

CUMNOR HOUSE SCHOOL



Curriculum Guide for Parents

YEAR 5

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Introduction

This booklet will provide you with information about the curriculum in Year 5 at Cumnor House and what subjects your son will be studying over the course of the year.

In the Lower 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 son 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 5. In this booklet you will find 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"> - Number Place Value Number Addition and Subtraction -Statistics -Number Multiplication and Division -Perimeter and Area 	<ul style="list-style-type: none"> -Number Multiplication and Division -Fractions -Decimals and Percentages 	<ul style="list-style-type: none"> -Number Decimals -Geometry Properties of shapes -Geometry Position and Direction -Measurement Converting Units -Measure Volume
English	<ul style="list-style-type: none"> -Reading: group and independent -Comprehension -Grammar and Punctuation -Weekly spelling tests and tasks -Handwriting -Speaking and Listening -Writing: <ul style="list-style-type: none"> Story planning and writing Descriptive writing Recounts Personal writing Persuasive writing Legend/myths/fables Poetry Non-chronological reports -11+Practice Papers -Exam techniques/practice 		

Science	<ul style="list-style-type: none"> -Health and safety -Material properties -Physical changes -Dissolving -Forces 	<ul style="list-style-type: none"> -Forces -Separating mixtures -Chemical changes -Adaptations 	<ul style="list-style-type: none"> -Life cycles -Human Reproduction -Earth and space
French	<ul style="list-style-type: none"> -General introductions -Personal Details -School items/commands -Days, months, colours 	<ul style="list-style-type: none"> -Where do you live? -Have you any brothers & sisters? -Have you a pet? -Personal appearance -Personality 	<ul style="list-style-type: none"> -School subjects -Telling the time -School timetable -School day -School uniform/Home clothes
History	<ul style="list-style-type: none"> -The Victorians -Agricultural Revolution -Industrial Revolution -Factories -Coal Iron Steam power 	<ul style="list-style-type: none"> -Factory towns -Living conditions -Transport -Canals -Impact of railways 	<ul style="list-style-type: none"> -The London Underground -Victorian society -Sport -Leisure activities -Isambard Kingdom -Brunel
Geography	<ul style="list-style-type: none"> Water -Climatic Zones -Water usage around school -Maps and plans - physical and human water features; -Water issues in the developing world 	<ul style="list-style-type: none"> Water (cont.) - ownership of natural resources -Water treatment Location on maps of different scales 	<ul style="list-style-type: none"> Traffic -Control/ safety and flow -Pedestrianisation - European location knowledge
RE	<ul style="list-style-type: none"> -The Bible -The Trinity: God; Jesus; Holy Spirit 	<ul style="list-style-type: none"> -Bible Stories/Salvation - History -Old Testament: -New Testament: 	<ul style="list-style-type: none"> -Christianity -Creeds -Christian Church -Catholic/Roman -Catholic Eastern -Orthodox

			Protestant/Anglican)
Latin	<p>Characters and Houses in Pompeii</p> <p>Daily Life and Roman Dinner</p> <p>Town of Pompeii: general plan</p> <p>Myths of Hercules</p>	<p>The town of Pompeii:</p> <p>The Forum of Pompeii</p> <p>Theatre at Pompeii</p> <p>Slaves and Freedmen</p>	<p>Slaves and Freedmen</p> <p>Gladiators, animal hunting and chariot racing.</p>
Art	<p>-Still Life</p> <p>-Mark making line tone form shape scale texture</p> <p>-Picasso Cezanne Morandi Caulfield</p> <p>-Christmas Programme</p> <p>-Cards</p>	<p>-Drawing +ve/-ve space composition, ellipses, painting perspective, tone light and dark Georgia O'Keeffe Escher Cezanne</p>	<p>-Drawing tile design printing</p> <p>-Art + Craft Movement</p> <p>-William Morris</p> <p>-Graphic Art</p> <p>-Vanishing point</p>
Music	<p>-Brief explanation of aims for the year and testing of voices</p> <p>-Notation, musical vocabulary and rhythm games</p> <p>-Song writing</p> <p>-Listening</p>	<p>-House Music Competition – performing and judging</p> <p>-Gamelan - Indonesian Culture/Gamelan instruments</p> <p>-Melody/Drones revision</p> <p>-Pentatonic group</p>	<p>-‘Free’ group composition continued</p> <p>-Gamelan continued</p> <p>-Simple score reading</p> <p>-Combination Lock Game</p> <p>-Listening</p>
Games	<p>Football - U10 7-a-side fixtures calendar.</p> <p>- Pre-season trials</p> <p>- Playing out from the back</p> <p>- Team shape</p>	<p>Rugby - U10 8-a-side fixtures calendar.</p> <p>- Pre-season trials</p> <p>- Tackling</p> <p>- Set pieces</p> <p>- Attacking and defensive lines</p>	<p>Cricket - U10 AB 11-a-side, CD 10-a-side pairs fixtures calendar.</p> <p>- Pre-season trials</p> <p>- Bowling line and length</p> <p>- Finding gaps</p>

	<ul style="list-style-type: none"> - Defending as a team - Tactics - Set pieces - House competitions 	<ul style="list-style-type: none"> - Rucking - Laws - House competitions 	<ul style="list-style-type: none"> - Captain roles - Running between wickets
PE	<ul style="list-style-type: none"> -Fitness testing -Fancy Footwork -Invasion Games 	<ul style="list-style-type: none"> -Fitness testing -Back-line attack -Modified Rugby Unit 	<ul style="list-style-type: none"> -Hand Games -Modified Cricket -Athletics
Swimming	<ul style="list-style-type: none"> -Take record of time for front crawl, back stroke and breaststroke. Strength/endurance building. -Front crawl -Back stroke 	<ul style="list-style-type: none"> -Take record of time for front crawl, back stroke and breaststroke. -Strength/endurance building. -Front crawl -Breast stroke -Gala Preparation 	<ul style="list-style-type: none"> Take record of time for front crawl, back stroke and breaststroke. Strength/endurance building. Front crawl - BLABT Back stroke /Breast stroke -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
Spain	<ul style="list-style-type: none"> Year 5: <ul style="list-style-type: none"> • Alphabet • Numbers 1-30 • Colours • Greetings and feelings • Classroom phrases 		

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 5 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 5 (50 minutes each day)

- Up to 20 minutes of reading, on a daily basis, both independently and at least 10 minutes aloud to an adult
- Learning weekly spellings and times tables
- Approximately 30-40 minutes of written work (mainly English and Maths). However, subject teachers, in particular French and Science, may request an occasional homework slot.
- If any 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 to follow.

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 son will want to read by themselves for the most part, it is vital that they practise 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 son becomes 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 11+ exams will begin in the summer term of Year 5 and continue throughout Year 6. 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/when 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 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.

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 CHS will tell you that they “know their tables”. We would like to improve the fluency with which boys recall and use their tables, along with their ability to divide. We, as a school, would like to recognise this very important skill and so have introduced these awards.

The awards are available to boys in Years 3-8.

Bronze Award. 2x, 5x, & 10x

Silver Award. 3x, 4x, 6x & 9x

Gold Award. 7x, 8x, 11x & 12x

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. The mathletics website can be found at:

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, e.g. chance of rain
- Joining in with any DIY tasks
- Playing board games
- Making cakes and following recipes

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.

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 gone over 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. 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 5 pupils visit the Planetarium as part of their unit on 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 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.). Do lots of 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'Brian'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. 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. Textbooks

There is no set textbook for Year 5. Teachers will use a range of resources to support your child's learning.

5. Homework

Science homework is not routinely set in Year 5. However, 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. Examinations and End of topic tests

There are no Science exams in November. End of topic tests and termly assessments will be carried out during the year. These do not coincide with the school exam weeks. At the end of Year 5 boys will sit a short Science exam during the school summer exam week.

7. Supporting your child's learning at home

We recommend that you visit the Chelsea Flower Show, Kew Gardens or Wisley this year to support your child's learning about plants. Check out the science centre and observatory at Hermonceux Castle. Study the night skies on Exmore. It is one of the few dark skies locations in Britain due to the low level of light pollution. Look out for the tiny Exmoor ponies while you are there!

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, 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) and the 'success criteria' which are some simple guidelines to help pupils reach the objective. 'Traffic lights' are also used by boys so they can flag up a red, orange or green light for their understanding, at the end of a lesson.

Monitoring and Assessment Cycle

Term	Monitoring and Assessment		Term	Monitoring and Assessment	
<i>Autumn 1</i>	<i>Sep</i>	<ul style="list-style-type: none"> ➤ CATS (Y2-Y8) ➤ NGRT (Y2-8) ➤ Spelling (Y2-Y8) 	<i>Autumn 2</i>	<i>Nov</i>	<ul style="list-style-type: none"> ➤ Parent Meeting with Form Tutors ➤ End of topic/unit/term Summative Assessments ➤ Moderation across Year Group
	<i>Oct</i>	<ul style="list-style-type: none"> ➤ Review Meeting (FT/Head of Section/Senior Deputy/Head) ➤ HODs to carry out 'book looks' 		<i>Dec</i>	<ul style="list-style-type: none"> ➤ Complete teacher assessment based on minimum expectations ➤ Reports
<i>Spring 1</i>	<i>Jan</i>	<ul style="list-style-type: none"> ➤ HODs to carry out 'book looks' 	<i>Spring 2</i>	<i>Feb</i>	<ul style="list-style-type: none"> ➤ Parent Meeting with Form Tutor ➤ End of topic/unit/term Summative Assessments ➤ Moderation across Upper/Lower/Pre-Prep
	<i>Feb</i>	<ul style="list-style-type: none"> ➤ Review Meeting (FT/Head of Section/Assistant Head/Headmaster) 		<i>March</i>	<ul style="list-style-type: none"> ➤ Complete teacher assessment based on minimum expectations ➤ Reports
<i>Summer 1</i>	<i>April</i>	<ul style="list-style-type: none"> ➤ Progress Meeting (FT/Head of Section/Assistant Head/Headmaster) 	<i>Summer 2</i>	<i>May</i>	<ul style="list-style-type: none"> ➤ End of topic/unit/term Summative Assessments ➤ Complete teacher assessment based on minimum expectations
	<i>May</i>	<ul style="list-style-type: none"> ➤ Moderation across Girls'/Boys' School 		<i>June/July</i>	<ul style="list-style-type: none"> ➤ PTE and PTM testing ➤ Reports

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 etc. Where these achievements are of an extremely high standard, above the standard normally expected, the boys' triumphs will be recognised in assemblies or in 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 Consultation evenings. The reporting schedule is as follows:

- Termly: 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 5, 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 Progress Evenings in the Autumn 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) Shawn Bolton.

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