



## CURRICULUM POLICY

**REVIEW DATE:** July 2025

**LATEST REVIEW DUE:** July 2026

**STAFF RESPONSIBLE:** Mr Gareth Green (Assistant Head Academic)

**CHAIR OF GOVERNORS:** Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- *Scholarship Policy*
- *Supervision Policy*
- *Special Educational Needs Policy*
- *EAL Policy*

## RIGHTS RESPECTING SCHOOL POLICY STATEMENT

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the the following articles:

- *Article 3 - Best interest of the child*
- *Article 4 - Making rights real*
- *Article 12 - Respect for children's views*
- *Article 28 - Access to education*
- *Article 29 - Aims of education*

This policy has been designed in line with the school's Ethos and Aims.

At St. Michael's Preparatory School, we are committed to developing the whole child in line with our school values: *Challenge, Curiosity, Community, and Courtesy*. We provide a stimulating and balanced curriculum designed to nurture academic excellence, physical health, creativity, and personal growth. Pupils are encouraged to embrace academic challenges, engage with sporting opportunities, and express themselves through the performing arts. This holistic approach ensures that every child is supported and inspired to thrive within a caring, inclusive environment, working in partnership with parents and carers.

St. Michael's will provide a stimulating and balanced curriculum which will provide age appropriate learning for all its pupils in a nurturing and supportive environment in partnership with parents and carers. This policy also refers to provision for the EYFS setting. Please note that individual departments may have their own individual processes.



The points below outline St. Michael's Preparatory School's curricular policy in relation to the DCSF Regulations Standard 1 (Curriculum), pursuant to the [Education Act 2002 \(UK\)](#) and its subsequent amendments.

**ST. MICHAEL'S CURRICULUM PROVIDES FOR THE FOLLOWING:**

- 1. The full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.***
- 2. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.***

**EARLY YEARS FOUNDATION STAGE (EYFS) - NURSERY AND RECEPTION**

EYFS covers the years from the beginning of Nursery to the end of the Reception. Staff work alongside the children using play as a fundamental method of learning.

Children learn skills, acquire new knowledge and demonstrate their understanding through the seven areas of learning and development.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

The prime areas are those most essential for a child's healthy development and future learning. As they grow, these skills will support the child as they extend their development in the specific areas. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage. We promote these values through our aims and values, our curriculum and enrichment activities.

The Nursery children also benefit from x1 specialist games, music and swimming lesson on a weekly basis. Children in Reception benefit from x3 music lessons and x4 games lessons, one of which is swimming.



#### YEARS 1 – 4 (PRE-PREP, JUNIOR SCHOOL SECTIONS)

In Years 1-4 the pupils will follow the curriculum outlined in the school's long-term and medium-term planning documents which are largely informed by the Key Stage 1 (KS1) and Key Stage 2 (KS2) components of the [National Curriculum \(September, 2014\)](#). However, we have the independence to offer academic opportunities beyond the National Curriculum, or to exclude or adapt elements of it.

This will be achieved by teaching the following subjects:

**English (including phonics); Mathematics; Science; History; Geography; Religious Education (RE); Music; Drama; Craft, Engineering; Reasoning; Art; Physical Education (PE, including swimming); ICT and Personal, Social, Health, Education (PSHE).**

At St. Michael's School we are proud to be able to offer additional time for the provision of creative arts and games. Each week pupils in Year 1 & 2 benefit from 3 music lessons and 4 games lessons, one of which is swimming and in Year 3 & 4 the children benefit from 6 games lessons which include a swimming lesson and 3 Music lessons. In addition to this pupils in Year 3 & 4 currently receive a weekly minimum of x2 lessons each in Art and Engineering.

For a more detailed explanation of topics covered within the subjects, please refer to the school's long-term curriculum plans available to current parents via the portal.

Some of the study areas available as options to the teachers, for example in History, Geography and other subjects, may be changed by teachers in the school so that pupils study areas of the children/teacher's choice and design as long as the key skills continue to be taught at age appropriate levels.

The curriculum in these years may well be broader than the National Curriculum. For example the learning of French will begin in Year 3.

#### YEAR 5 - 6 (MIDDLE SCHOOL)

In Years 5-6 the pupils will follow the curriculum outlined in the school's long-term and medium-term planning documents which are largely informed by the Key Stage 2 (KS2) components of the [National Curriculum \(September, 2014\)](#). However, we have the independence to offer academic opportunities beyond the National Curriculum, or to exclude or adapt elements of it. This will be achieved by teaching the following subjects:

**English; Mathematics; Science; History; Geography; Religious Education (RE); French; Music; Drama; Engineering; Art; Physical Education (PE), Swimming; and Personal, Social, Health Education (PSHE).**

As with Years 1-4, pupils in Years 5-6 will also benefit from extracurricular time in games and the creative arts.



Pupils in the Middle and Senior School are provided with individual lockers in their Form rooms. This is for the storage of books, resources and personal items. Lockers should be managed and kept organised on a daily basis so that pupils do not carry extremely heavy bags around the school site. The Head checks the form rooms during the weekend for general tidiness and lockers are expected to be tidy.

St. Michael's draws upon best practice from the existing CE syllabus, the Key Stage 3 National Curriculum or other curricula. The school remains committed to preparing pupils for whichever entry examinations or final assessments are required. These will include Pre-tests for Year 7 or Year 9 entry, such as the ISEB Common Pre-test, or Common Entrance for those schools which require it.

#### YEARS 7-SHELL (SENIOR SCHOOL)

In Years 7–8 the majority of pupils will continue to follow a curriculum increasingly informed by the Common Entrance (CE) syllabus and/or the criteria set by individual secondary schools. Preparation for entry tests for other schools will continue to be provided for those pupils who need it. In Year 8 this will include preparation for any academic and non-academic scholarship examinations as appropriate to individual pupils.

This will be achieved by teaching the following subjects:

**English; Mathematics; Science; History; Geography; Religious Education (RE); French; Music; Drama; Engineering; Art; Physical Education (PE), Swimming; and Personal, Social, Health Education (PSHE).**

As with Years 1-6, pupils in Years 5-Shell will also benefit from extracurricular time in games and the creative arts.

The pupils of Y7-8 benefit from being split into three sets in English and Maths, unless numbers in the year group total less than twenty-four. In this instance, children will be split into two sets. Where possible a teaching assistant will support individuals / small groups within the classroom setting. Sets are determined by the teachers of St. Michael's school. Where changes are required or requested (in all subjects), these will be in consultation with the pupil's subject teacher and with the Assistant Head (Academic). When changes are made within an academic year, parents are notified.

For information regarding Scholarships, please refer to our Scholarship Policy.



## THE SHELL YEAR

The Shell year at St. Michael's functions as a de facto Year 9, although it does not cover the full breadth of the Key Stage 3 (KS3) national curriculum for Year 9. The primary purpose of the Shell year is to prepare pupils for a successful transition to Hautlieu School, Jersey's only state grammar school. The curriculum is designed to consolidate and extend pupils' academic foundations while focusing on the skills and knowledge required for Hautlieu's entry assessments. To support a smooth transition, we align our curriculum with Hautlieu's examination boards wherever possible, ensuring continuity in subject content and assessment style. Admission to Hautlieu is dependent on pupils meeting the school's entry criteria.

## CLASS SPLITS

Towards the end of the academic year, form teachers are tasked with the important and sensitive job of arranging future class splits. These decisions are made by considering both academic and pastoral profiles of all pupils in the year group. On occasion, parents may be concerned that their child might not be happy with their future form group. Although we will listen to concerns so that we are able to fully support pupils, decisions concerning class splits are final and are non negotiable.

***3. The school shall provide an education which enables all pupils within a class to make progress, including pupils with statements and those for whom English is an additional language.***

Arrangements will be made for those pupils who have English as an additional language (EAL). Please see our EAL Policy for more information.

Extra 1:1 support focusing on the skills of verbal and written English will be offered to EAL pupils. This could take place either within or outside of the school timetable. Depending on the provision, there may be an additional cost to parents/carers.

***4. Where a pupil has a Statement of Special Educational Needs (or Education and Health Care Plan), education which fulfils its requirements.***

Pupils who are able to satisfy the usual criteria for entrance but who require additional support, or have Special Educational Needs or Disabilities (SEND), are welcome within the school. The school will do everything it reasonably can to ensure that the requirements for these pupils' learning are met.

Please see the Special Educational Needs (SEND) policy for further information.



Throughout the school, these pupils will be given additional support, as appropriate, either through being withdrawn for 1:1 or through small-group work, or through 1:1 or small-group support within the classroom. The school also offers support to learners who would benefit from additional literacy support in Years 5-8 through the Core Skills programme. The content and structure of lessons for pupils requiring learning support will be planned in conjunction with the SEND department and the Form teachers, and through consultation with the pupils' IEPs and Pupil Passports.

Consultation with parents and outside specialists, such as Educational Psychologists, will also be sought and followed where appropriate, the cost of which will be covered by parents.

***5. Personal, Social and Health Education (PSHE) which reflects the school's aims and ethos.***

The School has a PSHE policy (please refer to for additional information) which covers the key features of social and cultural education required for pupils to be prepared for the opportunities and responsibilities of life outside school and within the school community. This includes individual, or collective, discussion on choosing and preparing for the right choice of senior school.

The school actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in a number of ways.

We ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes.

To promote an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety, all pupils discuss the school's Code of Conduct as well as specific classroom rules and focus on reasons for the need for such rules and the implications of life without such rules. In an age appropriate manner, parallels are drawn with society and the role of public institutions such as the police.

We promote an understanding that the freedom to choose and hold other faiths and beliefs is protected in law and we promote an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. These should not be the cause of prejudicial or discriminatory behaviour. We use teaching resources from a wide variety of sources in the teaching of Religious Education to help pupils understand a range of faiths and undertake trips to various places of worship including Synagogues and Mosques as well as invite speakers from different cultures and faiths into the school to address the pupils. This has included members of the community who celebrate Diwali or Hanukkah.



To promote an understanding of the importance of identifying and combating discrimination, we teach as part of our PSHE programme that an individual cannot be discriminated against because of race, colour, gender, sexuality or political views and that there are specific rules against this discrimination in Jersey.

***6. Appropriate careers guidance for pupils receiving secondary education (ie Years 7-Shell).***

As part of the PSHE curriculum pupils in Years 7, 8 and Shell will be taught appropriate skills and knowledge to help inform them of the world of work beyond the school environment. This will include helping them to recognise their relative strengths and weaknesses in the classroom and how to use and address them.

Pupils also receive guidance through visiting speakers or groups and through educational visits to sites or in-school careers workshops (Y8 Enrichment Week), where pupils can experience or enquire about the world of work.

Pupils' attention will also be drawn to the world of work at appropriate points in their subject learning. For example, the role of archaeologists and archivists is highlighted during the history syllabus; the role of hydrologists and town planners is referred to in geography; the benefit of understanding Latin for certain careers is highlighted in Latin lessons.

***7. Where the school has pupils below compulsory school age, a programme of activities is provided, which is appropriate to their needs.***

Please see above as per our Nursery provision.

***8. All pupils have the opportunity to learn and make progress.***

**REPORTING TO PARENTS**

The School will provide both parents and pupils with information upon which to make considered choices for the selection of an appropriate senior school when pupils leave at the following points in their school career:

From Nursery to Year 4, **Parents' Evening consultations in the Michaelmas and Lent Term** with end of year formal reports in the Trinity term. Towards the end of school year the school hosts a 'Meet the Teacher' meeting where carers are given an outline of the expectations, changes and curriculum as their child moves up the next year group.

During Year 5, this is delivered through **Parents' Evening consultations in the Michaelmas Term**. At the end of Year 5 the school hosts a 'Meet the Teacher' meeting followed by individual parent-teacher consultations, according to the needs of an individual pupil.



During Year 6, it is delivered through **Parents' Evening consultations in the Lent Term** and through ongoing communication with parents until the right destination school has been found. At the end of Year 6 the school hosts a 'Meet the Teacher' meeting followed by individual parent-teacher consultations, according to the needs of an individual pupil.

During Year 7, it is delivered through **Parents' Evening consultations in the Michaelmas Term** and through ongoing communication with parents until the right destination school has been found. At the end of Year 7 the school hosts a 'Meet the Teacher' meeting followed by individual parent-teacher consultations, according to the needs of an individual pupil.

During Year 8, it is delivered through **Parents' Evening consultations in the Lent Term** and through ongoing communication with parents until the right destination school has been found. At the end of Year 7 the school hosts a 'Meet the Teacher' meeting followed by individual parent-teacher consultations, according to the needs of an individual pupil. This applies to those children joining Shell

During the Shell Year, it is delivered through **Parents' Evening consultations in the Michaelmas Term** and through ongoing communication with parents until the right destination school has been found.

\*Where parents are unable to attend Parents' Evenings, we ask them to contact teachers directly via email if they require any feedback if there are concerns. Alternative times and dates are at the discretion of the school.

## FORMAL ASSESSMENTS AND SUMMATIVE REPORTING

St. Michael's aims to offer meaningful assessment at appropriate points during the school year, as well as providing regular and informative feedback on pupil progress to parents. Formal written reporting should provide a summary of progress and identify pupil achievements and strengths; areas of weakness or concern and clear targets for helping the pupil improve.

## OTHER REPORTING

- Continuous informal reporting through the Parent Portal, face-to-face meetings, telephone conversation with staff and email communication.
- More formal reporting through Assessment grades uploaded to the Portal. Assessment grades included in pupil workbooks or worksheets, baseline testing results via the Portal and formal written reports via the Portal.
- Parents' Evenings\* designated to each Year Group
- Individual discussion with parents regarding Educational Psychologist's report or other SENDCO assessments where appropriate.



EYFS - ongoing weekly reporting to parents through the online learning programme 'Tapestry'. Assessment for Learning (AfL) and other effective target-setting will be used regularly following written and oral assessment of pupil progress. This will help to inform both pupils and parents how future progress can be enhanced. Evidence of this can be found in pupils' exercise books, pupils' reports, IEPs, Pupil Passports, and whole-school tracking documents which are updated ahead of Parents' Evenings and following individual parental consultations.

The school will evaluate learning by reference to a range of appropriate data, such as CAT scores, Group Reading Tests, Single Word Spelling Tests, externally marked 'GL Assessments' in English and Maths, PUMA, PIRA, internal examination results, and interim and end-of-term, or end-of-year assessment documents. These can then be compared to appropriate data from other independent schools, national schools data and patterns identified from previous school records.

The school is committed to providing appropriate feedback of each pupil's attainment to parents in line with the school's Assessment and Reporting Policy.

Feedback will be given through Assessment Grades, parent consultation meetings and an end of year summative report. However, more immediate contact with parents will be made where necessary.

The school will ensure that the quality of teaching, resources and teaching environments is suitable for the purpose of education.

***9. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.***

Through the school PSHE programme pupils, particularly in Years 7,8 and Shell are introduced to or have the opportunity to discuss and learn more about the responsibilities and experiences of adult life.

This is supported through age-appropriate assemblies, often involving guest speakers or groups, and section-led events, such as the Shell Bronze Duke of Edinburgh Award and the Year 8 Enrichment Week.

Across the school, pupils also have the opportunity to develop in this field through on and off island trips, especially residential trips, such as the Activities Week for Years 5-8, and Activity Days in Year 3 and 4.

**EXTERNAL EXAMINATIONS AND INVIGILATION**



External examinations, such as Common Entrance, scholarship examinations, online / paper based assessments for senior schools and the associated invigilation thereof carry an additional cost. This will be invoiced to parents at the end of the relevant term.

When requests for external invigilation of exams and online testing occurs during term time, St Michael's will provide an externally sourced invigilator so that teaching staff are not removed from their timetabled work. This will necessarily incur a small charge to parents of the pupil who is taking the exam.

### MODERATED MARKS

Common Entrance exam papers are set at three different levels, 'Foundation', 'Core' and 'Additional' (Mathematics only) , with 'Core' being the general standard. 'Foundation' questions are generally more accessible and are aimed at pupils who would find it very difficult to reach a 50% pass mark at 'Core' during their Common Entrance year. ***On marking, the percentage grade received for 'Foundation' can be moderated to 'Core' standards by applying the moderating multiplier of x0.8. Similarly the 'Additional' papers are moderated to standard by applying a multiplier of x1.2.***

### HOMEWORK (PREP)

- Homework (also known as 'Prep') is viewed as an important tool in the consolidation of work covered and the tracking of their progression within a subject. It is intended to be a piece of independently completed work designed to reinforce in-class learning.
- Homework in the Pre-Prep is at the discretion of the class teachers and is in addition to expectations of daily reading, spellings and maths facts.. Homework is designed to reinforce and extend work done in class.
- Homework for pupils in Y3-4 is completed at home twice a week. One will be to reinforce spelling and the other to reinforce maths. Pupils will be given a few evenings to complete the work.
- Homework in Year 5 constitutes one prep a night, and an expected 30 minutes individual reading.
- Homework in Years 6-Shell constitutes two preps a night from Monday to Thursday. This can be completed at home and should last no longer than 60 minutes for both subjects.
- Pupils in Y5-Shell have an option to complete their prep at home, or within allotted activity times at the end of the school day. Whether completed at home or at school, St. Michael's has high expectations of the quantity and quality of homework. Where work is considered below the expected level of the child, it may be required that the work is repeated.
- Pupils who are completing their prep at school must not be removed part of the way through the prep session. Pupils who need to leave need to be collected before or after prep, but not during. Where possible, parents should always inform the Headmaster and office well in advance of taking their child out of prep. Children



must also be signed out at the office when they leave at a different time from expected. This ruling also applies to all other activities.

## **ASSESSMENTS**

- Continuous informal assessment through observation of children's work / skills acquired, lessons, internal tests, preps / homework, oral reviews, or Assessment for Learning (AfL), at the end of a lesson or unit or the Tapestry Online Learning Journal.
- Formal assessment through internal examinations, end-of-topic tests, end-of-half-term / term tests, end-of-year internal or external examinations (ISEB Pre Test, Common Entrance and Scholarship), speaking and listening or oral assessments, half-termly interim assessment grades, ABRSM exams.
- Standardised Baseline assessment includes: Cognitive Assessment Tests (CATs), BSTS spelling, Single Word Spelling Test (SWST) and Reading Progress Tests (RPT), Spar Reading Test, Cloze Reading test, PIRA, PUMA, Progress Tests in Maths, English and Science. New group reading tests (NGRT), Toe by Toe single word reading test, Progress in Reading Assessment (PiRA) reading age tests.
- In appropriate individual cases some pupils may also be tested for other reasons, often by an independent Educational psychologist or school SENCO. These include assessing pupils for specific learning profiles.

## **ASSESSMENT GRADES AND CRITERIA FOR EFFORT AND ATTAINMENT YEARS 3 TO SHELL**

### **INTRODUCTION**

At St. Michael's Prep School, we have recently introduced a new assessment system. Our assessments serve as a means to measure where the children are in their learning journey and to set targets for their development. Students from years 3 to Shell will undergo assessments at various points throughout the year. Specifically, we have implemented two 'quarterly' assessment periods during the Michaelmas term and one 'quarterly' assessment period during the Trinity term. Additionally, we have refined our effort grading system from a 1-6 scale to a more straightforward 1-4 scale for greater clarity. Children in years 3 and 4 will continue to receive effort grades only, whereas students in years 5 to Shell will receive effort-only assessments during the quarterly periods and both effort and attainment grades in the half-term and full-term assessments.

### **EFFORT GRADES**

Effort is graded 1 to 4 (high to low) and Attainment is graded A\* to E (high to low). The four point static grid in use allows staff the opportunity to offer further positive reinforcement to pupils. Staff are specifically asked to look at the areas of effort and attainment independently of each other.



	<b>EFFORT</b>
EXCELLENT	1
GOOD	2
INCONSISTENT	3
POOR	4

### ATTAINMENT GRADES

The attainment grades are a measure of your child's performance in a particular subject and all subjects (including non-academic) will be assessed. These expectations will generally be based on National Curriculum guidelines for levels of attainment for different Year Groups and/or Common Entrance performance indicators (percentage bands included above), as specified in subject schemes of work. Mock Common Entrance exams and internally marked Common Entrance exams will be graded according to this criteria. Attainment grades therefore, in the years preceding Year 8, may be used as broad predictors for Common Entrance.

	<b>ATTAINMENT</b>	<b>Equivalent GCSE 'new' grades (Shell)</b>
EXCELLENT	A* (> 80%)	9 or 8
VERY GOOD	A (70% - 79%)	8 or 7
GOOD	B (60% - 69%)	6 or 5
SATISFACTORY	C (50% - 59%)	5 or 4
BELOW EXPECTATIONS	D (40% - 49%)	3
POOR	E (< 40%)	2

We would expect the large majority of pupils to be **2C** or above for both **effort** and **attainment** and staff are specifically requested to look at these two areas independently. A frank application of the Assessment System will undoubtedly be in the best interests of all concerned. Clearly we hope and expect that children will aim for the highest indicators, but in some situations, especially with regard to the higher symbols of attainment, this can be difficult. The grading descriptors are explained in detail to the pupils so that there is a full understanding of the Assessment made.



Further to the assessment period grading (see below for new assessment periods), these assessment grades will also be used in the pupil's regular class work and homework when there is not an exercise specific marking criteria, such as might be used with a past exam paper.

Teachers will work with pupils to identify and help realise individual potential, setting achievable targets and supporting pupils in achieving these. Where there is scope for a pupil to achieve a higher effort and/or attainment grade, this will be communicated to pupils, either orally or in writing as appropriate to the subject, with guidance as to how it can be achieved.

#### **EFFORT GRADING CRITERIA:**

<b>1</b>	<b>Excellent</b> Exemplary attitude at all times, outstanding concentration, eager participation in all activities, extremely punctual, consistently outstanding levels of application while on task, engages fully in class, consistently courteous and considerate.
<b>2</b>	<b>Good</b> Good attitude, good concentration, participation in most activities without encouragement, makes an effort to be punctual, good levels of application while on task, follows instructions well.
<b>3</b>	<b>Inconsistent</b> Positive attitude most of the time, adequate concentration, will participate in tasks when asked, punctual most of the time, satisfactory levels of application while on task, could improve focus at times.
<b>4</b>	<b>Poor</b> Negative attitude to any task set, concentration levels unacceptably low, unwilling to participate, often late for class, does not follow instructions, often distracted or distracting others, at times inconsiderate.

#### **ATTAINMENT GRADING CRITERIA:**

<b>A*</b>	consistently producing work or performing at an outstanding level, advanced level of understanding, extensive application and knowledge of content / skills,
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<b>A</b>	performing and producing work of a very high standard, work is very quickly understood, thorough application and knowledge of content / skills covered,
<b>B</b>	producing work of a good standard, performing above age appropriate expectations, good levels of understanding, good application and knowledge of content / skills covered,
<b>C</b>	working well, performing at age appropriate expectations, satisfactory levels of understanding, sound application and knowledge of content / skills covered,
<b>D</b>	finding some areas of work difficult, performing below age appropriate expectations, can find understanding certain areas difficult, basic knowledge and application of content / skills covered,
<b>E</b>	struggling, experiencing significant difficulties in many areas of the curriculum, performing well under age appropriate expectations, elementary knowledge and application of content / skills covered,

## **ASSESSMENT PERIODS**

### **MICHAELMAS**

MICHAELMAS 1st Quarter Term (effort grades only)

MICHAELMAS Half Term (effort and attainment grades)

MICHAELMAS 3rd Quarter Term (effort grades only)

MICHAELMAS Full Term (effort and attainment grades)

### **LENT**

LENT 1st Half Term (effort and attainment grades)

LENT Full Term (effort and attainment grades)

### **TRINITY**

TRINITY 1st Half Term (effort and attainment grades)



## ENTRANCE TO SECONDARY SCHOOLS

It is assumed that, subject to his or her parents remaining resident in the Island, a pupil will stay in the school until entry to Secondary School. It is recommended that parents discuss their plans for the secondary education of their children with the Headmaster or the Academic Assistant Head, and keep them informed of any changes to their plans at an early stage. Parents have every right to be expressing their hopes and expectations over the choice of future schooling. The school naturally respects these wishes, but it must retain a prime responsibility to offer professional advice in recommending what it perceives to be in a pupil's best interests.

## REFERENCES

In the interests of the pupil the Headmaster and / or Assistant Heads (Academic / Pastoral) may supply information and a reference to any Educational Institution, which parents propose their child may attend and such reference shall be confidential between the School and such Educational Institution. The school will provide references for up to three senior school applications. Any additional references beyond this number will incur a fee, which will be added to the following term's invoice.

The Head and / or Assistant Heads (Academic / Pastoral) will take care to ensure that all information supplied is accurate and any opinion given on a pupil's ability and character is fair. **Please be aware that all unauthorised absences are recorded on school reports and senior school references as a matter of policy.** Neither the School nor the Headmaster will be liable for any decisions made by the Educational Institution resulting from opinions reasonably given in, or correct statements of fact, contained in any reference or report.

## SENIOR SCHOOL VISITS AND INTERVIEWS

Parents are required to inform St. Michael's of forthcoming school visits, where the school will register the pupil as an approved absence. The majority of senior schools now require potential pupils to participate in an interview. St. Michael's offers interview practice to all pupils prior to senior school interviews. Each pupil has the opportunity to develop their interview skills in two separate sessions. **Parents are expected to give the school office sufficient notice of future school visits and interviews.**

## PERMISSION FOR EARLY DEPARTURE: ISLAND REPRESENTATION

Pupils who are representing the Island in sports, competitions, or other representative activities may be granted permission to leave school early to attend **training sessions or competitions**. In such circumstances, **written permission must be requested in advance** through the child's Form Teacher and Head of Section. This ensures that all staff are aware



of the pupil's absence and that appropriate arrangements are in place to support their learning and attendance record.

## **MARKING, FEEDBACK AND PRESENTATION OF PUPILS' WORK**

What do we expect marking to do?

- To give feedback to children on their progress so that they know what is expected of them and what they can do to improve. Specific and relevant targets for improvement should be included where necessary. These should relate to the LO and teaching point of the lesson. Targets to be signed off after each piece of work, to ensure the children pay attention to their targets and continue to work on them.
- To give encouragement to children including positive comments and constructive criticism. These should point out what the child has done well, so they know specifics, not as a general "Well done / Lovely / Brilliant work."
- To give staff evidence of a child's progression within a subject and to utilise this to inform future planning. Achievement of targets can be used as evidence for their effort mark. Each child's targets should be SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) so that no matter their ability they are able to achieve them.

### **Marking should be:**

- Regular and thorough according to the needs of a child and/or subject, involving the child him/herself. Particularly in English, please give children time at the beginning of the lesson to read through your comments, practise spelling x3, and check what their targets are. Targets in English should be based on the LO and follow the marking scheme as set out for your year group.
- Carried out as soon as possible after the work has been completed – definitely before the next lesson in that subject, so daily for English and Maths. Can be a mixture of teacher marked and self/peer marking.
- Full and helpful to the pupils. Some marking may be given as verbal feedback (VF) and staff will confirm this in exercise books where necessary. Written comments should be included, where necessary, as a record of achievements, progress and targets.
- In any colour ink.
- Completed neatly as an example to the pupils and so that it can be read easily.



- Evaluative of pupils' handwriting, where relevant, taking presentation into consideration.
- Correcting of spelling mistakes where necessary. Please ensure pupils practise the spellings (x3) in their books regularly, probably at the beginning of each lesson or in the mornings.

### **Technical Marking (Years 5 – Shell)**

- VF — Verbal Feedback given
- Sp — (with corrected word above) (not too many – depends upon child, but no more than 6); write out at bottom x3
- P — Punctuation – put in and circled
- → — Indent paragraph (do not miss a line)
- // — New paragraph

A general comment should be written at the end of every piece of work where necessary, with or without targets.

### **Subject Specific Marking**

Some subjects may require more in-depth marking which is subject specific.

### **Marking in the Junior Department (Years 3 and 4)**

Children's attention is drawn to the line where a spelling/punctuation mistake has been made by a ·sp in the margin. Pupils' work is marked using the above technical marking scheme at the discretion of the Class Teacher. Teacher-chosen spellings will be written x3 at the end of the piece of work for pupils to practise.

### **Marking in the Pre-Prep Department (Reception to Year 2)**

Marking is not on a technical basis but will depend on the needs and age of the individual child. Verbal feedback is the primary source of marking, involving the child in evaluating their own work and identifying areas for development. A combination of written and verbal feedback (VF) will be given as necessary.



### Assessment Criteria (Years 5 – Shell)

Please read this in conjunction with our school's assessment criteria (effort and attainment).

Teachers should utilise the assessment criteria when marking key pieces of work (prep and tests) to help the children ascertain their progress within a subject. Teachers can, at times, utilise either an attainment or an effort mark, but there should be examples of both being given.

The inclusion of this assessment criteria within a subject's marking is designed to help the children track their own progress within the subject. It will also aid teachers in the issuing of the half-termly assessments.

This section is pertinent to the Juniors and Years 5–8; however, the Juniors shall utilise only effort marks rather than effort and attainment. The assessment criteria is included in the Junior Planner Reading Record.

### Presentation of Pupils' Work (Years 5 – Shell)

We expect pupils in the Senior part of the school to take pride in the presentation of their work at all times. This includes writing neatly, laying work out carefully, and maintaining a high standard across **all academic subjects**.

- **High standards of presentation and legible, fluent, joined handwriting are expected in every academic subject.** This reflects the value we place on clear communication and pride in one's work.
- In Year 4, pupils work towards achieving their *Pen Licence*, which enables them to use pen in their work. This is awarded based on consistently neat, joined handwriting.
- In Year 5 - Shell, pupils may write using a fountain pen or a blue friction pen. The use of a fountain pen is encouraged but not compulsory. All handwriting must be completed in blue ink.
- Where possible, pupils should write in a joined script. Teachers should take into account individual needs and be mindful of those with specific learning difficulties. Pupils listed on the Inclusion Register or with a relevant Pupil Passport may be permitted to type their work with the approval of the SENDCo.
- In Mathematics, pupils should present their work with particular care and precision. They are expected to use one digit per square in computations to support accuracy, structure, and clarity.



# ST MICHAEL'S

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## PREPARATORY SCHOOL

- Mistakes should be crossed out with a single line. Ink eradicators may be used sparingly. Tipp-Ex and correction tape are not permitted.
- Exercise books and folders should be kept neat and well-organised, with dates and Learning Objectives underlined using a ruler.
- Diagrams, tables, and graphs should be drawn in pencil using a ruler where appropriate.