



BOUNDARY OAK SCHOOL FAREHAM

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| Approved by: SMT and Proprietor | Reviewed by: SMT | |

CURRICULUM POLICY

Introduction

We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-being underpin academic, co-curricular and sporting achievements. The majority of our pupils are day pupils but we are also a thriving boarding community, which enriches the educational opportunity and experience for all.

The curriculum encompasses all the planned activities which we organise in order to promote learning, personal growth and development. It includes not only the formal lessons taught, but also the range of co-curricular activities that the school organises in order to enrich the experience of the young people. It also includes the 'hidden curriculum', that which young people intuit from the expectations placed on them and from the way in which they are treated. The curriculum, whilst paying due regard to achieving high standards in all curriculum areas, is also broad, exciting and challenging.

Aims and Objectives

- To ensure that the children at our school are provided with a high quality curriculum that leads to consistently high levels of pupil achievement.
- To ensure that a differentiated and progressive curriculum is consistently delivered.
- Provide children with experience in a range of curricular and enrichment activities.
- To enable each young person to be successful and to enable them to learn and develop their skills to the best of their ability;
- To teach young people how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- To promote a positive attitude towards learning, so that young people enjoy coming to school, and acquire a solid basis for lifelong learning;



- To enable young people to be creative and to develop their own thinking;
- To teach young people about their developing world, including how their environment and society have changed over time;
- To enable young people to be positive citizens in society and respect the views of each individual young person, as well as for people of all cultures.
- To teach young people to have an awareness of their own spiritual, moral, social and cultural development as well as their intellectual and physical growth.
- To help young people understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable young people to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in Britain.
- To provide access to up-to-date, impartial, wide-ranging careers guidance that enables pupils to fulfil their potential.
- To equip our pupils for life by promoting key competencies: we want pupils who excel at critical thinking and problem solving, who are imaginative and innovative, who can communicate well, work in teams, and are flexible, adaptable, resilient and self-confident.
- To promote our key character skills and values, we want our pupils and staff to be: respectful, responsible, resilient, relentless, resourceful, reflective and responsive.
- To provide a personal, social, health and economic education which:
 - Reflects the school's aim and ethos: Boundary Oak recognises that everybody is different. Each member of our family community is valued as an individual. Our collective aim is to encourage every pupil to follow their passions, develop a love learning and approach life here and beyond with a growth mindset
 - Encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act

Organisation and Planning

At Boundary Oak School we plan our curriculum in three phases. We agree a long-term plan for each year group and present it in a curriculum map. This indicates what topics are to be taught in each term. We review our long-term plan/curriculum map on an annual basis.

In our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those which our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Teaching children with ALN

The curriculum in our school is designed to provide access and opportunity for all young people who attend. We recognise the fact that there are young people of different abilities in all classes and we provide suitable learning opportunities for all young people by matching the challenge of the task to the ability of the young person. We try to achieve this by:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks that are differentiated to meet the young people's different ability levels;



- providing resources of different complexity according to the ability of the young person;
- using Teaching Assistants, where appropriate, to support the work of individual young people or groups of young people;
- teachers liaise with our Learning Support and EAL departments to ensure we meet the needs of all our pupils

EAL teaching

We provide a full support programme, both cultural and linguistic for international pupils. The EAL framework provides a comprehensive set of progressive learning objectives for learners of English as an Additional Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR). The CEFR is used widely both within and beyond Europe to map learners' progression in English. The framework is divided into five strands: Reading, Writing, Use of English, Listening and Speaking. Learning outcomes in each strand for each successive stage are defined in terms of what learners are be able to do in English. This framing of learning objectives as a progressive can-do sequence encourages the use of a learning-centred, activity-based approach.

Pupils are assessed regularly through the Nord Anglia examination series and EAL pupils have the ability to enter EAL iGCSE.

Functional Skills

We deem the following skills as having great importance in the overall delivery of the curriculum:

- communication
- application of number
- information technology / computer science
- working with others
- improving own learning performance
- problem solving

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop their true potential.

Quality of Education Provided

The school provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in a variety of learning environments. The key skills we cover are:

Linguistic – Literacy skills in reading, writing, speaking and listening are given high priority throughout the whole school. All pupils from EYFS upwards receive literacy lessons where these skills are developed. Reading ages, spelling ages and literacy levels are formally assessed at the end of a year to provide data on pupil progress and inform teaching. Half term writing assessments are used to set



targets for the children. All pupils are also taught French as a second language. Pupils from Year 4 upwards pupils also learn Spanish in weekly lessons. Only pupils requiring extra support in English are excused, on a case by case basis, from studying an additional language. GCSE pupils also have the option to drop a foreign language, though usually they are encouraged not to.

Mathematical - Numeracy skills are also a core priority with numeracy lessons for all pupils and yearly formal assessments of numeracy levels. The children sit end of unit maths tests in order to monitor progress throughout the year. The school follows the principles of the EYFS framework which encourages learning Mathematics through practical investigation however the school is committed to activity, exploration and discussion for all age groups.

Scientific – The school values science as a core subject. In years N to 4 Science is taught by the form tutor and in years 5 onwards by a subject specialist. We are fortunate to have science laboratories and pupils often conduct experiments, observing, forming hypotheses and recording their findings. Practical investigations are also carried out around our grounds and woodland.

Technological – The school has an ICT suite which has 20 computers, two 3D printers, as well as two mobile Lapsafes, containing 20 pupil laptops and 20 pupil chromebooks; in addition to numerous PCs in several classrooms. All children receive weekly Computing lessons. Computer coding is taught both in Computing lessons and in extra-curricular clubs. All classrooms are fitted with a projector or IWB or Interactive Projector which can be utilised by teacher or pupil in the learning process. Many pupils complete their prep at school and laptops or the ICT suite is used as a resource to support the pupils. In years 4 upwards pupils are taught Food Technology in the Studio block by a specialist teacher.

Human and social – Humanities subjects make a large contribution to pupils understanding of human and social issues. RS, Geography and History are taught as specific subjects from Year 1 upwards and by subject specialists from year 5 upwards. The schemes of work provide a local, national and international context to the world around them; field trips and museum visits serve to solidify this understanding.

Physical – All pupils receive physical education taught by subject specialists. In Year 3 and above pupils also have Games lessons where they are coached in specific team sports such as rugby and netball and take part in competitive matches against other schools. Our Sports Hall, Theatre Hall, astroturf and swimming pool are all well utilised resources in allowing our pupils to develop physically. In the warmer months, children have weekly swimming lessons from Reception upwards. There are various extra-curricular clubs that cater for a variety of sports and physical activities.

Aesthetic and Creative – The school supports the EYFS principles of allowing pupils to learn through role play and creativity. In Year 1 and above, pupils are taught Art and Music by subject specialists. Pupils in Year 4 and above receive weekly Drama lessons. All pupils are offered free Peri Drama lessons. All pupils perform an annual form assembly to the school community. There is a pre-prep nativity play at Christmas, as well as a various whole school and division plays in the Easter and Summer terms. Pupils in years 1 and above receive Art lessons in the purpose built Art block. Pupils are able to attend extra instrumental or acting lessons during school hours.

Outdoor Learning- Pupils from Pre-School up to Year 8 participate in weekly Outdoor Learning lessons which aim to make them environmentally aware, empower them to make changes to the school site and landscape and improve a range of skills, both technical (survival, horticultural, environmental) as well as character driven (resilience, cooperation, empathy and responsibility). Activities include winter



greenhouse planting, animal identification, building shelters for animals, making natural medicines, water sourcing, filtering and purification, landscape design and Eco Brick projects.

SCHOOL DETAILS

The school provides subject-matter appropriate for the ages and aptitudes of our pupils. All year groups are mixed ability, although from Year 4 upwards, depending on pupil numbers, some core subject may be streamed. The specialist Learning support teachers have created a Learning support folder on the server containing all IEPs, pupil profiles and relevant information regarding any pupils with SEN. Regular updates are then sent out to staff. Planning documents should include differentiation where staff are expected to outline how they will support different abilities during the lesson.

- The school ensures that pupils acquire speaking, listening, literacy and numeracy skills through a differentiated curriculum
- The principal language of instruction at the school is English.
- There are currently no pupils attending the school with a statement.
- Pupils in years 1 and above receive a PSHE lesson each week thus ensuring a high level of pastoral care where children feel safe and confident to talk about any issues. In EYFS PSHE education is built into the framework.
- The school ensures that all pupils have the opportunity to learn and make progress. This is the most fundamental role of the school and so is linked to all practices and paperwork. Staff training, planning, small mixed ability classes and strong learning support allow for an environment where all teachers have an in depth knowledge and understanding of all the pupils they teach and their current and potential levels. Pupils are involved in their learning and targets for progress are made clear and achievable. The school's fulfilment of this regulation can be evidenced in planning documents but is best evidenced through the observation of lessons and culture.
- Pupils progress is monitored through baseline testing (using cognitive ability tests such as Verbal Reasoning, Non-Verbal reasoning, INCAS, MidYis and Yellis), standardised summative tests (termly in some subjects and yearly in all), and through formative assessments including our two year rolling Baccalaureate programme, which maps out a pupils learning journey and is discussed with them in two formal meetings with all their teachers each term.

SCHOOL DIVISIONS

EYFS

Our Early Years Foundation Stage is taught across the Little Acorns Pre-School and Reception years. We provide a broad and balanced curriculum that gives our younger children the opportunity to build a strong foundation for the transition into Pre Prep.

We work hard to help develop the children's confidence and self-esteem, through a rich and stimulating learning environment.



We aim to stimulate and harness our youngest children's natural curiosity and enthusiasm in order to build from the very beginning an interest and confidence in learning. At this early stage learning is based on wide-ranging experience, much of it through play and exploration, focusing on the following areas:

- Communication and Language
- Physical Development
- Personal Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The children have specialist teachers for French, PE and Music each week and have the opportunity of learning outside each day in their purpose built play area which includes an assortment of bikes and trikes to aid physical development. In addition Little Acorns and Reception have their own secure outside learning area which includes a chicken coop, guinea pigs, growing stations and a mud kitchen. The children also frequently use the woods and its outdoor classroom as part of their outdoor learning programme.

Reception should be seen as, essentially, a transitional phase during which the foundations are established and a move towards the more structured approach to learning of the National Curriculum begins to take place. By the end of the Reception year most children will have completed the Early Learning goals and as their timetable has become more structured, they will make the transition into Year 1 with no difficulty.

Our Early Years curriculum is enhanced by Open Futures. Open Futures at Boundary Oak School is a skills and enquiry-based curriculum development programme that links learning with life. At Boundary Oak, we have such wonderful facilities and open space including our own Early Years Garden with Chickens and Guinea Pigs as well as our Woodland School that it is an ideal starting point to develop a broad, balanced and innovative curriculum.

Open Futures was developed to help children discover and develop practical skills, personal interest and values, which will contribute to their education and help to enhance their adult lives.



Learning needs to be fun and irresistible and through weaving the Open Futures curriculum into our already rich curriculum the children are going to develop the necessary skills to help them grow as individuals.

Boundary Oak School's Open Futures gives us a fresh way of meeting the needs of our children whose natural spirit of enquiry is fostered and nurtured through the programmes four curriculum strands:

- Ask It
- Grow It
- Cook It
- Film It

These linked creative contexts stimulate and motivate whilst providing our children with the opportunity to work with professionals from the world of food, horticulture, media, academia, philosophy and the arts.

The four strands link, working together to create a learning environment in which useful practical skills are developed and children's natural curiosity fostered.

Open Futures is all about skills and enquiry, blending the two into an encompassing programme that will help us implement a creative, relevant and fruitful curriculum for the benefit of our children.

PRE-PREP

Pre-Prep covers all children in Years 1, 2 and 3. As the children transition into Pre-Prep they will broadly follow the National Curriculum at Key Stage 1 with the addition of PE, Art, French and Music taught by specialist teachers. There are daily lessons of English and Mathematics, the content of which takes into account the latest Primary Curriculum. Lessons take a variety of forms that may begin with a focused teaching session and lead on to group and/or individual tasks designed to reinforce, enhance and extend the pupils' learning. Differentiation allows for personalised learning for each individual where appropriate.

Outside the areas of English and Mathematics, much of the children's learning in Science, History, Geography, Art, Digital Learning and Religious Studies is through half-termly topics. Classes have their own space for outdoor learning and regularly spend time in our Woodland School.



Pre-Prep teachers ensure that each pupil makes a smooth transition to the Prep Department by working closely with the Prep staff.

The children in Year 3 have the best of both worlds; making the transition to meet KS2 academic requirements, whilst retaining the security and support of a single class teacher within Pre-Prep. They are given areas of responsibility, one of the most sort after being a 'Playground Friend' where they are expected to set a good example for children in the younger years.

PREP

Year 4 benefit from the stability of a class teacher who, usually, teaches pupils for Maths, English, Science, History, Geography, PSHE and Religious Studies as they settle in to the main school while also experiencing specialist teachers for French, Spanish, Computer Science, Food Technology, Music, Outdoor Learning, Drama, Sport and Art.

Differentiation occurs in all lessons in order to stretch the most able and provide support where needed.

In Year 5 pupils still benefit from the regular contact of a form tutor while teaching is enhanced by further subject specialists where staffing timetable allows. They will also have specialist Lab-based Science lessons.

In Year 6, whilst still retaining a form tutor, all subjects are taught by subject specialists.

The curriculum in Prep is supported by an array of co-curricular activities, including regular field trips, residential trips and visits to the theatre, museums, art galleries and places of cultural interest as well as a host of clubs, usually 30-40 a term, on a rotation basis, which can include Chess club, Community Action club, Coding club, 3D printing, Electric car building, Fauna club, Imagineering club, Public speaking and Debating and a variety of other hobby and sports clubs.

The school ensures adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life in context with their age.

Pupils, when numbers allow it, are set for Maths and English; and other selected subjects where appropriate. This enables the teachers to direct the learning of their pupils as specifically as possible and support and challenge as appropriate. The pace of lessons and expectations are also adjusted in these circumstances and allows all pupils to flourish.



SENIORS

Senior pupils in years 7-11 are given increasing responsibility as school prefects, heads of houses and committee/council leaders. We believe this gives them good preparation for skills in organisation, decision making and responsibility needed to be successful in adult life. This is further supplemented through careers advice and work experience.

The broad and exciting curriculum on offer in Prep continues into Year 7, where pupils will be introduced to almost all of our GCSE subjects. In Year 9 they make their GCSE choices, with most pupils taking between eight and ten subjects at GCSE.

In Years 10 and 11 all students study the core subjects: Mathematics, English Language, English Literature and double or triple Science. Curriculum breadth is provided through the choice of a wide range of GCSE options including, but not limited to, French, Spanish, History, Geography, Religious Studies, PE, Computer Science, Psychology, Music, Art, Drama and Design and Technology. Further subject choice includes those which can be studied through our co-curricular activities or as a GCSE, subject to sufficient candidate numbers. These include subjects such as Dance, Photography, Russian, Astronomy and Mandarin.

GCSE option choices are made in blocks to ensure pupils select a broad and balanced mix of subjects. The blocks are designed to both meet as many pupil preferences as possible, as well as ensuring that they are well prepared for the next stage of their academic journey, with as many opportunities and career paths open to them as possible.

In addition to their GCSEs pupils will study a range of non-examined subjects such as PSHE, ICT and receive comprehensive career and college guidance.

The curriculum will naturally be supplemented by an array of co-curricular activities, clubs, sports and trips.

In line with the top independent schools most of our GCSEs will be iGCSEs. These are recognised worldwide, by universities and employers, rather than just within the UK. They have a 25 year history of a consistent, rigorous curriculum without the whimsical political changes, grade inflation and marking irregularities that have been recently associated with GCSEs.

Pupils and parents need to be aware that once they have embarked on a GCSE subject in Year 10 they will be expected to complete it. It is therefore very important that they chose a course and subject which is within their capabilities. Our experienced staff will provide advice and guidance when pupils need to make these decisions.

DEVELOPMENT PLAN

There are five strands to our development plan that we aim to promote and develop and this is reflected in our curriculum:

Mental Health and Wellbeing: through our 7Rs values for life, our Circle of Care, our Tutor, Assembly, PSHE and Mentoring programmes.



Senior School Development: life skills, VESPA coaching, careers guidance, work experience and visiting speakers programme.

Academically Challenging Culture: through critical thinking skills, academic clubs and competitions (public speaking, debating, chess) and our Baccalaureate and gold standards.

Events- increase the breadth and quality of events that our pupils participate in- whether it's in attainment (such as dance, music, drama, sport) or it's for the benefit of others (outreach, pay it forward, charitable events)

Outdoor Learning- continue to improve and develop our Outdoor Learning programme to encourage environmental responsibility, habitat creation, horticulture and outdoor skills.

Timetable

Pupils follow a common curriculum in which the time allocation for each subject is carefully balanced to give all an appropriate exposure to the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative domains.

The school provides subject matter appropriate of all ages and abilities. The construction of the timetable enables setting or banding on a flexible departmental basis, and schemes of work include references to material for students with learning support as well as extension opportunities for the most able. Information is available to all teachers regarding pupils, including IEPs and IBPs. For those who are identified as Able, Gifted and Talented the school also provides enrichment opportunities through clubs, visits, activities and talks and where appropriate accelerated programmes in subjects such as mathematics.

Assessment and Tracking

Pupils are regularly assessed, monitored and tracked throughout the academic year (see Appendix 1 for our list of assessments). Our baccalaureate programme (see appendix 2) ensures that both pupils and parents are aware of their progress, have a clear overview of their learning journey and targets to improve are made explicit both on the Baccalaureate tracking grids as well as through reports.

Monitoring and review

The Deputy Head is responsible for the day to day organisation of the curriculum. The Headteacher and/or SMT monitor the planning for all teachers, ensuring that all classes are taught a broad and balanced curriculum and that all lessons have appropriate learning objectives.

The school uses a range of baseline and summative testing, to establish academic targets and monitor progress. Outcomes are analysed at Senior Management and Departmental level and these statistics form the basis for review meetings between SMT and Faculty/Year group Heads.



Pupils progress is reported regularly via Parents Evenings and Reports which use clear diagnostic work criteria and current performance versus potential, as an effective means of communication.

Appendix 1: Assessment Calendar

| Year | Assessments | Autumn | | Spring | | Summer | |
|-----------|-----------------------|---|--|----------------------|--|---|--|
| | | 1 st Half | 2 nd Half | 1 st Half | 2 nd Half | 1 st Half | 2 nd Half |
| Reception | Summative & Formative | Baseline | | Ongoing Assessments | | | ELGs |
| Year 1 | Summative | Salford Reading Vernon Spelling Assessed Writing | Assessed Writing Reading Comprehension Mini SPaG test Maths assessment | Assessed Writing | Assessed Writing Reading Comprehension Mini SPaG test Maths assessment | Assessed Writing | Assessed Writing Reading Comprehension (Hst) Spag Assessment Maths assessment |
| | Formative | Bacc: filled in with targets and Teacher science & topic test as required | | | | | |
| Year 2 | Summative | Nelson Reading Vernon Spelling Assessed Writing | Assessed Writing Reading Comprehension Mini SPaG test Maths assessments | Assessed Writing | Assessed Writing Reading Comprehension Mini SPaG test Maths assessments | Interim Maths assessments Assessed Writing | Assessed Writing Reading Comprehension Spag Assessment Maths assessment (all HStP) |
| | Formative | Bacc: filled in with targets and Teacher science & topic test as required | | | | | |
| Year 3 | Summative | INCAS Nelson Reading | Assessed Writing | Assessed Writing | Assessed Writing | Interim Maths assessments | Assessed Writing Reading Comprehension |



| | | | | | | | |
|---------------|------------------|---|--|--------------------------|--|------------------------------------|---|
| | | Vernon Spelling Assessed Writing | Reading Comprehension Mini SPaG test Maths assessments | | Reading Comprehension Mini SPaG test Maths assessments | Assessed Writing | Spag Assessment Maths assessment (all HStP) |
| | Formative | Bacc: filled in with targets and Teacher science & topic test as required | | | | | |
| Year 4 | Summative | Nelson Reading Vernon Spelling Assessed Writing | Assessed Writing Reading Comprehension Maths assessments | Assessed Writing | Assessed Writing Reading Comprehension Maths assessments | Assessed Writing | Assessed Writing Reading Comprehension Spag Assessment Maths assessment (all HStP) Other subjects: End of Year test (Teacher set; state whether Foundation, Developing, Secure and Excellent) Assessed Writing |
| | Formative | Bacc: filled in with targets and Teacher topic test as required | | | | | |
| Year 5 | Summative | INCAS Nelson Reading Vernon Spelling Assessed Writing | Assessed Writing Reading Comprehension Maths assessments | Assessed Writing test | Assessed Writing Reading Comprehension Mini SPaG test Maths assessments | Mini SPaG test Assessed Writing | Assessed Writing Reading Comprehension Spag Assessment Maths assessment (all HStP) Other subjects: End of Year test (Teacher set; state whether Foundation, Developing, Secure and Excellent) Assessed Writing |
| | Formative | Bacc: filled in with targets and Teacher topic test as required | | | | | |
| Year 6 | Summative | Nelson Reading | Assessed Writing | Assessed Writing | Assessed Writing | Mini SPaG test | Assessed Writing |



| | | | | | | | |
|---------------|------------------|---|---|---|--|--|---|
| | | Vernon Spelling Assessed Writing test | Reading Comprehension Mini SPaG test Maths assessment | test Maths SATS | Reading Comprehension Mini SPaG test Maths assessments | Assessed Writing | Reading Comprehension Spag Assessment Maths assessment (all HStP) Other subjects: End of Year test (Teacher set; state whether Foundation, Developing, Secure and Excellent) Assessed assessment Writing |
| | Formative | Bacc: filled in with targets and Teacher topic test as required | | | | | |
| Year 7 | Summative | MIDYIS Nelson Reading Vernon Spelling Assessed Writing | Assessed Writing Reading Comprehension | Assessed Writing Maths SATS | Assessed Writing Reading Assessment | Assessed Writing Reading Assessment | Maths- SATS Eng- SATS Science- KS3 SATS Other subjects: End of Year test (Teacher set; state whether Foundation, Developing, Secure and Excellent) Assessed Writing |
| | Formative | Bacc: filled in with targets and Teacher topic test as required | | | | | |
| Year 8 | Summative | Nelson Reading Vernon Spelling Assessed Writing MidYis if not done in year 7 | Assessed Writing | Assessed Writing Reading Maths SATS | Assessed Writing Reading | Assessed Writing Reading | Eng- SATS Maths- SATS Science- KS3 SATS Other subjects: End of Year test (Teacher set; state whether Foundation, Developing, Secure and Excellent) Assessed Writing |



| | | | | | | | |
|----------------|------------------|---|---|------------------------------------|---------------------------------|------------------|--|
| | Formative | Bacc: filled in with targets and Teacher topic test as required | | | | | |
| Year 9 | Summative | Assessed Writing Reading | Assessed Writing Reading | Assessed Writing Maths SATS | Assessed Writing Reading | Assessed Writing | Eng- SATS Maths – SATS Science- KS3 SATS Other subjects: End of Year test (Teacher set; state whether Foundation, Developing, Secure and Excellent) Assessed Writing PE-individual sport in lesson assessment |
| | Formative | | | | | | |
| | | | | | | | |
| Year 10 | Summative | YELLIS for anyone without MidYIS | | Maths assessments | | | Exams in each subject using past papers (teachers state whether Foundation, Developing, Secure and Excellent) Predicted grades set |
| | Formative | Bacc for KS4 | | | | | |
| Year 11 | Summative | | Mocks in each subject using past papers | | | | |
| | Formative | Bacc for KS4 | | | | | |

Tracking Bands in reports:



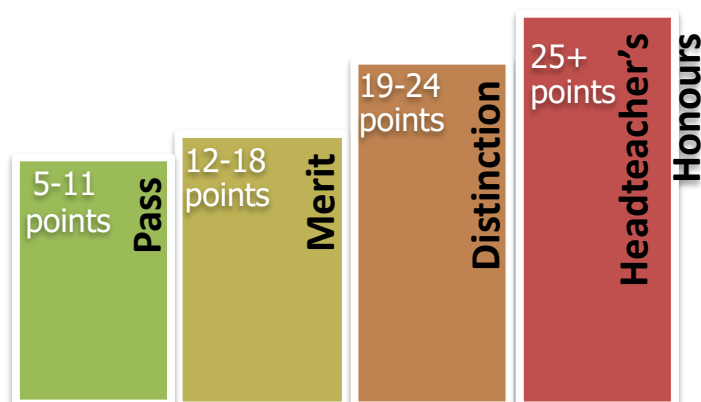
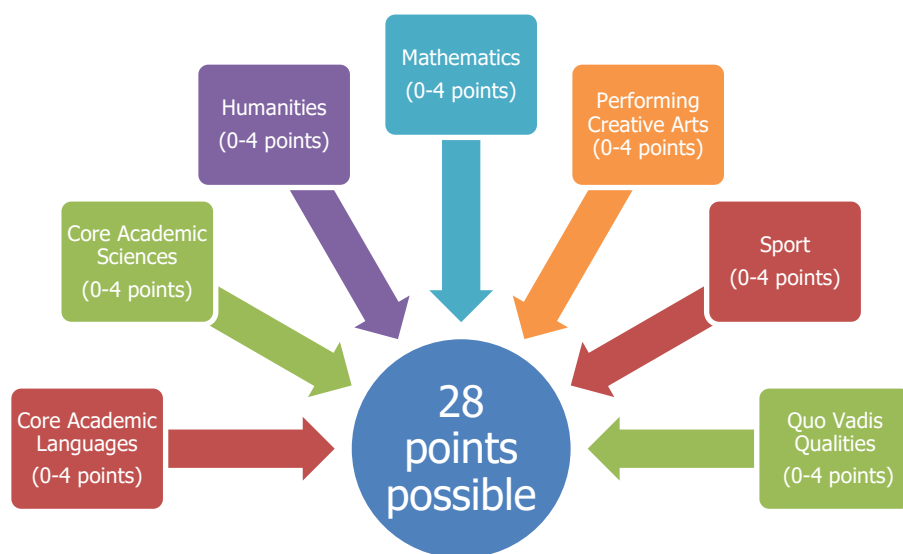
| | | Predicted grade in Year 11 | | | |
|------------|-------|----------------------------|------------|----------|----------|
| | | Std. Score | Percentile | New GCSE | Old GCSE |
| Excellent | Upper | 139 | 99.50% | 9 | A*+ |
| | | 137 | 99% | 9 | A*+ |
| | | 135 | 98.50% | 9 | A*+ |
| | Lower | 132 | 98% | 9 | A*/A*+ |
| | | 129 | 97% | 8/9 | A*/A*+ |
| | | 124 | 95% | 8 | A* |
| Secure | Upper | 120 | 91% | 7/8 | A*/A |
| | | 115 | 84% | 7 | A |
| | Lower | 110 | 75% | 6/7 | A/B |
| | | 105 | 63% | 6 | B |
| | | 100 | 50% | 5/6 | B |
| Developing | Upper | 95 | 37% | 5 | B/C |
| | | 90 | 25% | 4/5 | C |
| | Lower | 85 | 16% | 4 | C/D |
| | | 80 | 9% | 3 | D |
| Foundation | Upper | 75 | 5% | 2 | E |
| | | 70 | 2% | 2 | F |
| | Lower | | | 1 | F/G |
| | | | | 2 | F/G |

Appendix 2 QV Baccalaureate

The Quo Vadis (QV) Baccalaureate is an award that represents the broad curriculum on offer at Boundary Oak. It is presented as a certificate, every two years to pupils who gain sufficient points to achieve either a Pass, Merit, Distinction or Headteacher's Honours Award.

The awards are made in Years 2, 4, 6 and 8, and Yr 11 with years 1,3,5 and 7, 9 and 10 working towards their certificates.

The QV Baccalaureate is based on 7 areas of learning: Languages, Mathematics, Sciences (including computer science), Humanities, Creative and Performing Arts, Sport and QV Qualities. Pupils receive points in each of these areas and their overall score determines their award.



We use the QV Baccalaureate as an assessment, target setting and tracking tool that incorporates all the National Curriculum objectives, and where appropriate the Common Entrance and Scholarship syllabuses and GCSE syllabuses. Most importantly, it also reflects our pupil's efforts outside the classroom with achievements in extra-curricular activities, clubs and hobbies, both in and outside school, equally rewarded.

It aims to instil in our pupils our core values by promoting independent and critical thinking skills, a growth mindset and lifelong learning. It also prepares our pupils for, and aids their transition to, senior school and colleges.

At the core of our Baccalaureate are the learning grids. These contain the whole learning journey and progression of our pupils for each subject and area. This empowers pupils, teachers and parents, as all stakeholders know exactly where the pupil is, where they need to go and how to get there.



Boundary Oak Curriculum Policy

| Statements not yet achieved | Pass 1 | Merit 2 | Distinction 3 | Headteacher's Honour 4 | Points awarded |
|--------------------------------|--|--|---|---|----------------|
| Generic- skills not yet | Generic | | | | |
| | Acceptable effort and work ethic | Good effort and work ethic | Excellent effort and work ethic | Outstanding effort and work ethic | |
| | Participation in class activities is acceptable | Participation in class activities is good | Participation in class activities is excellent | Participation in class activities is outstanding | |
| | Most prep is on time, and to an acceptable standard | Prep is prompt, and to a good standard | Prep is prompt and to an excellent standard | Prep is prompt, and is often extended under own initiative | |
| | Speaking and listening contributions in class are acceptable, but require prompting | Speaking and listening contributions in class are offered, and are of a good standard | Speaking and listening contributions in class offered, and of an excellent standard | Speaking and listening contributions in class offered, and outstanding; they contribute to others learning | |
| | Presentation of work is acceptable | Presentation of work is good | Presentation of work is excellent | Presentation of work is outstanding | |
| Maths- skills not yet | Maths | | | | |
| | Demonstrates acceptable methods, both written and mental, to communicate their ideas and reasoning | Demonstrates above-expected methods, both written and mental, to communicate their ideas and reasoning | Demonstrates well above-expected methods, both written and mental, to communicate their ideas and reasoning | Demonstrates significantly above-expected methods, both written and mental, to communicate their ideas and reasoning | |
| | Mental arithmetic skills are of an acceptable standard and speed | Mental arithmetic skills are of a good standard and speed | Mental arithmetic skills are of an excellent standard and speed | Mental arithmetic skills are of an exceptional standard and speed | |
| | Problem solving skills (using and applying) are acceptable | Problem solving skills (using and applying) are good | Problem solving skills (using and applying) are excellent | Problem solving skills (using and applying) are exemplary | |
| | Regular support required to complete tasks | Occasional support required to complete tasks | Minimal support required to complete tasks | Support for completing tasks is rarely required – independence seen | |
| | Understand a general statement by finding particular examples that match it | Present information and results in a clear and organised way | Solve word problems and investigations from a range of contexts | Solve problems and carry through substantial tasks by breaking them into smaller, more manageable tasks, using a range of efficient techniques, methods and resources, including ICT, give solutions to an appropriate degree of accuracy | |
| | Review their work and reasoning | Search for a solution by trying out ideas of their own | Show understanding of situations by describing them mathematically using symbols, words and diagrams | Interpret, discuss and synthesise information presented in a variety of mathematical forms | |
| | Develop own strategies for solving problems | Identify and obtain necessary information to carry through a task and solve mathematical problems | Draw simple conclusions of their own and give an explanation of their reasoning | Present a concise, reasoned argument, using symbols, diagrams, graphs and related explanatory texts | |
| | Number | | | | |
| | Use their own strategies within mathematics and in applying mathematics to practical contexts | Check results, considering whether they are reasonable | | Use logical argument to establish the truth of a statement | |
| | Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit | Count in powers of 10 for any given number up to 1000 000 | Solve problems involving multiplication and division including using their knowledge of factors, multiples, squares and cubes | Perform mental calculations, including with mixed operations and large numbers | |
| | Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including | Round any number up to 1000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 | Solve problems involving multiplication and division, including dealing by simple fractions and problems involving simple rates | Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions | |
| | Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction) | Read, write order and compare numbers up to 10 000 000 and determine the value of each digit | Read Roman numerals to 1000 (M) and recognise years written in Roman numerals | Multiply simple pairs of proper fractions, writing the answer in its simplest form | |
| | Add and subtract numbers mentally with increasing large numbers | Solve addition and subtraction multi-step problems in context, deciding on operations and methods to use | Round any whole number to a require degree of accuracy | Divide proper fractions by whole numbers | |
| | Use rounding to check answers to calculations and determine levels of accuracy | Establish whether a number up to 100 is prime | Use negative numbers in context and calculate intervals across zero | Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8) | |
| | Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers | Multiply numbers up to 4 digits by 1 or 2 digit numbers using a formal written method, including long multiplication for 2 digit numbers | Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication | Use written division methods in cases where answer has up to 2 dp | |

Skills achieved are colour coded depending on the term they were achieved. Pupil's targets are circled, again colour coded. No longer will parents have to sit wonder whether their child progressing from a "4c to a 5b" is a good thing and what on earth it means.

The learning journey and progress for each child is clear and explicit.

In addition to the QV Baccalaureate, pupils' progress will be monitored by annual assessments. We carry out baseline assessments at the start of each year and formal, nationally standardised assessments in core subjects at the end of each year.

