



ST NEOT'S
PREPARATORY SCHOOL

Policy Name:	Curriculum Policy
Policy Number:	A7

Staff member responsible	Revision Date	Approved By	Approval Date	Reason
Suzanne Grey (Interim Director of Studies)	October 2022	Jonathan Slot (Head)	October 2022	Annual update
Emily Regent - Director of Studies	September 202	Due for review by Education committee October 2023		Annual update

This policy is applicable to the whole school including Early Years

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A St Neot's education is full of fun and good humour. We want every child to enjoy their time at school, to feel part of a community that holds family values at the core. We are determined that our children not only learn outdoors but learn about the outdoors. We want to create well-rounded, independent thinkers that are not only confident in their academic ability but hold the soft skills necessary for Senior School and the world ahead.

The St Neot's Way is:

- Where we promote a true sense of community, family values, a love of the outdoors and a commitment to having fun.
- Where every child comes into school feeling safe, valued and with a broad smile on their face; and who returns home with uplifting stories to tell.
- Where a first class, personalised, rigorous academic journey is matched by an enriching, broad and challenging co-curricular programme.
- Where the children's character, contribution and service is as valued as their academic success.
- Where the children's physical wellbeing is surpassed by their mental wellbeing.
- Where highly skilled, passionate and dedicated teachers, working in first class facilities, are full of ambition for themselves and the children in their care.

At St Neot's we adopt a child-centered approach to teaching and learning; every individual who passes through the School flourishes both personally and educationally.

INTRODUCTION

Our pupils participate in an engaging curriculum that inspires independent thinking and intellectual curiosity. We support every child to achieve their full potential; to thrive in an ethos of support and to be challenged and encouraged to succeed. Through the PSB, we aim to provide an outstanding education for life. We focus on the active development and assessment of six core, transferable skills: communication, collaboration, leadership, independence, reviewing and improving; and thinking and learning.

The development of our academic programme is an enriching and well-planned curriculum journey. Our academic programme is based upon the National Curriculum guidelines and ISEB 13+ syllabus, which ensures that our pupils' needs are met. We incorporate opportunities for exciting trips, outdoor learning and thematic approaches. Lessons are differentiated and tailored to meet the needs of the students; smaller classes provide targeted teaching to accelerate progress.

Scholarship sessions are designed to stretch our students and prepare them for scholarship exams. At St Neot's, pupils are successful in gaining entrance to their first school of choice. We have awarded more than 30 scholarships in a wide variety of areas including academic, art, music and sport in the past two years. With a focus towards a 13+ exit point via PSB or scholarship routes, we give children the opportunities and environment they need to grow into confident and resourceful young people.

The School has devised this written policy, which members of staff support with appropriate plans and schemes of work. In addition, our Teaching and Learning Policy explains the 'Learning Experiences' at St Neot's and the methods and opportunities available to advance our pupils within the School and beyond. Please see policy *A3 Teaching and Learning* for further details.

ST NEOT'S PHILOSOPHY

Our philosophy is to:

- Inspire children to develop a love of learning in a supportive and happy environment, where individuals are encouraged to reach their academic potential at St Neot's and beyond.
- Enthuse each child to discover all their abilities and talents and to develop a passion to pursue them.
- Motivate children to embrace challenges, think creatively, develop self-confidence, and to foster empathy towards others, preparing them both intellectually and emotionally for success in the 21st century.

AIMS OF THE SCHOOL

The aims of the school are to:

- To provide 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 linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- To provide subject-matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement or Education, Health and Care Plan;
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- Provide personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people (paying particular attention to the protected characteristics set out in the 2010 Act(s)) and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Pupils in Years 7 and 8 receive accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential.
- For pupils below compulsory school age, provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- Ensure that all pupils have the opportunity to learn and make progress;
- Ensure adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society.

AIMS OF THE CURRICULUM

The aims of the curriculum are to:

- Have high expectations for all pupils, raising their levels of attainment and enabling them to achieve their personal best.
- Prepare pupils to the standards and style of entrance examinations to senior schools suited to their abilities and temperament.
- Develop confident, disciplined and enquiring learners who are able to make informed choices.
- Foster in pupils a love of learning and the application of intellectual, physical or creative effort, interest in their work, and the ability to think, question and learn for themselves.
- Nurture self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs, and belief.
- Value and respect all cultures.
- Provide a safe, happy workplace.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Encourage an enthusiasm for the world beyond the classroom, in particular, sport, music and the performing arts.

ROLES AND RESPONSIBILITIES

Jonathan Slot is the Headmaster and Bronwyn Kidd is the Deputy Head. It is the Senior Leadership Teams' responsibility to ensure that our curriculum complies with statutory demands and that we provide a curriculum that is matched to the needs of our pupils. The Senior Leadership Team will be assisted by Governors, who monitor the Curriculum through the Education Committee, which feeds back to the full governing body.

Emily Regent, The Director of Studies, reports to the Headmaster and Deputy Head and is responsible for the policy and teaching of all academic areas of the school. It is the responsibility of the Director of Studies and the Director of Teaching & Learning to monitor the delivery of the curriculum. Furthermore, the responsibility includes the leadership and management of curriculum heads of departments within the school, developing the management of their teams. The Director of Studies will work with the Director of Teaching & Learning and the curriculum heads of departments to develop their evaluation of progress.

Jon Overton is the Head of Pre-Prep and co-ordinates all academic policy and teaching for the Nursery, Reception and Years 1-2. Jon Overton is also our Data Coordinator and works closely with Emily Regebt to monitor the tracking of progress and attainment across the school.

Each department has a departmental head, responsible for policy and delivery of the curriculum in each area. The heads of department have responsibility for their subject throughout the age range.

DEPARTMENTAL HEADS

Heads of Department ensure that the content of the curriculum is suitable for each Year Group, and is customised every academic year for the new cohorts of pupils.

Schemes of work and lesson plans make provision for differentiation, in accordance with the abilities of the individual pupils. The Director of Studies provides advice and support to all Heads of Department and works with them to monitor the curriculum throughout the school.

SUBJECT	HEAD OF DEPARTMENT
English	Emma Graham
Mathematics	Bertie Lamond
Science	Sue Jakubowski
French and MFL	Isabelle McNeill
Humanities	Jamie Berger-North
Personal, Social and Health Education (PSHE)	Louise De Rosa
Design and Technology	Becky Steel
Computing	Alison Watt
Music	Mark Bassett

Art	Veronika Vallance
Drama	Matt McGrath
Physical Education and Games	Jonny Smith and Vicky James
Outdoor Learning	Richard Edwards

TEACHERS

It is each individual teacher's responsibility to:

- Plan and deliver a scheme of work which provides a wide range of opportunities and experience, ensuring academic rigour, and that pupils achieve as good a standard in the core skills of Literacy and Numeracy as is commensurate with individual ability.
- Ensure that lessons are well planned, interesting, well-resourced and at the appropriate level for all the pupils, offering support for pupils with special educational needs and challenging and extending the more able and talented pupils.
- Create a learning environment which is supportive and responsive to individual needs, encouraging pupils to aim high and respond positively to challenges, with the confidence to sample new experiences.
- Ensure that all pupils feel their talents and abilities are recognised and valued, be they academic, sporting, musical, artistic or extra-curricular.
- Ensure that the personal, social, spiritual and moral development of our pupils takes equal precedence with academic development, providing opportunities for pupils to forge fulfilling personal and social relationships with peers.
- Take advantage of professional development for the updating of skills.

THE SCHOOL'S CURRICULUM

Through this policy, our plans and schemes of work, the school:

- Takes into account the ages, aptitudes and needs of all our pupils, including those pupils with an Education, Health and Care plan.
- Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Full details of the school's curriculum are available in the schemes of work for each department: [Department Documentation Grid](#). These take the form of departmental policies produced by Heads of Department and Head of Years.

THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) covers all aspects of child development and learning from birth to age 5. It is a statutory requirement for all Early Years settings as outlined in the 'Early Years Foundation Stage Handbook' which is published and reviewed annually by the DfE. In addition, the EYFS team use 'Development Matters', which provides non-statutory guidance on the milestones that

children should be able to achieve and at what step in their journey these are likely to occur. Since 2021 It has been broken down into 3 distinct areas; 0 to 3, 3 and 4 year olds and Reception.

Plans, aims and evaluations are available from the Nursery Managers and Head of Pre-Prep. The framework takes the child as its focus, and steers away from subjects, specific areas of experience and distinct curriculum headings. It identifies themes, which celebrate the skills and competence of young children and the inter-relationship between growth, learning, development and the environment in which they are cared for and educated. The framework focuses on the areas of learning and development covered by the early learning goals:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Physical Development
- Mathematics
- Understanding the World

In addition, PE, Tennis, French, Swimming (from age 3 in Tiny Tuskers) and Music are taught by subject specialists from Nursery onwards.

RECEPTION

Reception is the second year of the Foundation Stage (FS2) and, like the Nursery curriculum, is divided into the six main areas of learning.

Throughout the year, the teacher's role is to lay strong foundations for future learning, teach social skills and excite the minds of the children so that they are ready for the transition into Year 1. There is a strong emphasis on the teaching of reading, writing and maths as well as developing the creative and physical skills. We teach phonics through Twinkl Phonics, a scheme that quickly provides the children with the skills for decoding new words and gives a great sense of achievement.

PRE-PREP (YEARS 1 & 2)

Years 1 and 2 develop these Early Years and Foundation Stage areas into specific subjects. In Year 1 the children continue to develop their basic skills and knowledge in literacy and by the time they move up to Year 2, most are writing lively descriptive stories and beginning to use continuous cursive handwriting more regularly. They continue to learn to read using Twinkl Phonics and through the extensive reading scheme.

Besides the formal curriculum, the extended curriculum in the Pre-Prep provides children with rich opportunities to learn about the world around them, through clubs and activities, drama and special enrichment days.

MIDDLE SCHOOL (YEARS 3 & 4)

In Years 3 and 4, plenty of support is offered to the pupils whilst they are learning to become more independent. The children retain most contact with their form teachers, who are always at hand to assist and encourage them.

The National Curriculum forms the basis of the schemes of work, with breadth added through additional subject areas and extra thematic studies. In Years 3 and 4 the amount of time the children

spend with specialist teachers is increased; for example, we offer three extended Games sessions each week and Spanish is introduced from Year 3.

MAIN SCHOOL (YEARS 5 - 8)

In Years 5 to 8 all subjects are taught by specialist teachers. From Year 5, children are placed into ability paced groups for English, Maths, French and Science. Movement across these paced groups is fluid.

Non-Verbal and Verbal Reasoning is introduced in Years 5 & 6, preparing pupils for senior school entrance examinations through exposure to verbal, non-verbal and spatial reasoning, and critical thinking. In addition to the timetabled non-verbal and verbal reasoning sessions, these key skills are taught during English and Maths lessons in a discrete and effective manner. Year 5 receive a login to Planet Bofa to access at home and during verbal reasoning and non-verbal reasoning to give them exposure to online, adaptive questioning that mirrors the ISEB pre-test.

THE PSB

We follow the Prep School Baccalaureate; this was introduced to St Neot's in September 2016. We prepare our pupils to develop the Core Skills of the Prep School Baccalaureate: Independence, Collaboration, Thinking and Learning, Reviewing and Improving, Leadership and Communicating.

All pupils in Years 7 and 8 study a PSB scheme of work in all subjects, including English, Mathematics, Science and French. A group of pupils also study Latin in Years 7 and 8.

In addition to these academic subjects, Music, Drama, Art, Design Technology and Games are taught and pupils who show promise are encouraged to take scholarships in these disciplines. Scholarships are also taken in academia, sports, art and drama or performing arts.

The children in Years 5-8 have a PSB tutor who they meet every week to discuss how they are using and applying the six core skills across the curriculum. In Year 7 and 8 the children review their progress against targets; the children keep track of their progress using Google Classroom (please see annex 1). Emphasis on these 'core skills' help children to develop a range of character attributes which underpin success in education and help prepare them for the skills we feel are necessary in the modern world.

In the Summer Term of Year 8, the children will begin their Pre-Senior Project Qualification. The Pre-Senior Project qualification aims to develop pupils' independent learning and performance, to be inspired by new areas or methods of study and to prepare themselves for their learning at senior schools and universities (please see annex 2).

PREPARATION FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF ADULT LIFE, Years 7 and 8

The breadth of the curriculum allows pupils to have experience of many issues that they will face in adult life. Positions of responsibility are assigned in Year 8, including Head Pupils, Sports Captain, Sports Prefect, Pastoral Prefect, Art Prefect, Charities Prefect, Performing Arts Prefect, I.T. Prefect, House Captain and House Prefect.

A leadership programme begins in Year 7, which complements and extends the school-wide emphasis on teamwork and responsibility. Each curriculum area has planned opportunities within each term across the six PSB skills: thinking and learning, reviewing and improving, communicating, independence, collaboration and leadership.

COMPUTING

All pupils have high levels of IT literacy and computer skills by the time they leave at the end of Year 8. Cross curricular use of I.T. is encouraged, with interactive whiteboards in every classroom, two computer suites, and sets of Chromebooks throughout the school.

PSHE

Throughout the School, personal, social, health and economic education (PSHE) and Citizenship is an integral part of the curriculum. Teachers use Jigsaw resources and lesson plans. PSHE is taught by the Form Teacher where possible, but is also delivered through subject teaching, assemblies, charity/community involvement, outings, class roles and responsibilities, and guest speakers. Many topical issues are also raised and discussed in other subjects stemming from ethical issues in Geography or Science.

Children attend school, form, year group and house assemblies, and a 'celebration assembly' each Friday. Additionally, there are whole school services such as a Harvest Festival, Remembrance Day and a Christmas Carol Service.

For further detailed information, please see the PSHE policy.

RSE

Relationships and Sex education is taught from Year 1 - Year 8 in an age appropriate, sensitive manner. RSE takes place as part of our PSHE programme. Teachers use Jigsaw lesson plans and resources. The Head of PSHE and Deputy Head write to parents to inform them which topics will be covered and make them aware of the content covered. Withdrawal from specific lessons is offered. For further detailed information, please see the RSE policy.

MUSIC, ART AND PERFORMING ARTS

The curriculum provides opportunities for pupils to develop musical, public speaking and dramatic skills. Pupils have the opportunity to participate in regular stage performances and recitals. Traditionally, pupils in Tuskers to Year 2 perform in the Harvest Festival and the Christmas Nativity, pupils in Years 3 and 4 stage their own play and pupils in Years 5 to 8 are given the opportunity to participate in an annual school production. In addition, pupils perform in verse speaking, musical recitals & concerts, and form assemblies.

St Neot's have popular and active choirs for all sections of the school, and there is an established school orchestra, as well as wind, string, brass, harp, guitar, flute, drum and percussion ensembles.

Many pupils have additional instrumental lessons with specialist, peripatetic music teachers and almost 200 individual lessons a week are taught by the ten visiting staff.

St Neot's was awarded the Artsmark Gold Award in Spring 2015. This is testament to the emphasis placed on the arts at the school, and the pleasure and success derived from the opportunities on offer.

Pupils are encouraged to take part in extracurricular clubs and activities, which include academic, sporting, creative and social activities. Musical theatre and dance classes offer opportunities to develop skills and take part in annual theatre productions at school. Pupils have auditioned successfully for parts in local Theatre Productions and are members of Stagecoach.

SPORT

The curriculum promotes the development of foundation skills in sport and participation in sport for health and enjoyment. Pupils have the opportunity to participate in a wide range of sporting activities, both within lessons, house competitions and during after-school clubs.

St Neot's run teams in netball, football, rugby, cricket, hockey, swimming, tennis,, athletics, cross country and perform in local competitions. Some teams participate in IAPS Championships.

Pupils are also taught athletics, tennis, gymnastics, dance, basketball or handball, outdoor learning, and take part in cross country, swimming galas and triathlon events.

In recent years, pupils have represented the district and county in cricket, netball, football, rugby, hockey, cross country and athletics.

A successful programme of Sports Enrichment is also offered to some pupils who may not be suited to an activity or have a specific medical condition which affects their participation in that activity. These pupils will take part in a wider range of individual or non contact sports. For example: archery, mountain biking, Tri-Golf, badminton, Ultimate Frisbee, tennis, table tennis, tchoukball, floorball croquet and boccia.

SUPERVISED EDUCATION

Our School's education for pupils is full time. Pupils are supervised in lessons, but independent learning may allow a pupil to use a resource area, such as the library or the ICT Suite, independently and when this is appropriate.

The School operates on trust and pupils may enter communal areas, and sometimes classrooms, without supervision in the knowledge that Duty Staff or others are available. Areas such as the Science Laboratory and Design Technology Studio are locked for safety reasons.

Close supervision takes place during after-school activities.

Where pupils have breaks to go to the lavatory, arrangements are in place consistent with privacy, safeguarding and the operation of trust.

All pupils can choose to participate in additional after-school clubs (after school care is available for younger children) from the wide range offered, which take place at the end of the school day. A number of peripatetic practitioners provide services which enhance and extend the range of opportunities for pupils at St Neot's School, along with specialist coaches and experienced and qualified teaching staff.

PREP

Reception, Year 1 and Year 2

- Year 1 and Year 2 are given weekly spellings, following the spelling focus for that week. The pupils have a week to practise the words.
- Nightly reading – reading is set on an individual basis

Year 3

- 30 minutes Numeracy per week (an online activity or written task) and practice & revision for weekly multiplication tests.
- Nightly reading – reading is set on an individual basis

Year 4

- 30 minutes Numeracy per week (an online activity or written task) and practice & revision for weekly multiplication tests.
- 30 minutes Literacy task per week (sometimes using online material to support the task set, for example research tasks)
- Nightly reading – reading is set on an individual basis

Years 5 & 6

- 30 minutes per week for English, French, Mathematics and Science
- Revision for weekly spelling & vocabulary tests in English & French, and multiplication tests in Mathematics.
- In Year 6, Latin vocabulary and consolidation work is also set. Pupils have a week to complete the work.

Years 7 & 8

- Approximately 40 minutes per week for English, French, Mathematics and Science
- Practice & revision for weekly spelling & vocabulary tests in English & French, and multiplication tests in Mathematics.
- Humanities prep is set weekly, alternating between Geography and History. Pupils have a week to complete the work.
- Latin vocabulary and consolidation work is set for those studying Latin. Pupils have a week to complete the work.

Prep is differentiated and accessible to the individual pupils. The aim of prep is to reinforce and consolidate the work undertaken in the classroom, and develop the skills and practice of independent study. Pupils are encouraged to bring their work home to share with their parents. Previous preps are made accessible to parents to allow them to monitor their child's work.

Pupils should keep a daily record of all Prep set, weekly tests and more formal assessments in their Pupil Planners.

STANDARDISED ASSESSMENTS

The use of standardised assessment (CAT4, Progress in Maths and English, NGRT, NGST) serves to monitor the success of the school in achieving its objective of ensuring pupils reach their academic potential.

English, Mathematics and Reading assessments are completed each year from Year 1, to evaluate ability; English and Mathematics in the June of the year and Reading and Spelling in the first half of Autumn term. The GL Assessment tests are used annually from Year 1. Cognitive Ability Tests (CAT4) are used to evaluate potential and are administered at the start of the school year for Years 4 to 8, allowing comparisons to be made between pupils' potential and ability.

These tests are used to identify pupils who are not making the required level of progress or are not achieving their academic potential. Results are discussed in staff meetings and Heads of Department meetings, as well as in departmental meetings. Strategies are put in place in departments to provide support for the children identified, and Learning Support is involved when required. The tests are also used to identify children at the higher end of the spectrum to ensure that they are achieving the academic results expected, and are being stretched and extended in lessons.

The results of these tests are studied each year, evaluating whether the school has achieved its aim of ensuring pupils enter a senior school commensurate with ability.

Full details of the assessment process are outlined in the policy *A41 Whole School Assessment Policy* and *A33 Policy for Examinations*.

SPECIAL EDUCATIONAL NEEDS

St Neot's caters for pupils with wide ranging abilities and diverse needs. Pupil needs are met through setting, differentiation and when required 1:1 or small group support.

Teaching assistants are deployed in a number of year groups to support those pupils with identified needs. These may be pupils with a statement, specific learning difficulties or those at an earlier stage of development than their peer group yet to develop independence and confidence.

The Learning Support department works closely with all teaching staff to provide screening, assessment and feedback of identified pupils. For children requiring specialist support, a Learning Plan is devised identifying the pupil's specific areas of difficulty and the strategies that staff can implement in order to support the individual. The Learning Plans are reviewed with parents on a termly basis who sign that they have seen the targets and the reviewed Learning Plan.

1:1 Learning Support sessions are available to all children who are on the SEND register (Wave 3 and above). Setting and differentiation is Wave 1 and intervention groups are wave 2. Wave 3 children will have access to all the above as well. From January 2023, these 1:1 sessions will be chargeable at a rate of £40 per hour.

For pupils with an Education, Health and Care Plan, we address their needs through the process of the Annual Review Report of Statement of Educational Need. Through subsequent Learning Plans, additional adult support, adaptation of the physical environment and learning resources, we endeavour to fulfil its requirements as required.

Any pupils with a statement have their needs coordinated and monitored by the SENDCO, who ensures that statutory requirements and individual needs are met (DFE Standard 1. (2)(e)).

For further details, please refer to *A34 Special Educational Needs Policy*.

MORE ABLE, GIFTED AND TALENTED LEARNERS

The term *more able* refers to learners who have high context scores in testing and a broad range of achievement at a level well above average, in academic subjects.

The term *gifted* is used for exceptionally able pupils. We feel that there is a distinction between *more able* children and *gifted* children.

The term *talented* refers to learners that excel or who are potentially able to excel in specific fields such as art, dance, drama, music and ICT.

The School caters for the needs of pupils who are More Able, Gifted and Talented through a broad and extensive curriculum, pace setting in various key subject areas, differentiation and mentoring in class. Dedicated tasks are activities and events are organised by the More Able, Gifted and Talented Coordinator, and additional sessions are run by Heads of Department in the core subject areas to further extend the pupils. In Music, individual music lessons, success in Associated Board Music Exams, solo performances, concerts, ensembles, plays and productions allow talents to be developed. Participation in IAPS sporting or cultural events allows for pupils to showcase ability and talent.

Some pupils will be prepared for scholarships, including academic, all-rounder, music, art, sport and drama. Individual programmes are implemented to prepare the pupils for their scholarship assessments, which greatly vary depending on the senior school.

For further details, please refer to *A17 More Able, Gifted and Talented Pupils*.

CAREERS

Pupils in Years 7 and 8 receive accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential. Care is taken not to limit the career choices available to either boys or girls because of their gender. Pupils in Y7 & Y8 are invited to attend the LWC Careers Fair in the Summer Term.

ANNEX 1: PSB Mentoring

PSB Mentoring

- **PSB Mentor meetings**
 - ❖ **Friday AM weekly**
- **Years 5 - 8**
[PSB Art of Tutoring meeting notes 21st Jan 2021.docx.](#)

PSB Mentoring Sessions:

- Children and staff will have access to a Google Classroom so teachers can set tasks, share discussion points. Children can use their logbook as a blog to respond to key questions e.g. **How can you be an effective leader?**
- Discussion/ question then reflection time. As time is limited, you can ask pupils to type up a logbook as Prep.
- 1:1 sessions can be held whilst others are working on logs.

During sessions:

- Group sessions should be planned and have a PSB core skill focus
- Time can also be usefully spent suggesting ways that children can achieve greater success with specific PSB skills.
- Individual, 1:1 discussions are extremely effective although general group conversations and discussions also have their place.
- Children will reflect on their progress and evidence for the 6 core skills using their PSB Mentoring Log which will be available through GoogleClassroom
- Resources and shared items will be placed on Academics/PSB drive. Please share items that you create for future use amongst colleagues.


Assessing the PSB Core Skills

- [PSB Core Skills](#) will be used for moderation and to generate targets. See slide 4 for descriptors when assessing or for when pupils are self assessing.

PSB Final Assessments

- All final PSB assessments to be completed by Summer Term - Week 4 - to avoid clashing with the The Pre-Senior Project Qualification (PSPQ)

END OF SCHOOL PSB REPORT



PSB

Pupil Certificate

2021

Name: Write here..... School: Write here.....

Core Skills assessment will be in the narrative form

PSPQ assessment will also be in the narrative form

Subject assessments on the Pupil Certificate will generally be in the numeric form (10 point scale).

PSB CORE SKILLS					
Communication	Reviewing and Improving	Thinking and Learning	Independence	Leadership	Collaboration
X	X	X	X	X	X

Pre-Senior Project Qualification, PSPQ


PSPQ Title: X

Narrative Grade: X

School Subjects			
English	X	PE	X
Maths	X	Games	X
Science	X	Classics	X
French	X	Philosophy	X
Computing	X	DT	X
RS	X	Dance	X
Geography	X	Drama	X
History	X	Spanish	X
Art	X	Other	X
Music	X	Other	X

Headteacher: _____ General Secretary: _____

PSB Assessment	PSB Narrative Equivalent
10	Exceptional
9	
8	Exceeding
7	
6	Expected
5	
4	Evolving
3	
2	Emerging
1	

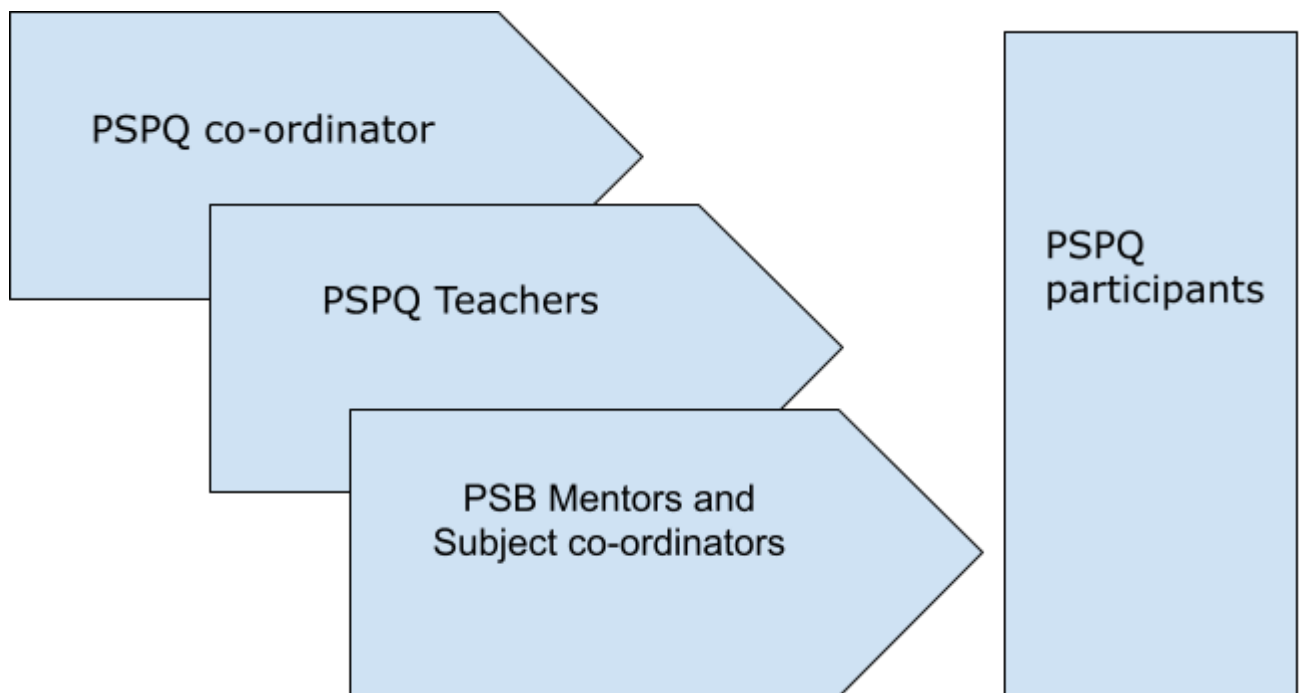


ANNEX 2: Pre-Senior Project Qualification:

The Aim of the PSPQ

Pupils in Year 8 will complete their Pre-Senior Project Qualification (PSPQ) as the final part of their Prep School Baccalaureate (PSB) journey. It aims to culminate their interests, academic or wider knowledge, experience and skills set alongside the use of the 6 core skills.

- Leadership
- Thinking and Learning
- Independence
- Communication
- Collaboration
- Review and Improve



The PSPQ Team

A team of teachers will be off timetable to teach the key skills required for the project. **This will not be in addition to your allocated teaching of Year 8 - this will be instead of.** Other key specialists, i.e: Games, Art, DT, Music, IT etc. may be called upon to support in lessons and coach where needed, this will be dependent on the pupils' topics/ questions chosen. These will be the subject supervisors.

PSPQ Teacher Expectations

- Teach skills, mentor and support pupils with their PSPQ.
- Support with marking and moderations.
- Support with report/ certificate comments.
- It is essential to teach key elements of the process to the pupils to improve the efficiency of the outcome. Although we are expecting and encourage independence, there are elements of that learning which still needs to be taught in a cross-curricular manner:

How to formulate a question around the topic they are interested in (Initially with tutors, All subjects depending on topic)	How to research, to include the ability to search for and identify suitable sources of information (ICT, Humanities, English)	Use of the Harvard Referencing System (Library/English/History)
Encouragement that the question needs to be relevant and appropriate (All subjects depending on topic)	Understanding of fake news issues (PSHE, Philosophy?)	Safe skills or techniques that will be required for the project especially if it is an artefact (Art/DT/Classics/Science/Geography/ Sport if outdoors)
IT skills that will enhance the production of the report (ICT)	Project management skills to include time, resource and task management (Tutor)	Oracy and how to present (Drama, Music, English)
The format and structure of the project (Centralised or with tutor)		

Types of PSPQ Projects:

Projects should fall under one of the following headings

- STEM
- Humanities and Languages
- Creative Arts
- Physical
- Cross-Curricular
- Community project

[PSPQ Example titles.docx](#).

Length of PSPQs:

Dependent on if an essay style or creative project

- Extended Essay: 1500 – 3000 words
- Creative project + 500 - 1000 words

Examples of Creative Projects: Oral (podcast, radio broadcast, recorded)
Visual (Film/Drama/Dance)
Art/ DT Project

Mark Scheme: [PSPQ Mark Scheme](#)

PSPQ Logbook:

The PSPQ Logbook is used to support the process, reflection and assessment of the project.

It should be used throughout the project to document the process and not completed after the project. Pupils are able to use the template to link to other mediums such as mind maps, recorded verbal reflections etc.

It is strongly suggested that the following is included:

- Record process, accomplishments and challenges including reflections and actions
- Record initial and rolling thoughts, developments and questions
- Record interactions, meetings, research actions and discussions
- Records of research, useful information, images, links and a bibliography
- Evaluations, reflections and formative feedback received

Parental Involvement:

- This is intended to be an independent, school-based project with limited working time spent at home.
- The intention is that support is given rather than influence.
- Support from parents in accessing resource materials, visits to places to support research such as libraries, museums, exhibitions etc.
- Support given to provide opportunities for quiet, independent work at home if necessary are encouraged.

ANNEX 3: Careers Guidance

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of our delivery of the mission of St Neot's through years 7 & 8. We promote our 'world of opportunity' view through a number of activities, both in and out of the classroom. This includes supporting pupils in starting to develop the knowledge and skills which will help them make informed choices for their future in an increasingly varied and complex careers market.

Aims and Objectives

Clearly, the oldest St Neot's pupils are at the beginning of their journey, according to the National Careers Strategy: making the most of everyone's skills and talent for 11-19 in England (DfE, 2017).

The School acknowledges that they will be making their GCSE choices within the year of leaving St Neot's and to that end, we aim to raise their awareness of how the subjects they learn at school connect to their future.

Careers education is facilitated through a number of subjects, including PSHE, Form Time, STEM subjects and the Humanities. Where possible, we aim to expose senior year groups to employers and employees from a variety of professions. This is facilitated by career visits from parents and friends of the school, visiting speakers and opportunities such as "Teacher for the Day" and attendance at our partner school's Futures Fair.

The objective of the St Neot's careers programme is to:

- encourage pupils to be ambitious, broaden their horizons, and begin to explore their own career aspirations
- ensure pupils' readiness to take the next step in their education
- help pupils to understand the changing nature of the world of work
- help pupils to begin the development of skills, attitudes and qualities which will facilitate a successful future transition into the world of work
- contribute to strategies for raising achievement, particularly by raising motivation and resilience
- support inclusion, challenge stereotyping and promote equality of opportunity

St Neots' fulfils these objectives by:

- following the Jigsaw PSHE programme from Year 1 to 8. The programme tackles subjects such as employability skills, career choices and budgeting at an appropriate age.
- inviting professionals in to talk of their career and the skills required
- form time discussion
- leavers' programme
- assemblies
- trips

Pupil and Parent Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the outcomes for their young person. Where appropriate, the school is keen to foster parental involvement in discussing potential career paths with their child. St

Neot's staff regularly offer advice to pupils on future school and subject choices.

Equality and Diversity

Careers education is provided to all older pupils and provision is made to allow all pupils to access the curriculum. Pupils are encouraged to explore career paths that suit their interests, skills and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated.

This policy should be read alongside other school policies, particularly:

- SG2 - Safeguarding (Child Protection) Policy
- SG3 - Behaviour Policy
- SG4 - Anti-Bullying
- SG7 - Staff Code of CONduct Policy
- A3 - Teaching and Learning Policy
- A13 - Equal Opportunities, Inclusion and Cultural Diversity
- A17 - More Able, Gifted and Talented Policy
- A19 - Handwriting and Presentation Policy
- A21 - Prep and Homework Policy
- A24 - Marking Policy
- A31 - Reporting Policy
- A33 - School Examinations
- A34 - Special Educational Needs and Disabilities Policy
- A41 - Whole School Assessment Policy
- A47 - EAL Policy
- Individual Departmental Policies
- H9 - Health and Safety Policy Statement
- The Prevent Duty - departmental advice for schools and childcare providers, June 2015, and the Equal Act 2010

Policy Author: Emily Regent, reviewed by Suzanne Grey September 2023

This policy is reviewed annually: next review date is: September 2024