marked in accordance with the college's assessment policy and grading system.

Line managers should go through these folders with the students concerned to ensure that the students are aware of what grade they are working at and what they need to do to improve. The findings should be recorded in the work scrutiny evidence spreadsheet; this will then be collected and held centrally.

It is the Head of Faculty's responsibility to ensure that these records are kept up to date, and the results should feed into the reviewee's performance review.

Heads of Faculty are responsible for monitoring and ensuring that the teaching and learning in their faculty are of a good standard across all years and abilities. To assure themselves that this is the case, it is expected that they will monitor student progress and monitor and support the teachers within their department. To this end, Heads of Faculty review the staff within their faculty, sharing this responsibility in larger faculty with other senior faculty leaders. Within this review process, targets are set and monitored in order to develop the capabilities of staff and enable the College to progress.

All faculties have regular faculty meetings, with the majority occurring in timetabled slots. These can be used for the purposes of the below.

- Supporting the faculty and its teachers in the sharing of good practice of teaching methods and pedagogy, planning and producing resources, assessment for learning, etc.
- Monitoring member of staff's progress against the Scheme of Work, and that lessons are being planned accordingly.
- Keeping a central record of common unit or end of year tests and discussing these and individual student cases with members of staff, as necessary.
- Evaluate test and exam results: Heads of Faculty produce an end of year report considering results achieved by students within each class. These can and should lead, if necessary, to department aims, etc.
- Monitor the half-termly grades that members of staff give, to check there is some consistency within the department.
- Monitoring marking and teacher record-keeping. Heads of Faculty should carry out at least an annual Work Scrutiny of members of their department and keep a record of

such. It is normally the expectation that this is carried out in the second half of the Autumn term/first half of the Spring term.

- Ensuring that Coursework and Controlled Assessment is well organised and that members of staff are given support if needed for any aspect of this, including with students who are behind with deadlines, etc.

The Staff Review system has at its centre the Heads of Faculty. Please see below a link to the staff review process document. Heads of Faculty themselves will be reviewed by a member of the SMT.

Link to: [Staff review process](#)

All Faculties have Faculty Handbooks, written by the Heads of Faculty. Contents and formats vary, but should contain sufficient information for a new member of staff to join the faculty and be aware of the expectations and procedures of that faculty.

Up to date copies of these handbooks are kept by the Teaching and Learning coordinator.

## (x) **Classroom observation & Drop-in policy**

### **Introduction**

The College and the Board of Governors are committed to ensuring high standards of teaching and learning and recognise the value of formal classroom observation, 'drop ins', 'peer to peer' and learning walks in enabling effective quality assurance throughout the College and continuing professional development.

### **Rationale**

Regardless of their purpose, our priority is to ensure classroom observations, 'drop ins' and learning walks:

- are always developmental
- are always supportive
- contribute to the College's overall aim to provide teaching and learning that is at least 'good'.

Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- seek to reach agreement in advance on classroom observation to be carried out
- evaluate objectively

- report accurately and fairly
- respect the confidentiality of the information gained.

### **Classroom Observations**

There will be one formal lesson observation in any one year unless there are concerns about the performance of a colleague, in which case discussions will take place and the appropriate action be carried out. There may be circumstances where the reviewee chooses to request a further observation. These will often be in order to support the development of a colleague's practice.

The College will aim to ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of the observations, and that as far as possible the results of observations are used for multiple purposes, in order to restrict the number of observations carried out.

### **Preparation for observations**

In keeping with the College's commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of performance management or for the evaluation of standards of teaching and learning (or for both purposes) will be fixed at least five working days in advance. Every effort will be made for observation to be conducted at an agreed time in the first term of the academic year. Teachers will be expected to present a lesson plan for formal observations.

Before any performance management observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.

### **Feedback and records**

Oral feedback from classroom observation at a pre-arranged time for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day. It is the responsibility of the reviewee to make sure this has occurred.

Written feedback will be provided within five working days of the observation taking place. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation.

The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

Copies of the lesson observations will be kept in the College's central monitoring file.

## **'Drop- Ins'**

The College recognises that visits to classrooms by the principal, senior staff or peers in order to support teachers, improve practice or talk to students are separate from classroom observations. The purpose of visits by senior staff or other colleagues to classrooms will usually be made clear before they occur.

All teachers will have a drop in observation during the second or third term. This will be held by their line manager and have a focus agreed during the performance review procedure. Likewise, the college's SENCO may need to be able to observe support staff, track students, and look at behaviour issues and resources used in class. These observations will be planned and advanced notice will be given by the SENCO to the classroom teacher. Where such observations take place, the focus of the observation will not be the practice of the class teacher.

## **'Peer to peer'**

Peer observations can take various forms and may involve colleagues providing supportive feedback and suggestions for improvement. Teachers will be required to undertake a peer observation within their department or across the College in order to continually reflect on and improve teaching and learning practice. This will be required once a year, in the second term and the outcomes will be recorded centrally.

In addition to observations 'peer to peer' work is strongly encouraged, and will be informed by team and individual teacher priorities or outcomes from performance review meetings. SMT can support teams and individuals by offering training and tools to support the peer observation/work process and by facilitating cross-college pairings.

## **Learning Walks**

Learning walks may be undertaken by any member of staff, but will usually be carried out by middle leaders or SMT.

Students will not be asked for their views of an individual teacher during 'learning walks' but may be asked about their experience of learning.

There will be no evaluation of an individual teacher during a 'learning walk'. 'Learning walks' are intended to inform generic monitoring and evaluation of the day to day learning experience of students at our college.

Any concerns about the implementation of this process should be raised initially with the principal either by the individual teacher concerned or with the support of his/her line manager.

**(xi) Use of CEM Data for Benchmarking and Value Added Analysis**

Students on induction at the college will be asked to sit YELIS tests for GCSE and ALIS tests for A level.

Student's YELIS/ALIS scores are made available to teachers and act as a baseline that student should be expected to work toward, as a minimum. Staff are not encouraged to share this data with students, as this can often be counterproductive, leading to complacency or a sense of inevitable failure. It should be noted in any case that at the individual level the YELIS/ALIS scores as predictors are not always reliable, especially with students who come to CIC with significant EAL indicators that are yet to be addressed.

**(xii) Personal, Social, Health and Economic Education**

One of the greatest strengths of Chelsea Independent College is that we are a diverse and multi-cultural community in which all students have opportunities to develop their own spiritual life and learn about the beliefs and values of others. Our ethos is one of mutual respect, and acceptance of those of all traditions and backgrounds.

The aims of this provision are:

- (i) enable students to develop their self-knowledge, self-esteem and self-confidence;
- (ii) enable students to distinguish right from wrong and to respect the civil and criminal law;
- (iii) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the College is situated and to society more widely;
- (iv) provide students with a broad general knowledge of public institutions and services in England;
- (v) assist students in acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and
- (vi) encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

Participation in the PSHEE programme is part of the wider role of the tutor. The development of students as responsible and informed citizens, and the fostering of spiritual, moral, social

and cultural awareness, are at the heart of the whole educational experience at CIC. We are committed to achieving the outcomes of the Every Child Matters agenda. The PSHEE programme is one way in which these objectives are met. Through the PSHEE programme the College ensures all students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

1. A programme for each year group, Years 10 -13, is drawn up by the PSHEE Coordinator. The programme is monitored, reviewed and adapted on a regular basis to ensure that it meets any new challenges or difficulties that our students face and any significant developments or issues facing the modern world.
2. A variety of resources are available. An effort has been made to make these user friendly for tutors and stimulating for students. The resource bank is regularly updated and increased. Resources are stored on the College system and distributed to tutors by the PSHEE Coordinator.
3. Topics include health education, anti-bullying, personal safety, financial awareness, study skills, careers education, the environment, rights and responsibilities, citizenship and celebrating diversity. The aim of the PSHEE programme in respect of citizenship is to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths. These are implicitly and explicitly highlighted in the PSHEE programme e.g. Britishness and the values associated with citizenship is covered in the Year 11 year scheme of work. The rule of law in England; crime and the nature and purpose of punishment and the justice system feature in the year 10 scheme of work, this enables students to distinguish between right from wrong and to respect the civil and criminal law of England. Democratic processes including the importance of voting and how democracy and the law works in Britain is covered in Year 11. These topics serve to highlight the British commitment to justice, tolerance, and equality. This commitment is further reflected in the anti-homophobia workshop for the whole College and the sessions on racism. Students are expected to gain a broad understanding of and respect for public institutions and services in England, such as the police, NHS and the welfare state throughout the course of their time at CIC. This is achieved through talks from the Police at the beginning of the academic year as well as discussions about how these public institutions have evolved.

Staff are encouraged to challenge behaviour in College that is contrary to fundamental British values.

4. As a result of the PSHEE programme the College would expect that students will have

- a. An understanding of how citizens can influence decision making through the democratic process – this is also achieved through elections to student council and regular discussions on topical issues during debate club.
  - b. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
  - c. An understanding that there is a separation of power between executive and the judiciary and that some bodies are accountable through Parliament, such as the military and police, while others, such as the judiciary, are independent.
  - d. An understanding that the freedom to hold other faiths and beliefs is protected in law.
  - e. An acceptance that people having different faiths or beliefs (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. Students are also encouraged to celebrate each other's faiths and understand different cultural traditions.
  - f. An understanding of the importance of identifying and combatting discrimination and encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). This is reflected in the anti-homophobia workshop, the College's member of Stonewall, and the sessions on racism and whole College assemblies on such topics.
5. Although the PSHEE Coordinator proposes a programme, the scheme is flexible to meet the needs and interests of students and tutors. Some sessions involve the whole year group. Tutor Groups also meet separately and the tutor can shape his/her own programme, although key topics are covered by all tutor groups. A variety of activities is encouraged e.g. discussions, outside speakers, presentations for assemblies, worksheets etc.
  6. Students are encouraged to develop their self-knowledge, self-esteem and self-confidence which goes hand in hand with the College's stated aims of ensuring that students develop into self-assured, confident, happy, young adults. There is increasing emphasis on mental health and mindfulness in order to help students understand and cope with stress. There is also greater emphasis on the use of social media and its potential effects.

Students are also encouraged to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the College is situated, and to society more widely.

7. Tutors are required to complete a simple record sheet of topics covered. Records are kept on the PSHEE file on the staff network.
8. Tutors and students are invited to provide feedback so that the programme can be developed in the light of comments made. Evaluation by tutors is recorded on the staff network. Evaluations by students are collated by the PSHEE Coordinator. These evaluations include the chance for students to suggest new topics and to record the impact of particular topics on their attitudes and behaviour (via exit feedback cards that are completed after certain key issues are covered).
9. All teachers are reminded that they must not in the day-to-day course of their teaching promote partisan political views. This means that when political issues are discussed or arise, students are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed. The College takes a common sense approach, for example achieving balance in the range of topics discussed over a period of time; when inviting a speaker with a partisan view, it is not required that the speaker's views be challenged at the time, nor for a speaker with an opposing view to be arranged to address the students. It would be perfectly appropriate to present opposing views in the course of a subsequent class.