

CUMNOR HOUSE SCHOOL



Curriculum Guide for Parents

YEAR 6

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Introduction

This booklet will provide you with information about the curriculum in Year 6 at Cumnor House and what subject your son will be studying over the course of the year.

In the Upper school we provide a curriculum that will help every pupil reach his potential, enrich every pupil's educational experience and foster enthusiastic, creative learners. We see teaching and learning as a partnership between staff, pupils and parents. Our ultimate aim is to enable your sons to become confident, independent learners, who are well equipped to move onto the next stage of their education.

We hope that this guide will give you some useful information about the curriculum and the teaching and learning that goes on in Year 6. Below is an overview of the work covered in each subject. Each group of boys is different and we tailor the teaching to each group, to maximise learning. Plans are constantly updated and developed, so you may find one or two details change as the year progresses.

Topic Overview

	Autumn	Spring	Summer
Maths	<ul style="list-style-type: none"> -Four Rules -Decimals -Rounding -Factors & Multiples -Fractions -Percentages & Decimals -Algebra basics -Probability -Data Handling -Angles and shapes -Constructing triangles 	<ul style="list-style-type: none"> -Area & Perimeter -Volume -Directed Numbers -Translations -Symmetry -Handling data -Speed Distance Time -Scientific calculators -3D Shapes 	<ul style="list-style-type: none"> -Circles -Volume of Cylinders -Conversion Graphs -Pythagoras theorem -Algebra review & extension -Data Handling Project
English	<ul style="list-style-type: none"> -Reading: group and independent -Comprehension -Grammar and Punctuation -Spelling -Speaking and Listening -Writing: <ul style="list-style-type: none"> Poetry Letter writing Descriptions Persuasive writing Balanced arguments Story planning and writing Personal accounts Exam technique Comprehension and Writing exam practice papers 		
Science	<ul style="list-style-type: none"> -Health and safety -Light and ray diagrams -Heart and circulation -Breathing and smoking 	<ul style="list-style-type: none"> -Health, Exercise, Microbes, Nutrition, teeth -Movement -Temperature, thermal insulators and conductors 	<ul style="list-style-type: none"> -Humans and other animals: living things, habitats and keys -Evolution, inheritance and variation

French	<ul style="list-style-type: none"> -Leisure and free time activities -The home -Holidays -Sport -School subjects 		
History	<ul style="list-style-type: none"> -Edwardian Britain -First World War -Inter War Years 	<ul style="list-style-type: none"> -Second World War -Britain- Post War -Welfare State 	<ul style="list-style-type: none"> - Transport Changes - Teenage pop music - Fashion - Holidays
Geography	<ul style="list-style-type: none"> -The Mountain - Environment 	<ul style="list-style-type: none"> -Investigating coasts 	<ul style="list-style-type: none"> -Investigating rivers - Global location knowledge
RE	<ul style="list-style-type: none"> -World Religions -Christianity; Judaism; Islam; Hinduism; Buddhism; Sikhism Founders, Holy Books, Join the Faith, Full Membership, Places of Worship -Family Life 	<ul style="list-style-type: none"> -Celebration Meals, Festivals of Faith, Festivals of Light, What People Believe, Right and Wrong, Life After Death 	<ul style="list-style-type: none"> -Famous Religious People -Martin Luther King Jr. -Mahatma Mohandas K - Gandhi
Art	<ul style="list-style-type: none"> -Cave Art -Work of George Stubbs, Franz Marc -Nativity 	<ul style="list-style-type: none"> -Observational drawing -Three-dimensional models of animals -Mark making and colour mixing 	<ul style="list-style-type: none"> -Mark and pattern making -Albrecht Durer -Art based on animal story
Latin	<ul style="list-style-type: none"> -Roman beliefs about life after death -Gladiators -Chariot Racing -Riot at Pompeii 	<ul style="list-style-type: none"> -Baths -Schools: Greek Language Introduction 	<ul style="list-style-type: none"> -Local Government and Elections -Government notices -Eruption of Vesuvius and destruction of Pompeii

Music	<ul style="list-style-type: none"> -Brief explanation of aims for the year and testing of voices. -Notation, music vocabulary and rhythm Games -Structures – Pop, Rondo + Blues -Blues ‘swing’ 	<ul style="list-style-type: none"> -House Music Competition – performing and judging -Peter and the Wolf -Blues composition -Sibelius software – tutorial videos and simple exercises Groove City 	<ul style="list-style-type: none"> -Choosing instruments and timbres -Blues composition being put into Sibelius -Intermediate score reading -Combination Lock Game -Groove City -Group composition
Games	<ul style="list-style-type: none"> -Trials -Skill development -Team play -Rules 	<ul style="list-style-type: none"> -Trials -Large Ball Skills -Team play -Set pieces -Laws 	<ul style="list-style-type: none"> -Trials -Bowling -Fielding -Batting -Athletics
PE	<ul style="list-style-type: none"> -Fitness -Ball Control -Invasion Games 	<ul style="list-style-type: none"> -Rugby -Defensive Line -Territory 	<ul style="list-style-type: none"> -Cricket -Front Foot/ Back Foot -Line and Length -Athletics
Swimming	<ul style="list-style-type: none"> -Take record of time for front crawl, back stroke. Strength/endurance building. -Breast stroke 	<ul style="list-style-type: none"> -Take record of time for front crawl, back stroke and breaststroke. -Recap Breast stroke -Develop Butterfly -Gala Preparation 	<ul style="list-style-type: none"> Take record of time for front crawl, back stroke, breast stroke. Strength/endurance building. Intro to Butterfly -Entry
DT	<ul style="list-style-type: none"> -Bagatelle Game (Wood) 	<ul style="list-style-type: none"> -Acrylic / Wood Key - Chain (CAD/CAM) 	<ul style="list-style-type: none"> -USB Mood Lights (Electronics)
PSHE	<ul style="list-style-type: none"> -Being Me in My - World -Celebrating Difference 	<ul style="list-style-type: none"> -Dreams and Goals -Healthy Me 	<ul style="list-style-type: none"> -Relationships -Changing Me

Homework

The purpose of homework is to support learning in the classroom and to help children develop into effective, independent learners. Once good homework habits have been established, your son will have acquired a valuable learning tool. Although many of the Year 6 boys will be able to work independently, they may need some support on occasion.

The Prep Diary is to help your son with the organisation of his prep but it also helps you to know what he is supposed to be doing. We would ask you to look at his Prep Diary daily, as well as his work, so that you can check that he has completed the required tasks. It would be really helpful if you could then note down the time taken and initial the prep diary. There is also a space for your comments. Please use the prep diary to communicate with the Form Tutor about your son's homework or general notes regarding school life.

If at any point you feel that your son is having real problems with homework please contact the Form Tutor to discuss your worries. The following is a rough guide to the amount of prep you can expect at this stage at Cumnor House School.

Year 6 (1 hour – 1 hour 30 minutes + reading)

- Up to 20 minutes of reading, on a daily basis, both independently and at least 10 minutes aloud to an adult
- Learning weekly spellings
- Two or three pieces of homework per night lasting no more than 30 minutes each.
- Each week: Two homework tasks for Maths, English, Science, French. One homework task for History, Geography, Religious Education, Latin.
- 11+ Examination Candidates have English and Maths homework only, throughout the Autumn Term and into the early weeks of the Spring Term. If further clarification regarding a particular homework is required, please contact your son's Form Tutor.
- Your son will be given a Homework Timetable in the first week.

ENGLISH

Help your son with reading

Reading is at the heart of the curriculum. It is the key to accessing all subjects and a core element of the boys' prep at Cumnor House School. We ask that boys read every evening (including weekends) and record in their Reading Records. They should log the title of the book, the page numbers they have read and get an adult to sign it each evening. They might even like to add a comment about what they have read. Your son's English teacher will check this on a weekly basis and reward good reading effort and progress.

There are several elements to effective home reading; choosing the right book; reading aloud, comprehension and enjoyment.

1. Choosing a book

So that your son enjoys and excels at reading, it is important that he chooses the right book. The school library has many books to choose from and they have the guidance and expertise from our librarian and their English teacher. We encourage the boys to try a range of types of books, including both fiction and non-fiction. If he brings a book home and does not like it, ask him to read a chapter to give it a chance. He can always change it the next day. Peer recommendations are useful too. The school reading list is a good starting point and has many exciting titles to choose from.

2. Reading aloud

It is very important for boys to read with an adult. Although as they get older, your sons will want to read by themselves for the most part, it is vital that they regularly practice reading aloud as well and enjoying the books with adults at home. The pleasure and importance of reading to your son must not be underestimated. Choose a book together to share, perhaps read alternate pages, or simply reading the story to your son before bed. By doing this you are showing your son how to use expression and intonation, and sharing an enthusiasm for reading. By talking about the book you have shared, you are ensuring understanding and allowing your son to ask questions and give opinions.

3. Comprehension

As your sons have become more confident deciphering new words using their phonic skills, the focus for reading has shifted from decoding to comprehension. As texts become more complex, inferred meaning must be

found and understood. Here are some ways you could help him develop these 'higher order' reading skills:

- Help to sound words out. For words which are very difficult, illogical or unfamiliar (such as names, foreign words, etc) tell your child how to pronounce them to allow them to continue reading.
- When a definition is unknown, ask your son to have a sensible guess. What makes sense in the story? Does he think the word is a noun, adjective etc...? Help him find clues to the meaning. In easier books this might mean pictures, in more difficult texts it will mean thinking about the story so far and what is already known about the setting, characters etc.
- If your son reads a sentence and it does not make sense, ask him about it. Encourage him to read it again and make sense of it. Read it to him if that helps and ask him to repeat.
- Talking about what your son has read is very important. Below is a list of generic questions you could ask to find out if he has understood what he has read.
- What do you think will happen next? Why?
- What kind of person is the character? How do you know?
- Is this like any other stories you have read?
- What have you found out about the character/place so far?
- Do you like the book/character? Why? Why not?
- Why is the book so funny/scary/sad? How has the writer made it so?
- How would you have felt if you were in the situation?
- How did the story make you feel? Why?
- What is the most/least exciting part and why?
- How would you change this book to make it better?
- Why do you think the author chose this word/phrase?

Comprehension is not just about surface meaning but encourages the learner to dig a little deeper, elicit hidden meaning, themes, links to other knowledge, books and opinion. Have the book open when you talk about it, looking for evidence and clues to help answer the questions. Keep encouraging your son to back up his answers with what he has read, pointing to it in the book and showing you what he is referring to.

4. Enjoyment

Although reading is essential, we want your son to enjoy what he reads. This might mean reading on an e-book, watching the film or theatre performance of

a book after reading it and comparing them, going to local libraries or bookshops and hearing authors speak at literary events or book signings. Above all, show your son that you enjoy reading and they will follow.

Helping your son with writing

Writing, as with reading, spans the entire curriculum, so helping with writing prep might not just be English but also Geography, History and Science or RE. There are a number of ways you can help at each stage of the writing process: planning and preparation; drafting and writing and editing and improving.

Planning and Preparation

- Make a story plan or map for the beginning, middle and end. Develop it further by adding in a complication and some 'build up'. It is easier to get started when you know what you are aiming to produce.
- Ask your son to tell you the story he is going to write orally before he writes it. He might even like to act it out.
- If describing characters or settings, an annotated drawing can be a good starting place.
- For non-fiction writing, help your son to research the topic. Books are usually best for this as the internet can provide too much information and can be intimidating. Library books are aimed at the correct age group and are easier to make sense of. Make notes using headings; make sure your son uses his own words rather than copying.
- Develop some vocabulary together. A spider diagram or a simple list will help. Talk about interesting words related to the topic. Introduce your son to new words and help him to use them in his writing.

Drafting and Writing

- Many boys find it difficult to get started with a new piece of writing. Give them some suggestions as to how they might start. Ask your son to come up with his opening sentence orally and tell it to you.
- If the writing task is long or your son is reluctant, ask him to write the first paragraph and then show it to you, or read it aloud. Breaking down the activity into manageable steps is less daunting.
- For keen writers, remind them that the quality is more important than quantity, a short piece with well chosen language, vivid actions and engaging dialogue is far more interesting than a long drawn out piece with a little plot.
- For story writing, balancing narration, action and dialogue is key.

- Details help to build a picture. A simple way to do this is to add an adverb and an action to a piece of dialogue e.g. *“Get out of my sight!” thundered the king, stamping his foot angrily.*

Editing and Improving

- Have a break between finishing the draft, copying and starting the editing. A fresh pair of eyes is important.
- Ask your son to read his work aloud. This will help him identify mistakes like missing punctuation and small words.
- Use a different colour pen on a draft copy to add any missing punctuation.
- Look at the length of his sentences and help your son to vary them. A well paced, very short sentence can add real impact. However, too many short sentences may make his writing sound immature or stilted.
- Connectives can be used to join shorter sentences together (e.g. therefore, whilst, who).
- Is the work in paragraphs? Your son may need help deciding where to start a new paragraph. Planning for paragraphs is also helpful.
- Look for repeated vocabulary and replace with more interesting words.
- Use a thesaurus to improve his vocabulary choices and encourage him to use ‘wow words’ but he must pick these words with care. A long string of words copied from a thesaurus/ ‘wow word’ list creates an artificial feel to the writing.
- Include adverbs and adjectives. They add interest to nouns and verbs.
- Although draft copies will not always have the best handwriting and presentation, do emphasise the importance of how the work looks. It is a shame to mar a fantastic story with sloppy handwriting, smudges and doodles.
- Encourage your son to be proud of both the content and appearance of his work.

It is not necessary to go through every step for every piece of work set, but these are some suggestions that you may like to try. Your son may well have started to do many of these on his own under the guidance of his English teacher.

Exam Practice

Preparation towards the 13+ exams will begin in the summer term of Year 6 and continue throughout Year 7 and 8. If this is your desired route, your son will complete at least one practice paper in comprehension and writing on a weekly basis. As there are no facts to learn in English, it is different from subjects like history, geography or science. The exams test the boys' ability to read perceptively and to write well and accurately. It examines the skills they have developed through class work.

You can help your son with timing when given a practice paper for homework. Making the best use of time is one of the most important things in an exam and it can make a big difference to their marks. Ensure they leave a few minutes at the end to double check the whole of the paper. Encourage your son to read through and discuss his answers afterwards.

Below are some tips that you may wish to reinforce with your son when looking through practice papers together.

The pupils are expected to be able to:

- give information which can be obtained from a careful reading of the passage;
- say how or why a writer is using language in a particular way;
- demonstrate an understanding of this by continuing a piece of writing in the same or a different mode;
- summarise part of the given information;
- supply answers involving reasoning, personal opinion / experience or prediction;
- use the text as evidence for answers;
- explain vocabulary in context;
- display a working knowledge of syntax, punctuation and the main parts of speech.

The golden rules we have taught the pupils are:

- Use the wording of the question in your answer. For example, if asked: 'What is the full name of the cat?' your answer should start as follows: 'The full name of the cat is.....' as opposed to: 'It's.....'
- Look at how many marks are on offer and make sure this informs your answer. Roughly speaking, one sentence / quotation = one mark. If you have made two points in a long and poorly punctuated sentence you are less likely to get the full marks. Keep your sentences clear and focused.

- Read the questions carefully. Do you know what you are being asked to do? You will never be required to answer in the same way for different questions. If you have done this then you need to look at the question again.
- If the question says 'using your own words' you do NOT copy out quotations from the passage.
- If the question says 'with close reference to the passage' you MUST use quotations in your answer.
- If a question asks you to continue the story you must remember NOT to change the tense, narrative voice (narration), time or style. For example, if the passage ends with a character considering running away, you would need to continue with this in mind. Perhaps the character decides to go and starts packing. You would not want to jump forward in time to the next day when the child has run away. Look back at the passage and use the information you have gathered (often referencing characters / events recorded here) to help you continue the story.
- If you are asked to write a letter / diary entry / drama scene/ persuasive argument make sure you lay these out correctly. You will lose marks if you just continue in normal prose without considering the form of writing.

Final advice

Your children learn best when they review their answers and consider how they can improve them. Once they have completed their practice paper, try to go through the answers with them. Mark it aloud together.

You can ask them:

- How many marks would your answer receive?
- How could you get another mark? What do you need to add to qualify for the maximum marks?
- How could you make this answer clearer? Could you put each idea into a separate sentence?

MATHEMATICS

The Maths scheme provides a structured coverage of the Maths curriculum. Each topic is covered in accordance to the curriculum overview to consolidate and develop mathematical skills, understanding and application. The majority of the boys will be following schemes of work a year ahead of their Chronological age. There are a number of aspects which support the delivery of the curriculum.

1. The Cumnor House Times Tables Award

All boys are encouraged to learn their tables to enable them to work efficiently. Mathematics involves the use of Multiplication and then Division tables.

Many boys at Cumnor House School will tell you that they “know their tables”. We, as a school, would like to recognise this very important skill and so have introduced these awards. We would like to improve the fluency with which boys recall and use their tables, along with their ability to divide. The awards are available to boys in Years 3-8.

Bronze Award. 2, 5, & 10

Silver Award. 3, 4, 6 & 9

Gold Award. 7, 8, 11 & 12

Elite Award. Squares, Cubes, Square roots, Cube Roots for numbers 1-15.

2. Mathletics

We encourage all boys to use their Mathletics account for 10-15 minutes, two curriculum topics each day. Ideally he needs to complete 10 curriculum topics (10 points each correct answer) a week. This way he can gain 1000 points needed each week to gain a Mathletics bronze certificate. In Mathletics ‘competency’ is achieved by full marks gained *three times for each exercise*. This should keep your son’s level of numeracy high and reinforce topics being taught at the time. After he has completed his curriculum topics he might like to do competitive Mathletics (1 point for each correct answer) at an appropriate level.

Every boy in the school has a password and login, which should be the same throughout his time at CHS. www.mathletics.co.uk. Any queries about logins should be addressed to Mr Vijay. vijay@cumnorhouse.com
1000 points = Bronze

5 Bronzes = Silver

4 Silvers = Gold

It takes 20 weeks to achieve a Gold Athletics certificate.

3. Supporting your son's Maths at home

Maths is a 'real world' subject; here are some ideas that can be used to widen your son's experience of Maths.

- Keeping a copy of his school timetable on the fridge door
- Talking about the time of daily events
- Buying an analogue watch, and practise telling the time throughout the day
- Managing pocket money,
- Shopping: working out the best deal, giving and receiving change
- Savings accounts: interest rates
- Measuring and identifying shapes of items around the house.
- Estimating the time and length of journeys on foot, or by car, bus, train, or plane.
- Weather: predicting types of weather, eg chance of rain
- Joining in with any DIY tasks
- Playing board games
- Making cakes and following recipes
- Cutting up pizzas.

4. Exam Preparation

Before formal examinations in November and May, a revision list will be issued so that your son can undertake, full and detailed revision of all the topics covered. Revision in Maths means going over examples you have already done and know to be correct. The class book will contain many such examples. Your son should go over each topic at the end, by using the "Summary Exercise" to ensure full understanding.

5. Prep work

Homework is set twice weekly for about for approximately 30 minutes.

Boys are expected to complete the homework without exception, as it is designed to support the learning in the classroom. It enables a boy to show what he has been able to learn, and to work independently. Parents are asked

to sign the homework diary upon completion. If for any reason homework is not able to be completed then a note should be written in the homework diary. In most cases Maths homework is reviewed in the next available lesson, so it is important that deadlines are adhered to.

6. The Cumnor Way Maths :4 Rules

To aid you in supporting the teaching and learning with your son we have written down the Cumnor Way for each of the four rules, addition subtraction multiplication and division. We use formal methods with columns and each stage by stage. The methods used are traditional and effective.

SCIENCE

1. Outreach/Trip

Every year group experiences an offsite visit, field work, workshop or show in school. In Year 6, pupils visit the Horniman's Museum as part of their unit inheritance, variation and evolution space.

2. How to succeed in science

Good scientists are naturally curious. They ask why and what if questions. They are very observant and are able to describe phenomena, measure and record accurately. They notice patterns and relationships.

The best way to foster this interest and develop scientific thinking and skills is to do lots and lots of hands on activities which promote measuring and observing.

Your child needs to be observant and aware of the world around them. Please foster your child's natural curiosity by including them in your recycling, DIY, cooking, gardening, playing with construction toys (Lego, Kinex, Brio, Mechano etc.). Encourage you son to become involved in arts and crafts including sewing and junk modelling to develop dexterity, measuring and cutting skills and to observe materials and their properties. Walk to school or visit garden centres, parks or ponds regularly to observe changes throughout the year.

Watching and discussing science shows such as Davis Attenborough, Mythbusters, Brainiac, Dara O'Briain's Science Club, Stargazing Live, Countryfile is helpful and gives pupils a broad general knowledge of science and its importance in the world around us.

Reading and discussing newspaper and magazine articles about science topics, health, diet and exercise helps pupils to understand ethical problems and choices. Reading children's science magazines like 'How it Works' or 'National Geographic Kids' will help your child to develop a wider interest in science. Older pupils might like to dip into 'New Scientist' occasionally.

3. General Information

Boys are expected to decorate their exercise books and cover them in clear plastic to protect them from spills during practical work. Boys undertaking 13+ need to keep all their old science exercise books from Years 6-8 in order to revise for their 13+ exam in Year 8.

The Science Department often sends out announcements, challenges, homework tasks and trip information by parent mail. Please ensure that the school office has your most up-to-date email address.

Years 3-6 follow the ISEB 11+ curriculum which incorporates the National Curriculum plus additional content aimed at extending and challenging learners

4. Text books

There is no set text book for Year 6. Teachers will use a range of resources to support your child's learning. Books must be returned in a useable condition. There will be a charge for lost or badly damaged books.

5. Homework

Boys start to receive science homework in Year 6. One piece of homework will be set each week. It should take twenty to thirty minutes to complete. In addition your son will be expected to research a new topic in order to make a title page at the beginning of each new unit. They will be expected to revise at the end of a unit in order to consolidate learning and to prepare for an end of topic test. From time to time the Science Department will set Science Challenges and projects. Your son is encouraged to complete these tasks. They may also like to enter the occasional science competition. Science challenges and projects aim to foster home-school links and allow you son to share his learning with you and any siblings.

6. Twig

Your son will be given a login and password for the Twig Prep website. This website provides short films and video clips, a glossary, film transcripts, fact sheets and zip files including practise questions and more detailed notes on topics from the ISEB syllabus. Boys are expected to visit the site regularly to consolidate knowledge, revise and to do background research. The site is particularly useful if a child has missed a lesson and needs to catch up. As well as core films which may be shown in lessons there are numerous other films which can be viewed in order to develop background knowledge and foster interest beyond the lessons. This is particularly important for boys expecting to take scholarship exams in year 8.

7. Examinations and End of topic tests

There are science exams in November and May. End of topic tests and termly assessments will also be carried out during the year. Exam questions will be taken from CE 13+ exams and ISEB assessment papers. The pass mark is 60%.

8. Supporting your child's learning at home

We recommend that you visit the Geological Museum or the Natural History Museum in London this year to support your son's learning about evolution. A trip to Downe House (Darwin's home) would be worthwhile. You will find dinosaur footprints on Fairlight Beach near Hastings. A visit to the Jurassic Coast Heritage Path also has fantastic examples of fossils and the visitors' centres at Charmouth and Lyme Regis have a lot of information about the work of Mary Anning. The North Yorkshire coast also has fantastic fossils try Staithes, Robin Hood's Bay, Filey and Scarborough for fossils on the beach.

A trip to the Science Museum will provide insight into materials and their properties as well as the workings of the human body.

Assessment

Assessment is part of effective learning. While some assessments are in the form of 'tests' others are much less formal and would not necessarily be identified as assessments at all – at least by the boys!

Assessment Grades – (each half term)

- Each half term you will receive an assessment sheet, with grades for effort and attainment in all academic subjects. These grades will not generally be accompanied by written comments except for a Form Tutor's Summary at the end of term.
- The grading system is explained below:

Effort Grades	Attainment
1 – Outstanding effort	A*- Excellent
2 – Good effort	A- Very Good
3 – Adequate effort	B- Good
4 – Limited effort	C- Average
5 – Unacceptable effort	D- Less Than Satisfactory
	E- Poor

The Purpose of Assessment

- To track the individual progress of each boy
- To use this information to plan effectively, to meet the needs of all pupils
- To help diagnose any areas of weakness or difficulty, or particular strengths
- To report your son's progress accurately to you

Types of Assessment

- **Summative assessment** measures what a child has learnt

- **Standardised assessment** is used to measure performance against national norms and track progress
- **Diagnostic assessment** provides a profile of the child’s strengths and weaknesses and can be used to help pinpoint difficulties. Where there are indications of a possible learning difficulty, at any point in the year, boys may be referred to the Learning Support teacher for a diagnostic screening test. This information will be fed into the planning of next steps for that pupil.
- **Formative assessment** is a process of continuous, informal assessment in the classroom. We have adopted the AFL, (Assessment for Learning) strategies. This involves both pupils and teachers reflecting on learning and planning next steps together. You will hear about aspects of this such as the L.O. (Learning Objective) the ‘success criteria,’ some simple guidelines to help pupils reach the objective, or ‘traffic lights’ where boys flag up a red, orange or green light for their understanding, at the end of a lesson. Teachers will also reflect on written work by identifying “What Went Well” (WWW) and areas for improvement- “Even Better If” (EBI).

ASSESSMENT SCHEDULE

September

- Progress in Mathematics
- Reading Test
- Spelling Test
- Cognitive ability test (standardised testing)
- 11+ examinations (including Grammar Schools)

November

- Autumn School Examinations (Maths and English).

January

- 11+ examinations (including Trinity and Whitgift)

March

- Spring assessments.

May

- Summer School Examinations (all subjects)

Involving the boys

Your son's Form Tutor will spend some time talking through your son's grades before they are sent home. This discussion will focus on effort. We aim to maintain a positive approach.

Excellence

Opportunities to achieve excellence will be promoted both in curricular and co-curricular activities. Such opportunities might include: a piece of creative writing, researching a topic of interest, presenting their research in an imaginative way, winning the music competition, excelling in a sporting fixture, starring in a role in the Drama Production. Where these achievements are of an extremely high standard, above the standard normally expected, the boys' triumphs will be recognised in assemblies or in a prize-giving to celebrate their achievement, along with a possible Headmaster's Commendation.

Communication

We do our very best to communicate with you about your son's academic progress throughout the school year in addition to how well he is thriving socially.

The school year begins with our Year Group Meeting, when teachers lay out their expectations of the year ahead and share with you how the home-school partnership can work most effectively. It also gives you a valuable opportunity to ask questions or seek clarification.

There are, of course, also points in the year when we communicate formally, either by written reports or Parent Evenings. The reporting schedule is as follows:

- Half term: Effort and attainment grades
- End of Autumn and Spring terms: Effort and attainment report with tutor's comment.
- November: Parent / Teacher Progress Evenings. For parents with sons in Year 6, the interview will be with the Form Tutor, subject teacher, Head of Section and Headmaster.
- April: Parent / teacher Progress Evenings. Form tutor, subject teacher, Head of Section and Headmaster.
- July: At the end of the academic year you will receive a full written report on your child's academic progress. The report will summarise the term/year's progress, including exam results and averages, effort and

attainment grades. In addition to this, a comment will be written by the subject teachers, Form Tutor, Head of Section and Headmaster. There are no formal Parent Evenings in the Spring Term but parents are invited to make contact with their son's Form Tutors or subject teachers if they have particular points they wish to discuss.

Beyond these formal occasions for written or verbal communication, we encourage you to contact your son's Form Tutor or subject teachers if you have any concerns or issues. Experience tells us that it is so much better to address questions and concerns as soon as they arise rather than waiting for them to become a source of anxiety.

We are all looking forward to working with your son in the year ahead and will watch his academic progress with great interest.

Safeguarding

Cumnor House School recognises its legal duty under Section 175 of the Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. Cumnor House recognises that effective child protection work requires sound procedures, good inter-agency cooperation and a workforce that is competent and confident in responding to child protection situations.

Our school has a number of policies in relation to safeguarding and these are available from the school office and on the school website. All parents are welcome to read these policies.

Should you have a concern regarding the welfare or safety of a pupil please report it immediately to the Designated Safeguarding Lead (DSL), Emma Edwards or the Deputy Designated Safeguarding Lead (DDSL) Peter Crosbie.

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