



Cumnor House
School

Curriculum Guide for Parents

YEAR 7

Miss Edwards/ Mr Jones

Mr Jones

Mrs Marange

Introduction

This booklet will provide you with information about the curriculum in Year 7 at Cumnor House and what subjects 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 7. 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	Properties of Number 4 Rules Measurement and the Metric System Fractions Expressions and Formulae	Probability Properties of Number (2) Equations and Brackets Percentages	Ratio and Enlargement Angles and Polygons Scale Drawings and Constructions Statistics Transformations Sequences
English	<ul style="list-style-type: none"> -Reading - Group and independent -Comprehension – Poetry, literary non-fiction and fiction extracts -Speaking and Listening -Grammar/ punctuation -Creative writing (story and descriptions) -Poetry -Writing for a purpose: <ul style="list-style-type: none"> Persuasive Argumentative To advise / to inform - Personal Writing - Auto/biographical writing -13+ Exam preparation 		
Science	<ul style="list-style-type: none"> -Health and safety -Combustion -Energy -Life processes and cells 	<ul style="list-style-type: none"> -Nutrition and digestion -Acids and alkalis 	<ul style="list-style-type: none"> -Acids, bases and alkalis. -Green plants -Ecology -States of matter -Pure and impure substances
French	<ul style="list-style-type: none"> -Paris -Myself -Perfect past tense -Daily routine 	<ul style="list-style-type: none"> -Leisure activities -Family, friends & pets -Body parts -Illness 	<ul style="list-style-type: none"> -Food -Shopping -At the Café/Restaurant -Holidays
History	<ul style="list-style-type: none"> -Introduction to the Middle Ages -Battle of Hastings -Norman Conquest 	<ul style="list-style-type: none"> Middle Ages -Town life -The church and monasteries 	<ul style="list-style-type: none"> -Henry II and Thomas Beckett

Geography	-Location knowledge -OS map work	- OS maps - Population and Settlement - Landform process (including case study)	-Coasts (including case study) -Plate tectonics (including case study)
RE	Interpreting the Old Testament	Leaders and Prophets of the Old Testament	Jesus' Teaching Common Entrance Y7 revision programme/exam preparation
Spanish	-Greetings -Introduction of grammar -Personal details -Household items -Digital technology -Cultural project: 'The Hispanic world'		
Art	Elizabeth Catlett – printing portraits Johannes Vermeer – camera obscura Portraits	Sarah Eisenlohr: Human impact collage Homes and their environments Graffiti art – Banksy; Amedeo	Mixing media – painting with wet and dry brushes Different artists' representations of flowers e.g. Georgia O'Keefe; Van Gogh etc.
Music	-Brief explanation of aims for the year and testing of voices -Listening -Programmatic Music Sibelius exercises -Box Clever -Notation	-House Music Competition – performing and judging -Sorcerer's Apprentice extension -Intermediate score reading -Box Clever -Listening	-Box Clever -Revise structure/form -Music technology and recording timeline -Rhapsody in Blue -Intermediate score reading -Fantasia
Games	<u>Football</u> U13A - 11 & 6 aside fixtures / U13BC - 9 aside fixtures	<u>Rugby</u> U13A - 13 aside fixtures / U12B - 12 aside fixtures - 7's rugby	<u>Cricket</u> U13AB & U12A - 11 aside hard ball fixtures / U13C -

	<ul style="list-style-type: none"> -Trials -Fitness -Skill development -Ball Control -Invasion Games -Team play -Rules <ul style="list-style-type: none"> • Cross Country • House Football 	<ul style="list-style-type: none"> -Trials -Fitness -Large Ball Skills -Defensive Line -Territory -Team play -Set pieces -Laws -Tag rugby <ul style="list-style-type: none"> • Cross Country • House Rugby • Options: table tennis, swimming fitness, hockey and golf 	<ul style="list-style-type: none"> 10 aside pairs fixtures / U13A 6s Cricket -Trials -Fitness -Bowling -Fielding -Batting -Front Foot/ Back Foot -Line and Length - Running between the wickets <ul style="list-style-type: none"> • Athletics • Options: tennis, swimming and golf
Swimming	<ul style="list-style-type: none"> -Take record of time for front crawl, back stroke, breaststroke and butterfly. -Endurance building. -Front crawl - BLABT -Backstroke – BLABT 	<ul style="list-style-type: none"> -Update records of times. -Breaststroke - BLABT. -Develop diving. 	<ul style="list-style-type: none"> -Entry -Relays
DT	<ul style="list-style-type: none"> -Ball Bearing Maze (plastic) Stereo Music Amplifier (electronics) 		
IT	<ul style="list-style-type: none"> -Touch Typing -Animation 	<ul style="list-style-type: none"> -Electronic Dice Project 	<ul style="list-style-type: none"> -Video Production
PSHCEE	Health and Wellbeing	Relationships	Living in the wider world

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 7 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.

- Up to 20 minutes of reading, on a daily basis.
- Two pieces of homework per night lasting no more than 40 minutes each.
- Each week: Two homework tasks for Maths, English, Science.
- One homework task for History/ Geography, PTE, French, Spanish.

- 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

Towards the end of Year 7 and throughout Year 8, 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.

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 7 and 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 being encouraging and not putting too much pressure onto their children. 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 his 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 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 to seven 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 structured coverage of the Mathematics 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. 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. vjay@cumnorhouse.com

1000 points = Bronze

5 Bronzes = Silver

4 Silvers = Gold

It takes 20 weeks to achieve a Gold Mathematics certificate.

2. 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.

- 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
- Playing board games for numeracy and strategy skills
- Making cakes and following recipes
- Using bus and train timetables to plan a journey
- Asking your child to explain how they arrived at an answer (orally rather than just showing the calculation)
- Encouraging Mental Calculation (times, table links, number bonds)

3. Exam 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 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. For the May exams boys will be given a copy of ISEB Revision guide, and for use in the Summer holiday.

4. Scholarship Preparation

The Maths syllabus covers 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.

5. Prep work

Homework is set twice weekly for about 30-40 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. BBC Bitesize/ KS3 Maths

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 sit scholarship examinations.

SCIENCE

1. Outreach/Trip

Every year group experiences an offsite visit, field work, workshop or show in school.

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.). Allow him 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.

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 7 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.

3. Text books

Your child will 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', at the end of the summer term. 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 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 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.

5. Examinations and end of topic tests

In Year 7 boys sit school exams in accordance with the school's assessment policy. These are based on questions from past 13+ exam papers. The pass mark is 60%. Pupils achieving less than 60% will be considered for the lower tier paper in Year 8.

6. Supporting your child's learning at home

We recommend that you continue to visit museums in order to support your son's learning. Try to get tickets to the Royal Institution lectures. Continue to use design and construction toys (technical Lego, Kinex, Airfix etc.)

Observe the Moon at different times of the month. Study its craters with a pair of binoculars or better still a telescope. Study the night skies on Exmoor. It is one of the few dark sky locations in Britain due to the low level of light pollution.

Please try to visit a farm and ask about the species there and why those breeds were chosen. Look at the animal feeds and the products (beef, milk, eggs, and arable crops).

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!

Reporting and Assessment Grades – (each half term)

English and Maths are reported on in more detail and boys are now set specific individual targets for the following term with regard to next steps for learning.

The effort and attainment reported on termly is based on the professional knowledge of our teacher assessed judgements as well as ongoing formative assessment which has taken place throughout the term. Our new assessment process means that we have no formal school exams throughout the year, these have been replaced with end of term assessments. This information will not be recorded in the end of term reports, but assessment information always contributes to the overall teacher assessment picture and therefore informs planned next steps.

Not only will we continue to report on all other subject areas of the curriculum, but we have introduced a section for 'personal skills' which highlights the boys' contributions to school life and general behaviour.

Please see the following descriptors:

Attainment

Exceeding: On track to exceed End of Year Expectations

Expecting: On track to meet End of Year Expectations

Emerging: Current achievement will not meet End of Year Expectations

Personal Effort:

Outstanding: Consistently demonstrates high levels of effort in all lessons and homework.

Good: Shows good personal effort with most classwork and homework but doesn't go above and beyond in all lessons and homework.

Variable: Effort varies from lesson to lesson and attitude to classwork and homework is of a sporadic nature.

Criteria for achieving a termly Effort Certificate:

Gold Effort Certificate - all subjects 'outstanding' effort with two or less 'good' (no variables)

Silver Effort Certificate - all subjects 'outstanding' or 'good' with the majority in the 'outstanding' category or 50/50 (no variables)

Bronze Effort Certificate - all subjects 'outstanding' or 'good' with NO MORE than 2 variables

No Effort Certificate - MORE THAN 2 variables

Contribution to whole school life:

Excellent: Takes part in extracurricular activities, plays a musical instrument in school, or represents the school in sporting teams/fixtures. Takes advantage of all opportunities provided.

Good: Takes part in some extracurricular activities, plays a musical instrument in school, or represents the school in sporting teams/fixtures. Does not take full advantage of the opportunities provided.

Satisfactory: Attends only one extracurricular activity.

Weak: Does not attend clubs and is reluctant to participate in sports/musical areas.

General manners, kindness and courtesy:

Excellent: Consistently embraces the Cumnor Values and demonstrates high levels of each aspects of the Cumnor Way. Demonstrates a supportive and caring nature towards all members of school community. Does not enter into petty disputes with staff and peers. Displays empathy and respect for staff and peers.

Good: Embraces the Cumnor Values and Cumnor Way and many of the qualities listed above are demonstrated.

Satisfactory: Follows the Cumnor Way but does not always consistently display the qualities listed above.

Weak: Reluctant to follow the Cumnor Way and does not conduct himself in a kind and courteous manner.

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). This may also include verbal feedback.

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:

- Termly report indicating academic achievement and personal effort
- End of year report with comments from all subject areas
- Monday 7 October: Future Schools evening
- Thursday 7 November: Parent / Teacher Progress Evenings. For parents with sons in Year 7, the interview will be with the Form Tutor, Subject teachers, Head of Section and Headmaster.
- Thursday 19 March: Parent / teacher Progress Evenings. Form tutor, Head of Section and Headmaster.

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 this year 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.

Emails

emma.edwards@cumnorhouse.com

Miss Edwards

emilda.marange@cumnorhouse.com

Mrs Marange

cameronjones@cumnorhouse.com

Mr Jones

admin@cumnorhouse.com

School office

02086603445

School office