

Curriculum Handbook

2009-2010 edition

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Introduction

The Royal Hospital School is a seven day a week full boarding school open to day pupils, and its curriculum should be considered in that light. In addition RHS has a unique heritage expressed in its links to Greenwich Hospital and its long-standing maritime traditions. While the curriculum must continually evolve in the light of modern educational thinking, certain aspects of this heritage will always be found in the general life of the school, including its curriculum.

This document is intended to serve as a general guide to the curriculum and as such it should be of use to staff and parents. It can be read in conjunction with the KS3, KS4 and KS5 curriculum documents, which are concerned with the details of the subject courses within the curriculum. This current document gives an overview and the policies that span all subject areas.

Dr Jonathan Allday
Director of Studies
The Royal Hospital School
December 2005
Last revision Jan 2010



General Principles

Regulatory requirements

The regulatory requirements governing the curriculum are as follows:

The school shall draw-up and implement effectively a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for-

- a. 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;*
- b. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;*
- c. Pupils to acquire skills in speaking and listening, literacy and numeracy skills;*
- d. Where the principle language of instruction is a language other than English, lesson in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;*
- e. Where a pupil has a statement, education fulfills its requirements;*
- f. Personal social and health education which reflects the school's aims and ethos;*
- g. Appropriate careers guidance for pupils receiving secondary education;*
- h. All pupils to have the opportunity to learn and make progress; and*
- i. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.*

The curriculum at RHS

At RHS we believe that the curriculum should:

- Above all play a central role in preparing students for later life (i)
- Engender an appreciation for learning and an acceptance of its lifetime nature (i)
- Build self confidence by differentiated challenges leading to a willingness to achieve the best that lies within the pupil's capabilities (b), (i)
- Engender mutual respect, an appreciation of the talents of others and a willingness to celebrate achievement
- Build on a pupil's educational experience prior to joining RHS and be aware of the diversity of this experience (a), (i)

- Provide adequate opportunities for all pupils to succeed regardless of their specific educational skills and first language (e), (d)
- Retain links with the National Curriculum to ensure ease of transfer and continuity of education
- Challenge pupils to broaden their experience, knowledge, interests and skills by exposing them to a wide range of subjects in the early years
- Give pupils ample opportunity to experience creative and practical subjects (a)
- Give pupils a sensible range of optional subjects at KS4 and KS5, while retaining a core of subjects regarded as crucial educational experiences
- Include opportunities to discuss broader life issues (f), (i)
- Include opportunities for physical exercise
- Include opportunities for a developing appreciation of culture
- Respect and express the unique heritage of the Royal Hospital School

Following from these principles, there are a number of practical consequences:

- Mathematics, science, English and a modern foreign language are compulsory to GCSE (currently under review Jan 210 – the intension is to investigate allowing a few pupils to drop core languages in years 9-11 if they would benefit from extra work in English and mathematics)
- There is a choice of modern foreign language taken in the core, following a carousel of 'taster' lessons in year 7 (currently under review Jan 2010)
- All pupils are taught to sail during year 7
- CCF is a compulsory activity for all pupils in years 9 and 10
- The AS option blocks have been fixed and subjects tiered according to GCSE average scores required to access those subjects (see KS5 guide);
- The GCSE option blocks are fixed: they allow a wide range of choice while encouraging pupils to pick a sensible balance of subjects including a humanity and a creative subject (GCSE blocks are under review Jan 2010 in the light of the fixed AS blocks for September 2010)
- Latin is a compulsory subject in year 7, but optional against a second MFL in years 8-9.
- PE is compulsory up to year 9
- PHSE is compulsory up to year 11

- A 6th form Enrichment programme exists for year 12 allowing students to choose specific subjects (eg Law AS, Russian, Sports Leadership or a carousel of Music, PHSE, Science awareness, cooking on a budget and Citizenship)
 - ICT is a compulsory subject up to year 8 and a central component in the delivery of the curriculum thereafter
 - Students entering in year 7 are streamed by ability (form 7G being the top form, 7R and 7H being of comparable ability and 7S the lower form). They are also setted in Modern Foreign Languages, once they have made the decision of which language to follow, Mathematics and English. Setting in Mathematics and English takes place after Christmas. In year 9 an extra form 9E is created between 9R and 9H.
 - Support is provided for pupils with special educational needs on a withdrawal basis, up to a maximum of four periods per week
 - Support is provided for pupils whose first language is not English, on a withdrawal basis, up to a maximum of four periods per week in yrs 7-11
 - There is a fair and open system of rewards and sanctions
-

Management of the curriculum

Director of Studies (DoS)

Has responsibility for the teaching and learning that goes on in the school, reporting directly to the Headmaster. Specific responsibilities of the Director of Studies include managing the heads of academic departments (HoDs), appraisal of the HoDs, management of the assessment system, entrance and scholarship examinations and organization of “academic in service training” of teachers (INSET). The Director of Studies organizes curriculum choices in the lower school (e.g. GCSE optional subjects) as well as setting and the allocation of pupils to forms on entry to the school and taking an overview on the setting of the timetable.

Heads of Department (HoDs)

Are responsible for the teaching staff within an academic department and the choice and execution of the public examination specifications followed by that department. HoDs generate schemes of work for the department and manage the resources, after consultation with those in the department concerned. In addition they appraise the staff in their departments and monitor pupils' progress. In the science department, each science has its own HoD but there is also a

nominated Head of Science who oversees the whole faculty. Some departments have “seconds” to whom the HoDs may delegate specific responsibilities. It is also sometimes the case that members of the department may have responsibility for aspects of the curriculum.

Examinations officer

Is responsible for all external examinations and their administration. This includes communication with the examination boards, distribution of scripts, collation of results and arranging invigilation. The **assistant examinations officer** plays the same role for internal school examinations.

Timetabler

Is responsible for the production of the timetable. Information on pupils’ choices is collated by the Director of Studies and passed on to the timetabler by the start of the summer term. Heads of Departments provide their staffing and set requirements in liaison with the Director of Studies. These are also passed on by the start of the summer term. The aim is then to produce a draft timetable by half term in the summer term for it to be in place for the following September. The timetabler is also responsible for constructing the year 12 and year 13 option blocks on the basis of pupils’ choices.

HoDs meetings

Take place approximately once a term and are attended by all HoDs. The meeting is chaired by the Director of Studies. The Headmaster and other members of the senior management team are often in attendance. Agenda items can be raised by any member of the HoD team. This is a formal agenda meeting with minutes taken by one of the HoDs and circulated within two weeks of the meeting. HoDs meetings cover a variety of topics such as open days, the structure of the school day, internal school examinations, structure of the blocking system etc.

Academic forum

This group meets two or three times a term as the situation demands. Its function is to provide a ‘brain storming’ session where curriculum and academic issues can be debated. Members of the group are drawn from the HoDs and the meeting is chaired by the Director of Studies. An outline agenda is provided by the Director of Studies, although any member of the forum or common room can raise an item to be discussed at this meeting. The Director of Studies provides notes on the meeting, which are made available on the school's intranet. The purpose of the meeting is to provide a forum where extended discussion of topics can take place.

HoDs coffee meetings

As well as the formal termly meetings, the HoDs regularly meet at lunchtime over coffee. The day of the meeting is moved from one week to the next to allow people to attend. These are very informal meetings without an agenda. Their purpose is to bring colleagues up to date with items that have arisen during the week and to keep communication channels between departments open. There are no minutes of the meeting, but if any important items arise the Director of Studies circulates all HoDs by email.

Departmental meetings

These are convened by the respective Heads of Department at a time to suit the members of department. Friday morning during congregational practice is a useful and popular time for such meetings.

SMT meetings

The SMT meets most mornings for a brief 'matters of import' discussion and weekly for a longer agenda-led discussion. Academic and curricular matters regularly feature in these meetings and can be raised as agenda items by any members of the SMT.

Entrance selection

Entry to the RHS is dependent upon a successful performance in the appropriate entrance examination, and interview with the Headmaster.

RHS holds a formal entrance examination day during the Lent term, normally on or about the third Saturday in January. The Director of Studies administers the examinations with help from the admissions secretary and the deputy examinations officer. The papers used vary slightly depending on the age of the candidates:

The coding in the following papers refers to *NFER Nelson* publications (see below).

Entry into year 7

Mathematics AA	50 minutes
Verbal reasoning 1A	50 mins 10 mins practice, twenty with explanation
English 1A	50 mins 10 mins practice, twenty with explanation

Entry into year 8

Mathematics internal	60 mins
Verbal reasoning 2A	50 mins 10 mins practice, 20 with explanation
English 12+	untimed

Entry into year 9

Mathematics internal	60 mins
Verbal reasoning 2A	50 mins 10 mins practice, 20 with explanation
English 13+	untimed

Entry into year 10

Mathematics internal	60 mins
Verbal reasoning 2A	50 mins 10 mins practice, 20 with explanation
English 14+	untimed

NFER Nelson, as part of their restricted access scheme, provides the Mathematics AA, Verbal reasoning 1A and 2A papers along with the various English papers. This means that RHS is the only school in our area with the license to use these papers. The Head of Mathematics, or his delegated member of the department, marks the mathematics papers. The Head of English, or his delegated member of department, marks the English papers. The Director of Studies marks the verbal reasoning papers.

Common Entrance

Candidates for RHS currently at prep schools are expected to sit the common entrance examination for entry into Year 9.

6th form entry

The Headmaster and Head of Sixth Form will interview prospective 6th form candidates. The offer of a place at the school will be conditional upon a successful performance at GCSE. Currently the entrance requirements stand at a 5.0 GCSE average point score. We would also normally expect passes in both GCSE mathematics and English.

Academic Scholarships

A performance of approximately 120 or more as a standardized score on the verbal reasoning paper can mean that the candidate is invited back to RHS within a week of the entrance examination, to sit a scholarship paper. This is a NFER non-verbal reasoning paper. The other requirement is that the candidates attend an interview with the Headmaster and other members of staff (e.g. Director of Studies, Senior Master, Senior Mistress, Head of Sixth Form etc.). Scholarships in the sixth form are awarded by performance on an NFER reasoning paper designed for sixth form candidates along with interview. Scholarships at this level have to be applied for by internal and external candidates.

RHS provides a variety of non-academic scholarships for sailing, music, art and sport. Pupils and parents interested in applying are referred to the separate scholarship booklet.

Evaluation and Marking Policy

The purpose of a whole school evaluation and marking policy is to give general guidance to teachers about the evaluation, recording and marking of pupils' work. Each department must have specific guidelines in the appropriate Departmental Handbook, which reflect this school policy and take account of other relevant school policies.

Terminology

Evaluation – an opportunity to assess a pupil's understanding, progress or written work

Marking – annotation, comments, numerical marks or gradings applied to a pupil's work

Recording – selecting and retaining a wide range of information about a pupil's performance

Assessment – the RHS system for evaluating a pupil's **effort** and **attainment** across the curriculum

CMIS – the whole school database accessed through *ePortal*

Aims

All evaluation of work should have a clear purpose for either the pupil or the teacher depending upon the learning objective. Evaluation can serve a variety of purposes:

- To inform the teacher of a pupil's progress and to help plan further support (formative)
- To provide feedback about current work (formative)
- To allow for self-assessment where the pupil can recognize his/her difficulties and mistakes (formative)
- To encourage pupils to accept help/guidance from others (formative)
- To demonstrate the value of a pupil's work (summative)

During the course of a term, teachers must evaluate pupils under as many different circumstances as possible. Opportunities to evaluate or mark a pupil's work arise in a variety of situations:

- under test or examination conditions,
- in group work,
- through oral work,
- during practical tasks,
- through prep.

Policy

The precise method by which a teacher grades or marks an individual piece of work is left to the professional expertise of the teacher, provided:

- the method conforms to the whole school and departmental marking policies.
- teachers explain their system so that pupils can clearly relate performance to expectations, to the RHS assessment and reporting system, and ultimately to public examination performance.

Department related

- Each department must draw up a clear policy covering evaluation, recording, marking and the use of the RHS assessment system. This policy should be distributed among the members of staff within the department.
- The departmental marking policy must indicate how the marks given to work ultimately relate to the RHS assessment system. This relationship must be explained to all pupils within the department. Departments are required to display the outlines of their marking policy within classrooms (or departmental corridors) or issue appropriate documents to the pupils.
- Each department's scheme of work must refer to opportunities for evaluation. Where this is a formal summative evaluation (e.g. end of term test, mock orals, examinations etc.) there must be clear criteria set down and guidelines for how teachers should operate the evaluation.
- The scheme of work must offer precise guidelines for subject staff about which evaluations are compulsory and which are optional. Reference must also be made to situations when teachers are required to evaluate pupils on National Curriculum levels (e.g. in end of unit tests, coursework etc.).
- The scheme of work should also indicate those situations in which the results of an evaluation are to be recorded centrally within the department or on CMIS.
- Each department should provide guidelines about the quantity, regularity and depth of marking coupled with guidelines about the setting of prep etc.
- Each department should provide guidelines about what is to be recorded in the teacher's markbook and what information should be transferred from one teacher to another when a pupil changes set or moves on at the end of the year.

Teacher related

- It is expected that all pupils will be set at least one piece of significant work each week which requires marking. The aim must also be to return work at the earliest opportunity (i.e. the

next lesson), but in any case within a week of being set (excepting those pieces of major project or coursework, which require a significantly longer period of time to assess).

- Marking of pupils' work should contain reference to the positive aspects of the work and targets for improvement. It should also include a mark or grade.
- Marking should be carried out with an appropriately coloured pen, specifically the colour of the pen must differ significantly from the colour of the work submitted.
- Marking should not focus on subject specifics exclusively; spelling, punctuation, grammar and numeracy should also be corrected as appropriate.
- Subject teachers are expected to keep an accurate and up to date record of marking, either electronically or in an appropriate mark book/planner.

Monitoring

- The Head of Department is responsible for checking that the evaluation, recording, marking and assessment policy is being followed.
- The Head of Department is responsible for ensuring that pupils within the department are familiar with the evaluation and marking policy as it relates directly to them and their work.
- Monitoring will include checking mark books, pupils' exercise books, department records etc.
- SMT will monitor assessment, recording and marking as part of classroom observation and the regular scrutiny of pupil's work

Evaluation

It is important that the evaluation and marking policy is itself regularly evaluated at whole school and departmental level.

- The Director of Studies shall from time to time discuss evaluation and marking policy within the Academic Forum and the Heads of Department meeting. Appropriate meeting minutes should show evidence of these discussions.
 - At subject level, Heads of Department will need to discuss with their departments their evaluation, recording, marking and assessment policies on a regular basis. Departmental meeting minutes should show evidence of these discussions.
 - An important aspect of the evaluation is to monitor the pupils' understanding of the marking policy as it is applied to them. One way of discovering this would be for subject teachers to occasionally discuss progress with pupils, in order to match a teacher's view of progress with a pupil's own view. This can be valuable evidence as to the effectiveness of the marking policy.
-

Assessments

Periodic assessments of progress are carried out in the belief that they will help pupils to improve. The structure and process of assessment is geared to that end. The tutor is a vital part of the process as he/she acts as a guide who helps pupils to judge their progress and develop strategies for improvement as well as targets to be achieved.

Outline

The assessment process is carried out during an *assessment week* (Thursday to Thursday). During this week, teachers grade each pupil in terms of their **attainment** and **effort** during the time since the last assessment (which is generally a period of 3-4 weeks). At the end of the assessment week tutors receive an individual summary for their tutees. Tutees and tutor then meet to discuss the assessment and devise targets for the next period. A system of commendations and reproofs is available at tutor, Director of Studies/Head of Sixth Form and Headmaster levels.

On the Monday following the end of the assessment week, the whole teaching staff meets to discuss the assessment. As a result of this meeting case conferences may be called to discuss individual pupils. The meeting is also an opportunity to share information and impressions about individuals, classes or year groups.

Procedure

Assessments are entered on the school's *CMIS* database, which the staff access via *ePortal*. An assessment thus becomes part of each pupil's permanent record.

For years 7, 8 and 9 each teacher assesses a pupil according to effort and attainment on the following scale:

Assessment	Attainment	Effort
E (Exceptional)	Well above target, 9 or 10 out of 10 on prep	Prep has clearly had some lavish attention paid to it and represents an impressive effort - probably close to being worth a distinction. Keen and enthusiastic in lessons, asks lots of questions.
V (very good)	7/8 out of 10 on prep, more than getting by	Prep seems to have had some attention, is well presented on time and clearly some pride has gone into the work. Enthusiastic and interested in class.
S (satisfactory)	On target, doing well. Probably averaging about 5/6 out of 10 on preps.	Prep probably took about the right length of time and was handed in reliably. Attentive in class.

U (unsatisfactory)	Not disastrous, but as it stands may be marginal for a solid result in the exams. In the region of 3/4 out of 10 on preps.	Preps do not seem to have had the right length of time spent on them and may be handed in late from time to time.
C (serious cause for concern)	A real problem here. Something is going wrong and need to be addressed urgently.	Inadequate prep, frequently late. Pays no active role in lessons.

For years 10-13 effort is also graded on the E-C scale, but attainment is graded using the relevant public examination scale (A* - E for GCSE, A-E for AS and A2). These grades are intended to provide a 'snapshot' of the level at which a pupil has been working during the assessment period. They should not be interpreted as predictions of ultimate public examination success.

Targets

When the assessment process is complete, tutors take an overview of performance across subjects, in consultation with tutees. Targets are set for the next assessment, which can be broad or specific (for example: "try to turn every "S" into a "V"" or "make sure that you hand the Physics prep in on time..."). Targets must be attainable and easily checked at the next assessment. Tutors are encouraged to enter targets onto CMIS.

Commendations

At the end of the assessment week the Director of Studies analyses the information and calculates the average *effort score* for each pupil. This is done using a scale of 10 for an E, 7 for a V, 5 for an S, 2 for a U and 1 for a C. A rank order of all pupils in the school is produced and the top 10-15 pupils recommended for a **Headmasters Commendation**. The Headmaster presents pupils who have been awarded Headmasters Commendations with certificates at the next convenient school assembly. The next 25-30 pupils are recommended for **Director of Studies/Head of Sixth Form Commendations** as appropriate. These are also certificated and sent down to houses for presentation.

The list of Headmaster, Director of Studies/Head of Sixth Form Commendations is compiled by the Director of Studies and published, giving tutors a chance to deselect pupils if they know of a reason why they should not be commended. In any case, tutors need to enter the recommendation on CMIS.

Tutors also have the opportunity to award **Tutor Commendations** and to recommend pupils for an **Improvers Award**. Certificates for Tutor Commendations are available in the Common Room for distribution. Improvers are presented with their certificates at a tea hosted by the Director of Studies.

Reproofs

Tutors give reproofs at Headmaster, Director of Studies/Head of Sixth Form or Tutor level. These are intended as a combination of sanction for poor work or effort and motivation to improve.

A **Tutor Reproof** will generally mean that the pupil is given a report form to take to lessons for a week, so that teachers may comment on work during that week.

A pupil on **Director of Studies/Head of Sixth Form Reproof** can expect to meet with the Director of Studies/Head of Sixth Form as appropriate and present this report form. A reproof at this level is a serious academic sanction. All Director of Studies/Head of Sixth Form reproofs are discussed at the staff assessment meeting and their progress also followed up after the next assessment.

Occasionally pupils may find themselves on **Headmaster Reproof**. This generally follows from previous Director of Studies/Head of Sixth Form reproofs that have failed to produce a satisfactory improvement. This is a most serious academic sanction. The pupil can expect to present their report form to the Headmaster at the end of the week.

Communication with parents

All assessments are sent home to parents along with an indication of the commendation or reproof awarded, if appropriate. Assessments and reports are carried out on a regular basis according to the schedule below:

Term	Before half term	After half term	End of term
Michaelmas	1 assessment for all years	1 assessment for all years	Reports for all years
Lent	Year 11 mock examination results 1 assessment for all other years	1 assessment for all years	Reports for examination years (11, 12, 13) 1 assessment for all other years
Summer	1 assessment for all years	1 assessment for all non-examination years (7, 8, 9, 10)	Reports for all years

Reports

Formal academic reports are provided as detailed in the reporting and assessment schedule above. These provide an opportunity for teachers to summarize the term's work and comment on

future aims and requirements. The report includes sections written by the pupil's tutor, Senior House Staff and a brief comment by the Headmaster.

Reports are logged in the school's *CMIS* database and written by staff via *ePortal*.

Subject reports are written and then a print out provided to tutors, who are responsible for checking the subject reports and seeing that any mistakes are corrected. Tutors then write their own reports and pass copies of these on, along with the subject report print outs, to the Senior House Staff concerned. Once the Senior House Staff reports are written, another print run is carried out for submission to the Headmaster who writes comments by hand and passes the reports on for distribution.

The following guidelines are circulated to members of staff before the start of the report writing session.

- *It is recommended that all reports be written in Word and then pasted into ePortal. Word is a highly reliable system that provides advanced grammar and spell checking facilities. However, due to an unresolved bug in ePortal it is necessary to switch off 'smart quotes' in Word. Any document written with smart quotes turned on is liable to be corrupted when pasted into ePortal.*
 - *Subject comments are limited to 650 characters (including spaces), tutor and Senior House Staff reports 1500 characters (including spaces).*
 - *Reports should be written in a manner that is constructive and positive, but it is also important to be realistic especially with regard to likely public examination performance.*
 - *Nicknames or abbreviated names for pupils should not be used.*
-

Parents meetings

There is a formal opportunity for parents to meet with teachers once per year for each year group. Parents meetings for pupils in years 7-11 are co-ordinated by the Director of Studies, and those for the 6th form by the Head of Sixth Form. Letters are sent out in advance to parents informing them of the dates and times of the meetings and any special arrangements. Parents should arrange to see the tutor responsible for their child at the same time as the meeting. Sometimes it may be necessary to meet with a tutor in house.

Some key year groups have additional briefings for parents, which are scheduled on the same day as the parent/teacher meeting i.e.

- Year 9 briefing for GCSE subject choices
- Year 11 briefing for AS level subject choices

- Centigrade careers guidance briefing (L6th)
 - UCAS applications briefing (U6th).
-

Special Educational Needs

RHS offers support for pupils with special educational needs on a withdrawal from lessons basis. Pupils entering the school are screened in their first term to identify those who may have a specific learning issue. This screening on its own is not sufficient to confirm or isolate a specific educational issue. Some of the screened pupils will be invited to take part in further tests, which might lead to the recommendation that an educational psychologist make an assessment of an individual.

RHS does not offer support for pupils with a specific learning issue for whom English is not their native language.

Parents of pupils applying to RHS who are already in receipt of support or who have recently been assessed by an educational psychologist are invited to contact the Special Educational Needs Coordinator and the Director of Studies to discuss the application and level of support required. Extra time in the entrance examinations is not normally allowed for candidates in receipt of SEN support, but allowance is made in the marking of the papers.

Terminology

SENCO: Special Educational Needs Coordinator, currently Mrs. Helen Evans

SEN: Special Educational Needs

Withdrawal from lessons: when a pupil is given individual SEN tuition at a time when he/she might normally be attending a regular curriculum lesson.

Educational Psychologist: a qualified professional able to deal with a wide variety of psychological issues, including the diagnosis of specific learning difficulties such as dyslexia, dyspraxia etc.

Policy

- The SENCO will carry out a brief mass screening of all pupils in the lower school in their first term of entry.
- Pupils entering the sixth form at RHS are not routinely screened for special educational needs. Parents may wish to contact the SENCO in order to arrange a screening.
- This screening isolates pupils who are then seen on an individual basis by the SENCO.
- As a result of this further assessment, the SENCO may communicate to parents the recommendation that an educational psychologist assess a pupil.

- If this recommendation is accepted, then the SENCO can arrange for this assessment to take place and the charge passed on to parents.
 - Parents may make their own arrangements for an assessment, but the SENCO will need to receive a copy of a recent report in order to be able to provide appropriate support.
 - In cases where individual support is required, the SENCO will devise an SEN plan, which is communicated to the parents. Parents will have the option of commenting on the plan, or rejecting the offer of support.
 - A charge in addition to fees will be made for special educational support.
 - The plan will probably involve withdrawing the pupil from lessons. This will be by arrangement with the Director of Studies, SENCO, subject teachers and tutor concerned. The use of other available time slots will be considered in order to minimize impact on the general curriculum.
 - A pupil can be withdrawn from up to a maximum of 4 equivalent periods per week.
 - Support in mathematics may also be arranged.
 - The level of support offered will be regularly revised in line with need and the commitments of the SENCO and her team.
 - As a result of an educational psychologist's assessment, it may be that the level of support required is greater than the SENCO and her team is able to supply. In which case, parents will be invited to discuss the matter with the SENCO and Headmaster.
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English as a Foreign Language

RHS welcomes pupils for whom English is not their first language. Support is provided for such pupils on a withdrawal from lessons basis in the lower school, and as an option block subject in the sixth form. This support can take the form of language coaching to assist the general curriculum, or more often specific preparation for an English qualification recognized by UK and international universities.

The school is flexible and open to applications from prospective students from any ethnic or national background. Pupils wishing to apply to RHS are (whenever possible) interviewed and assessed by the Head of EFL and may meet with the Director of Studies/Head of Sixth Form and Headmaster. All candidates are given a non-verbal reasoning test. The International Coordinator/Head of EFL visits Hong Kong once a year to meet with current and prospective students as well as interview and test prospective pupils. Arrangements can also be made for

testing to take place at the pupils' current school (or by an accredited agent), although a visit to RHS is always preferred if possible.

Terminology

Head of EFL – member of staff responsible for the EFL department, currently Mrs Gill Evans

International Coordinator – member of staff who acts as a liaison between parents of EFL students living abroad. The role and duties of the International Coordinator are outlined below. Currently Mrs Gill Evans fills this post

Admission of EFL students

- Upon receiving contact from a pupil or family wishing to visit the school (a 'scouting visit'), then a tour, meeting with Director of Studies/Head of Sixth Form and Headmaster are arranged.
- Any reports arriving from previous schools are referred to the Head of EFL for comment and sent on to the Director of Studies.
- Upon receipt of a formal application, then the admissions procedure should ideally take place on a separate occasion to the 'scouting visit'. If they have to be on the same day then the visit programme will include the following in a published timetable of events:
 - a) Meeting with the Director of Studies for lower school or Head of Sixth Form for 6th formers to discuss the curriculum and option choices that may need to be made. (15 mins)
 - b) Meeting with the Head of EFL to assess the level of language competence and potential support required. As a result of this meeting it may be appropriate to ask the candidate to sit a language assessment test. This would be under circumstances when a significant level of support may well be required. A condition of admission would be that the parents agree to the level of support that we recommend based on the assessment (depending on the support capacity available) (approx 1 hour)
 - c) All candidates will sit a non-verbal reasoning test (1 hour) administered by the Director of Studies.
- Pupils requesting admission who are unable to attend the school for interview will be tested either by the Head of EFL when visiting HK, or with our tests administered by the agents or local school.

Provision of support

- In the lower school, provision for EFL support is made on a withdrawal from lessons basis. The maximum level of support that can be offered is 4 periods per week in a group lesson.

- In the sixth form, pupils requiring EFL support are offered 3 AS levels and take EFL in the fourth option block.
- The exact nature of the curriculum followed by EFL pupils is arranged between the pupils, tutor/Senior House Staff, parents, Head of EFL and the Director of Studies/Head of Sixth Form. It might be appropriate to withdraw pupils from lessons such as English, modern foreign language or General Studies, for example.
- The Head of EFL prepares pupils for a recognized English qualification at a level that is deemed appropriate.
- EFL is a formal academic subject, and as such the Head of EFL prepares assessments and reports on the pupils.

International Coordinator

The role provided by the international coordinator is an optional one that parents can elect to pay for in addition to fees. The international coordinator provides a contact for parents in the school and assists in making arrangements for pupils to travel to and from RHS. This may, for example, include meeting pupils at the airport. Another important role is that of helping pupils to acclimatize to the school and the English culture, although there is some overlap between this and the actions of the Head of EFL, Senior House Staff and tutors concerned. All members of staff have a duty to help foreign students acclimatize to the life at RHS.

Standards

RHS strives to maintain the highest standards in all aspects of the curriculum. In order to make this possible, RHS employs a diverse set of techniques to monitor standards. The Director of Studies is responsible to the Headmaster for the provision of information on standards and for the formulation of policy in this area.

Monitoring standards

1. The school subscribes to the various baseline testing services provided by the University of Durham. RHS was one of the first schools to adopt this system. All year 7 pupils sit a baseline test in their first term at RHS. This (Midyis) test gives the school comparative information about the skill level of our pupils compared with a national or independent school sample. It also projects forward to predict likely GCSE results for these pupils. These predictions can then be compared with the final GCSE results several years later, which gives a measure of

the 'value added' by the school. The year 7 test is backed up by a similar test in year 10 (Yellis) which also gives GCSE predictions. Finally A level grades can be compared with GCSE results to chart progress through the sixth form (ALIS).

Midyis Results

The Midyis papers provide comparative scores under the headings Vocab, Maths, Non-Verbal and Skills with a combined overall mark as well. The table below details the average marks of RHS students over the past five years. The results are standardized so that the average mark among all independents school pupils taking part in the overall survey was 100.

Year Group	Vocab	Maths	Non-Verbal	Skills	Overall
2004/5 year 7	102	103	97	104	101
2003/4 year 7	102	98	103	104	101
2002/3 year 7	98	98	99	101	98
2001/2 year 7	101	97	100	101	99
2000/1 year 7	96	96	98	97	96
Average	99.8	98.4	99.4	101.4	99

In addition to the scores, Midyis divides the pupils according to the bands that they fall into, a band being defined as 25% of the cohort scoring a similar score. The table below shows the % of RHS students falling into different bands for the last five years.

Year Group	A	B	C	D
2004/5 year 7	19	30	29	22
2003/4 year 7	29	19	31	21
2002/3 year 7	19	28	27	26
2001/2 year 7	20	23	33	24
2000/1 year 7	14	28	22	36
Average	20.2	25.4	28.4	26.2

- The value added data and predictions are used to provide a system of target setting at school, department, teacher and pupil level.
- All Heads of Department are required to produce a report on public examination results, which is submitted to the Headmaster and copied to the Director of Studies.
- Heads of Department are being provided with INSET training on lesson observation. This will be a school priority over the next 12 months.
- Each department will periodically have an 'informal inspection' conducted by a Head of Department, or experienced teacher, from outside the school. The first of these was carried out in November 2005 for the science department.
- A programme of regular lesson observations has been put in place and will be extended to cross between departments.

7. Members of the Senior Management Team regularly scrutinize pupil's work. When this happens a group of pupils from a selected house bring their work to the school library where SMT meet with them. The aim is for this work scrutiny to take place at least once per assessment cycle.
 8. All new members of staff are inducted into the school by a programme that includes academic matters.
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Policy for Careers Education and Guidance (CEG)

Rationale for CEG

A pupil's career is his/her pathway through learning and work. Careers education and guidance is an integral part of the preparation for and motivation of pupils for the opportunities, responsibilities and experiences of life. Our concern is to prepare pupils for the choices, changes and transitions affecting their future education, training, career and life as an adult member of society. Inspired by aspiration, we hope our pupils will raise their achievement accordingly.

Terminology

Head of Careers - Member of staff responsible for the careers department, currently Mr Don Hawkley

Second in Careers – assistant to the Head of Careers, currently Mr Paul Surzyn

Connexions – An information and advice service for young people

General Aims of CEG

To help pupils to assess themselves, appreciate alternatives open to them, to motivate them to make the fullest use of available resources and enable them to make informed and considered decisions about themselves and their future education, work and/or training.

To ease KS 4 pupils seamlessly into 6th form life at RHS, university and/or employment, taking into account the difficulties and benefits of the alternatives.

To raise awareness of the importance of developing positive personal, social, academic and life skills appropriate to school leavers seeking a place in further education, higher education or employment.

Pupil Entitlement in CEG

It is intended that pupils should be able to:

- Understand the importance in careers of effective decision making and the need to reach such decisions in a logical way and from an informed base.
- Assess his/her strengths, weaknesses, preferences and limitations and to relate these to the choice of course or career.
- Appreciate the range of occupational and academic choice and to show how these may be arranged in levels and related clusters.
- Appreciate the qualities that are of interest to employers and admissions tutors.
- Assess the effect of occupation on lifestyle.
- Acquire full and up to date information about the careers he or she is interested in.
- Understand the various academic and vocational qualifications.
- Be able to make a good application for a job or course and to conduct himself or herself well at interview.
- Understand the important role of *Connexions* both in and beyond school.
- Identify examples of stereotyping and understand the concept of equal opportunities.
- Identify all areas of possible discrimination in the work place.

Time Allocation

Throughout years 7-11 CEG and related issues are covered as part of the PSHE course. This is delivered through discrete timetabled lessons for 35 minutes, once a week. In the summer of year 10, the Connexions P.A introduces herself and an interest questionnaire is completed. This will determine the priority and order of interviews; those intending to leave after year 11 and those unsure of A-level choices and career ideas will be interviewed first. The year 11 tutors are directly involved in careers related tasks during the year and referrals are made by them as a result of tutorials. 22 hours of direct contact time is allocated to diagnostic interviews by the Connexions Personal Adviser and is largely taken up by the year 11 interview programme. The time allocated to RHS by Suffolk Connexions is negotiated each year and a service agreement drawn up and approved by the Headmaster. Armed Services Careers Liaison Officers play an important role at RHS and visit the School at least every term.

Tutor Groups

Advice, referrals to follow-up interviews and the processing of application forms and UCAS are all administered through tutor groups. Tutors know each tutee very well and are directly responsible for the monitoring of their personal and academic development. Tutors to years 11, 12 and 13 are particularly concerned with issues related to careers guidance.

Who is involved?

Responsibility for Careers and PSHE rests with the Head of Careers and the Second in Careers who are directly responsible for liaising with outside agencies and the organisation of weekly interview lists. The Head of Sixth Form also works closely with the Careers staff and organises the Year 11 induction course, UCAS applications and Centigrade.

Resources

Careers is well funded and supplemented by the Connexions development fund. The Careers Library has recently been relocated in a discrete area in the Reade Centre. It is equipped with a small cluster of computers loaded with KeyClips, KUDOS and Course Discover and with internet and network connections. It also has a full selection of hard copy resources and a comfortable area for small group work such as tutorials.

Personal and Social Development - PSD

Schools are required to promote the personal and social development of their pupils. Section 1 of the Education Reform Act 1988 identifies that the **curriculum** should:

- Be balanced and broadly based.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the School and in society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

At RHS we expect to play a key role in the personal and social development of our pupils. This is achieved through the ethos of the School, its curriculum and its provision for the spiritual, moral and cultural development of its pupils.

Terminology

Head of PHSE - Member of staff responsible for the PHSE department, currently Mr Don Hawkley

Personal, Social and Health Education - PSHE

PSHE relates to the planned learning opportunities a school provides in order to promote the PSD of its pupils. At RHS, PSHE is delivered through discrete lessons as well as through a range of opportunities provided within other curriculum subjects. Extra-curricular activities, CCF, special projects and Community Action, Anti-Bullying Counselling, the tutorial system and the support and guidance systems contribute to the enrichment of our pupils' lives.

PSHE and the Curriculum

As a full boarding school, RHS believes that explicit and coherent delivery of PSHE will contribute to the School achieving two broad aims:

- To provide opportunities for all pupils to learn and achieve.
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities, challenges and experiences of adult life.

It is recognised that the teaching of PSHE (in line with the non-statutory PSHE Framework) should involve elements of knowledge, skills and understanding. PSHE therefore is taught in three interconnecting sections:

- developing confidence, responsibility and making the most of your abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people

The teaching of PSHE at RHS, targets a short, achievable set of core skills and values tackled through a range of topic areas. PSHE opportunities should enable pupils to:

- explore the values and beliefs which influence individuals and their relationships with others
- respond to their present lives and prepare for adult life
- develop skills relating to practical activities, decision making and learning through experience
- provide relevant ways in which these skills might be developed.

Teaching and Learning Methodologies in PSHE

The pedagogy underlying PSHE is to promote pupils' personal and social development through providing specific opportunities and experiences. These include the opportunity to participate in a range of groups, to relate to others in a supportive atmosphere, to try out new roles, to take responsibility and to develop relationships. The methodologies, which support this learning, are grounded in active learning techniques that enable the imparting of information, the development of skills and the exploration of values.

PSHE at RHS

The programme is managed by the Head of PSHE. A further six teachers deliver the course through discrete lessons to years 7-11. One period per week is allocated to each class. The intention each year is to allocate this crucial team of teachers to their PSHE groups before the rest of the timetable is written, thus enabling a dedicated and experienced team to develop and

perpetuate best practice. This policy reflects the importance placed on the provision of a high quality PSHE programme.

PSHE and the Tutorial System

Although lessons are long enough to allow learning to take place, appropriate time for reflection cannot always be meaningful and effective within lesson time. For this reason we publish the programme of topics being covered in PSHE and this is posted in each boarding house for reference by tutors. Tutors are encouraged to re-visit topics covered in PSHE in the less formal and intimate environment of the tutorial thus allowing the reticent pupils or those lacking confidence in the classroom, to discuss any issue they wish.

Training for Tutors

Training for tutors of years 7-11 and for house matrons has been organised on a regular basis over the past three years. Trainers have been brought into School and day courses have been organised recently on SRE, bullying, self-harm and drugs. Up to 50 members of staff at a time have been involved.

Sex and Relationships Policy

The SRE policy is reviewed every year. The style of the document matches the recommendations outlined in the July 2000 legislation. New issues are raised and discussed openly in both full Governors meetings and in Education Sub-committee meetings.
