

CUMNOR HOUSE SCHOOL



# Curriculum Guide for Parents

## YEAR 8

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Mr Barnett

Mr Jones

## **Introduction**

This booklet will provide you with information about the curriculum in Year 8 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 8. 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.

## **The 'Cumnor 13+ Award'**

The 'Cumnor 13+ Award' has been developed as an exciting and creative curriculum and assessment procedure aimed at promoting greater independence and recognising the all-round ability of our pupils. This new initiative will embrace the best of the ISEB syllabus and combine this with the very best practice from development programmes such as the Duke of Edinburgh Scheme to allow children to develop more holistically, in line with Cumnor House School's stated aims.

The new 13+ Award will look more holistically at how we can promote and celebrate 'independent, lifelong learning'. As such, it is sub-divided into sections to embrace this and allow pupils to develop their skills in all areas of school life.

***Academic (double award)***

***Creativity***

***Physical***

***After Examination Commitment***

***Artistic Performance***

***Leadership***

***Citizenship***

## Topic Overview

	Autumn	Spring	Summer
Maths	<ul style="list-style-type: none"> <li>-Number</li> <li>-Decimals</li> <li>-Fractions</li> <li>-Indices &amp; Standard Form</li> <li>-Percentages</li> <li>-Equations and Inequalities</li> <li>-Indices &amp; Algebra</li> <li>-Sequences</li> <li>-Pythagoras</li> <li>-Simultaneous Equations</li> </ul>	<ul style="list-style-type: none"> <li>-Area ad Volume</li> <li>-Graphs</li> <li>-Equations and Brackets</li> <li>-Probability</li> <li>-Transformations</li> </ul>	<ul style="list-style-type: none"> <li>-Using Formulae</li> <li>-13+ CE Exam preparation</li> </ul>
English	<ul style="list-style-type: none"> <li>-Reading - group and independent</li> <li>-Comprehension – poetry, non-fiction and fiction extracts</li> <li>-Speaking and Listening</li> <li>-Grammar/ punctuation/ spelling</li> <li>-Creative writing (narrative and descriptive)</li> <li>-Writing for a purpose:               <ul style="list-style-type: none"> <li>To persuade</li> <li>To argue</li> <li>To advise</li> <li>To inform</li> <li>To explain</li> </ul> </li> <li>- Auto/biographical writing</li> <li>-13+ Exam preparation</li> </ul>		
Science	<ul style="list-style-type: none"> <li>-Health and safety</li> <li>-Motion and forces</li> <li>-Waves</li> <li>-Space Physics</li> </ul>	<ul style="list-style-type: none"> <li>-Chemical reactions</li> <li>-Pure and impure substances</li> <li>-Physical changes</li> </ul>	<ul style="list-style-type: none"> <li>-Structure and function of living organisms (cont)</li> <li>-Material cycles 2</li> <li>-Interaction and Interdependence</li> <li>-Genetics, evolution and reproduction</li> </ul>
French	<ul style="list-style-type: none"> <li>-Life &amp; Work at School</li> <li>-Future Life/careers</li> <li>-Daily Routine</li> <li>-House &amp; Chores</li> <li>-Family Friends &amp; Pets</li> <li>-Town &amp; Shopping/ numbers/ colours</li> <li>-Christmas Festivities</li> </ul>	<ul style="list-style-type: none"> <li>-Health &amp; Fitness</li> <li>-Freetime</li> <li>-Holidays/weather/ time/dates/transport</li> <li>-Food/ meals/ restaurants/café</li> <li>-Easter Festivities</li> </ul>	<ul style="list-style-type: none"> <li>-Practice CE Level 1&amp; 2 Listening/Speaking/reading/ writing/Papers</li> <li>-Practice Scholarship Level</li> <li>-Listening/Speaking/ reading/writing/Papers</li> <li>-Summer Holidays/destinations/ reservations/activities</li> </ul>

History	-King John -Magna Carta -Parliament begins	-Crusades -Plague and Revolt	-Castles
Geography	- Economic Activities Transport and Industry (including case study) - Fieldwork skills - Weather and Climate	-Weather and Climate -Environmental issues (including case study)	-Landform processes (including case study) -OS Map work -Location knowledge
RE	-Jesus' Teaching -Jesus, Life Death and Resurrection	-Jesus, Life Death and Resurrection -Common Entrance Mock Exam revision programme	-Jesus, Life Death and Resurrection -Common Entrance Mock Exam revision programme
Art	-Still life -African Art -Graffiti Art	-African sculpture using mixed media -Work of artists inspired by African art (eg Picasso, Brancusi)	-Graphic design project -Australian aboriginal art Pop Art
Latin	-British tribes and conquest. -Romanisation and trade. -Boudica. -Important events and dates. -King Cogidubnus and Fishbourne Palace.	-Cogidubnus, Fishbourne Palace and gardens. -Alexandria: the site, trade and Pharos. -Underwater discoveries.	-Egypt: glassmaking, economic and commercial life. -CE/Scholarship: vocab, exercises, grammar and practice papers.
Spanish	-Alphabet -Numbers 1-30 -Cultural project: 'All about Spain'	-Colours (description of items) -Greetings and feelings -Spanish news/media	
Music	- Audition process for voices - Listening - Historical context - Music Technology	- House Music (performing and judging) - Listening - Live Lounge: performing cover versions	- Sibelius Composition - Listening - Theory – understanding different types of chords.

Games	<u>Football</u>  U13A - 11 & 6 aside fixtures / U13BC - 9 aside fixtures  -Trials -Fitness -Skill development -Ball Control  -Invasion Games -Team play -Rules  Cross Country  House Football	<u>Rugby</u>  U13A - 13 aside fixtures / U12B - 12 aside fixtures - 7's rugby  -Trials -Fitness -Large Ball Skills -Defensive Line -Territory -Team play -Set pieces -Laws -Tag rugby  Cross Country  House Rugby  Options: table tennis, swimming fitness, hockey and golf	<u>Cricket</u>  U13AB & U12A - 11 aside hard ball fixtures / U13C - 10 aside soft ball pairs fixtures / U13A 6s Cricket -Trials -Fitness -Bowling -Fielding -Batting -Front Foot/ Back Foot -Line and Length - running between the wickets  Athletics  Options: tennis, swimming and golf
Swimming	-Testing -Endurance/strength building -Recap key points of front crawl -Recap key points of back crawl	-Testing (update times) -Personal survival technique -Develop diving techniques	-Water Polo Skills -Water polo rules -Mini tournament
DT	DT: Electronic dice (Electronics), food technology		
ICT	Touch typing, efficient word processing, graphics manipulation, internet safety.		
Computing	Project based programming challenges and language tutorials. Programming electronic dice.		
PSHCEE	-Being Me in My World Celebrating difference	-Dreams and Goals -Healthy Me	-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 8 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 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.

- Up to 20 minutes of reading, on a daily basis.
- Two or three pieces of homework per night lasting no more than 40 minutes each.
- Each week: Two homework tasks for Maths, English, Science, French. One homework task for History, Geography, Religious Education, Latin.
- Your son will be given a Homework Timetable in the first week. If further clarification regarding a particular homework is required, please contact your son's Form Tutor.

## **ENGLISH**

### **Reading / Comprehension**

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; comprehension and enjoyment.

#### **1. Choosing a book**

So that your son enjoys and understands what he is 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. For more challenging texts, your son could read some of the classics stated on the advanced/scholarship reading list.

#### **2. Comprehension**

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. Comprehension at this level is less about recalling information from a text/passage and more about its effect and how this effect is achieved. Ask your son about the book he is currently reading and engage in a detailed discussion regarding his thoughts on the text. Keep encouraging your son to back up his answers with what he has read. Encourage him to read between the lines of the text and find out things that are not necessarily stated in the text, but that can be found out from it. Argue points of view on the basis of the text and ask him to consider how the author writes, techniques they have used and how they have made their writing more effective.

#### **3. 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. Your son will be learning in class to write for a purpose, to argue, persuade, explain, advise or inform. He will also learn how to write about books and he will continue to write creatively, developing story and descriptive writing skills. Ensure that your son plans his writing homework. He should spend about 5-10 minutes doing so. Question his ideas and encourage him to expand them as well as his vocabulary. He should complete the main part of his homework independently but he would benefit from reading his work aloud to you and discussing areas in need of improvement, paying close attention to spelling, punctuation, grammar, structure and language used.

### **13+ Entrance Exam Practice**

Throughout Year 8, your son will revise and hone the skills he will need for both his Common Entrance examinations and his future studies in English. He will be expected to complete practice papers at home and in school, in preparation for his examinations. 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.

#### **Comprehension Exam Tips:**

- Read the passage carefully at least two or three times. Also look carefully at the sentence at the top of the passage – it is there to help.
- Read the questions at least twice –highlight key words in the questions and text as you read.
- Use the right style in your answers – answer in full sentences unless it is stated otherwise. Take care with spelling. It is particularly careless to misspell a word which is on the passage or questions.
- Answer as fully as you can pay attention to the mark scheme.



- Use evidence from the passage – your son must be able to prove or back up answers with evidence from the text – he has learnt the PEE rule in class which is used to answer technique and thought questions in a structured way. P - Point (stating your point) E- Evidence (quote from the text) E- Explain (your argument).

### Writing Exam Tips:

- If given a choice of titles, select the title that suits you most and one in which you can show off your best writing – the descriptive or personal writing options are usually good choices as they allow you to display many writing techniques and a rich variety of language.
- If your title choice is writing for a purpose such as an argument, ensure that you structure the response carefully with an introduction, main body and conclusion. Always show that you have considered both sides of an argument.
- Vary the length of your sentences. A piece of writing in which all sentences are the same length is usually dull and flat.
- Vary the sentence shape too. Start some sentences with adverbs or start with a front clause or phrase for example *'Knowing that he was already late, Josh....'*  
Or *'Desperate and angry, Josh.....'*
- Choose strong and appropriate verbs, adjectives, adverbs and nouns. It is not usually good style to clutter up your writing with too many adjectives and adverbs or descriptive clauses so use them only if they are necessary and add something to your writing.
- Apart from words such as 'and' and 'the', try to avoid repeating words in your writing.
- Ensure that your writing is paragraphed accurately.

Although the boys should be working more independently in year 8, parental support and interest in what they are doing is still extremely valuable and will increase motivation and progress. Parents can help most by encouraging and not putting too much pressure onto their child. Monitoring the amount of time they spend working, compared to other more relaxing pursuits, is also helpful, thus ensuring the correct balance is maintained. Close liaison with the English teacher throughout the year will encourage continued progression and achievement in the subject. It is very important for parents to be aware of their son's timetable and know when he has English homework and ensure that it is completed on time and to the best of your son's ability.

## **Final advice**

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?

## What does the Common Entrance Exam involve?

Candidates will be required to take two papers in the summer term in Year 8, both comprising of a reading and a writing section. Both papers will be 1 hour 15 minutes in length and carry 50 marks.

The reading sections will be divided into two levels: Level 1 and Level 2.

The writing sections will be common to both Level 1 and Level 2 candidates.

### Paper 1

The reading section of Paper 1 will comprise a passage of unseen literary prose followed by about five questions which seek to test understanding as well as powers of analysis and evaluation.

For the writing section, candidates will be asked to select one of four essay titles. Three essay titles will require the use of prose for a practical purpose rather than for an imaginative composition; the fourth essay title will offer a choice of literary topics.

### Paper 2

The reading section of Paper 2 will consist of approximately five questions on an unseen poem to test both understanding of poetic technique and personal response.

For the writing section, candidates will be asked to choose one of four essay titles, which provoke imaginative, descriptive or narrative responses.

## **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, application and reasoning. There are a number of aspects which support the delivery of the curriculum.*

As boys enter Year 8, all the mathematics they have learnt to date will be called upon in this very intense part of the course. Boys should expect to work hard in all lessons as there is always more to learn, and extend. We pride ourselves in preparing boys for the transition to their new schools where most will embark on GCSE Maths Higher level on arrival. All pupils will attend the Bletchley Park day trip on code-breaking.

### **1. Preparation**

Examination practice is an integral part of the course and boys will have access to exam questions after a topic has been completed. Before formal school examinations a revision list will be issued so that your son can undertake a 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. His 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. Boys will continue to have access to a copy of ISEB Revision guide, as well as the very detailed textbook.

### **2. Scholarship Preparation**

The Maths syllabus covers completely all the topics needed for the highest level scholarships, and these topics are taught in full detail in class lessons. Due to the style and nature of some questioning it is necessary for boys to have some specific exam practice. This may be done in the lesson or in a small group. Attendance of a group is by invitation only. Scholarship exams are practised in full during the Mock examinations in the Spring term.

### **3. Supporting your son’s Maths at home**

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

- Managing pocket money,
- Shopping: working out the best deal, 3 for 2 OR buy 1 get 1 free
- Savings accounts: interest rates
- Estimating the time and length of journeys on foot, or by car, bus, train, or plane, to gauge speed.

- Weather: predicting types of weather, for combined events, eg The probability it will be rainy AND windy
- Joining in with any DIY tasks, particularly using quantities
- Playing board games, puzzles and cards for numeracy and strategy skills
- Making cakes and following recipes
- Using bus and train timetables to plan a journey

#### **4. Prep work**

Homework is set twice weekly for about 30-40, minutes, as arranged by the Form Tutor. Boys are expected to complete the homework without exception, as it is designed to support the learning in the classroom. If there are school sporting fixtures/ music concerts, which prevent completion at the time, please notify the Form Tutor and the Maths teacher. Parents are asked to sign the homework diary upon completion. In most cases Maths homework is reviewed in the next available lesson, so it is important that deadlines are adhered to.

#### **5. 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.

#### **6. Mathletics**

Mathletics continues to be a valuable way to reinforce learning and the curriculum set reflects the level your son is working at or preparing for. This can be up to National Curriculum level 11.

[www.mathletics.com](http://www.mathletics.com).

BBC Bitesize/ KS3 Maths is specifically recommended for any boys taking Wallington County High school. Junior membership of the Mathematics association is a fun way to develop and widen your Mathematical thinking skills. Activities are fully recommended for those intending to apply for scholarship Maths.

## **SCIENCE**

### **1. Outreach/Trip**

Every year group experiences either an offsite visit, field work, workshop or show in school. In Year 8, pupils start with a Forensic day in the autumn term. In the lead up to Christmas, ballot willing, the boys will get an opportunity to view and be recorded in the BBC Christmas lectures.

#### **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 perform 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 your 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 David 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.

### **2. 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.

Year 8 follow the ISEB 13+ curriculum which incorporates the KS3 National Curriculum plus additional content aimed at extending and challenging learners in preparation for the Common Entrance 13+ exams, Common Academic Scholarship papers and individual school's scholarship exams and scholarship papers.

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### **3. Text books**

Your child may be issued with a copy of So You Really Want to Learn Science Book 2. They will keep this book for two years. Books must be returned in a useable condition. There will be a charge for lost or badly damaged books. Boys identified as scholars will be issued with a copy of Biology For You, Chemistry for You and Physics for You. These are to be used for background reading and scholarship preparation only.

**Please note that these are difficult GCSE textbooks and are of no advantage to boys who are not taking scholarship exams in science.**

### **4. Homework**

Boys will receive two pieces of science homework per week. At least one piece will be a written task which may include doing practise exam questions, writing up a lab report, writing out keywords, doing research, making notes or answering questions from their text book. The second piece may involve visiting a website. Homework should take no longer than thirty minutes to complete. In addition, your sons 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.

Occasionally, 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.

### **5. Examinations**

In Year 8, boys will sit a school exam in November and their mock exams in February. The pass mark is 60%. Pupils achieving less than 60% will be entered for the lower tier paper.

## **6. Preparation for Scholars**

Once identified as scholars students will receive exam preparation and practise papers for specific schools which require a scholarship level paper (e.g. Westminster, Epsom, Charterhouse). This should not be entered into lightly. Scholars should only be entered for scholarship exam if they are able. Scholars consistently achieve 75% or above in Common Entrance Level 2 papers (level 3 Maths). Scholars are expected to be self-directed, independent learners with a deep-seated interest in science. They should be able to do background research and extra homework in order to prepare for the scholarship exams. No additional preparation is necessary for candidates sitting the 13+ common Entrance exam. They will receive preparation in normal lesson time.

## **7. Supporting your child's learning at home**

Your son should now be developing his independence and taking responsibility for his own learning. However, you can still support him at home by using flashcards and constructing mindmaps to test his knowledge and prepare for exams. Discussing ideas at home and explaining concepts to others are a good way of practising for exams and consolidating learning.

Useful websites to refer to include BBC Bitesize Science, [Science4ce.co.uk](http://Science4ce.co.uk) and [thesciencesite.co.uk](http://thesciencesite.co.uk).

## 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:

<b>Effort Grades</b>	<b>Attainment</b>
1 – Outstanding effort	A*- Excellent
2 – Good effort	A- Very Good
3 – Adequate effort	B- Good
4 – Limited effort	C- Below Average
5 – Unacceptable effort	D- Of Concern
	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).

## 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 Progress 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 son's in Year 8, the interview will be with the Form Tutor, subject teacher, Head of Section and Headmaster.
- March: 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 graded report on your child's academic progress with comments from key personnel. The report will summarise the term/year's progress including exam results and averages, effort and attainment grades. There are no formal Parent Evenings in the Summer 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.

## Emails

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School office

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School office

### ***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) Shawn Bolton.*