

# **CLAIRES COURT SCHOOLS RIDGEWAY**



## **CURRICULUM STATEMENTS 2009 – 2010 YEAR 6**



## **WELCOME TO YEAR 6!**



*'Top of the Junior-Prep department at last!*

Year 6 is a hard-working class, a time of preparation for end of year exams; a time of growing up, becoming more self-reliant and taking on school responsibilities; a time of anticipation about the future; but above all, a time on which many pupils will look back as one of their happiest and most fulfilling school Years.

Boys, in Year 6, will be taught by specialist staff whom they already know from last year. They will travel to various areas of the school for different lessons, and will be expected to be on time and properly equipped for every class ahead! The homework diary with which they are issued at the beginning of each year now becomes the life-line by which pupils, staff and parents can keep abreast of the various homework tasks being set by different members of staff. No boy should find himself spending more than 30-40 minutes on his daily homework, but all staff will expect prompt and regular completion of the work set. We ask that parents check and sign their son's homework diary each day and use it as a means of communication with the Form Teacher who will also check the diary daily!

And so to the year ahead...

### **The Junior Prep Curriculum**

In the Ridgeway Junior-Prep department, we work on a wide-ranging curriculum which aims to:

- encourage all pupils to make the best possible progress in each subject
- promote an enjoyment of and commitment to learning
- provide a sound basis for future education at senior level

We work hand-in-hand with the staff at The College and our Senior School Claires Court to ensure similarity of experience, and continuity and progression between the year groups.

We broadly follow the National Curriculum in all subjects at Key Stage 2 and for that purpose we have worked out schemes of work in each area that take us through organised planning each term to ensure the pupils progressively develop their knowledge, skills and understanding. We are well resourced in all subjects. An effort grade is issued for all subjects each term.

This booklet consists of a collection of curriculum statements, one for each of the subjects your son will be studying this coming academic year. Each curriculum statement outlines what will be taught in each term together with the lesson and homework allocation per week. It also indicates how your son's progress will be assessed.

If you have any queries please do not hesitate to get in touch.

**Karen M Rogg**  
**Head of Ridgeway**

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## ENGLISH Year 6



Boys in Year 6 have 10 periods of English each week, including a timetabled Library session. Pupils will be expected to read at home on a daily basis, recording this in their Reading Record Books. In addition, they will have one English homework each week and spelling lists to learn. An attainment grade and effort grade are issued at the end of each term.

English throughout the Junior-Prep department broadly follows the main aspects of English as outlined in the Key Stage 2 National Curriculum Programmes of Study:

### *Speaking and Listening*

### *Reading*

### *Writing*

### *Spelling*

### *Handwriting*

#### **Speaking and Listening**

Pupils are given opportunities to talk for various ends and are encouraged to express views, ask questions, and become increasingly confident in conversing, both with their peers and with larger and more varied audiences.

#### **Reading**

This will involve:

- Continuing to develop their comprehension skills through the use of both individual and class reading material;
- Pupils are encouraged to widen their reading of fiction and non-fiction by use of class and school libraries with the aim of improving their reading level and fostering an enjoyment of reading;
- Reading for various purposes, using skimming, scanning and research;

#### **Writing**

This will include:

- Writing for many different purposes, e.g. notes, poems, plays, stories, accounts, reports, letters, diaries, reviews, leaflets, questionnaires, etc., using writing to develop, organise and communicate ideas;
- Planning, drafting, revising and editing work both on paper and using computers;

Writing will also include the elements of both grammar and spelling. Pupils will be taught to use correct grammar and punctuation, appropriate to their level.

#### **Spelling**

Regular weekly spelling lists are given, following a set of differing rules and patterns. 'Spelling Made Easy' is used as a core book

#### **Handwriting**

Emphasis continues to be placed on a neat, cursive style of handwriting with correct formation of letters using a medium pen to reinforce the correct hand position.

#### **Textbooks**

Focus on Literacy Book 6  
Comprehension Plus Book 4  
Nelson Grammar Book 4  
New Treasury of English Book 5

Spelling Made Easy Level 3

Other material is occasionally used from a variety of sources.

#### **Class Readers**

A class will usually read three from the following selection of Class Readers throughout the year:

'The Turbulent Term of Tyke Tyler' - G. Kemp  
'The Sheep-Pig' - D. King-Smith  
'The Incredible Journey' - S. Burford  
'The Goalkeeper's Revenge' - Bill Naughton

'Madame Doubtfire' – Anne Fine  
'The Ghost of Thomas Kempe' - P. Lively  
'The Suitcase Kid' – Jacqueline Wilson  
'The Machine Gunners' – Robert Westall



# MATHEMATICS

## Year 6



In Year 6 pupils are 'setted' into one of three 'sets' for mathematics, according to their mathematical ability. Their placing in a 'set' is based on their past term grades, examination results, NFER Mathematics scores and ability shown in lessons. Throughout the year, there is room for 'changing' groups, with regular common tests being given to all pupils.

Pupils have 9 periods of Maths each week. In addition to regular 'tables' revision, pupils also receive 1 'set' homework for Mathematics during the week, lasting approximately 30 minutes. An attainment grade and effort grade are issued at the end of each term.

Mathematics throughout the Junior-Prep department broadly follows the main aspects of Mathematics as outlined in the Key Stage 2 National Curriculum Programmes of Study:

- Numbers and the number system
- Calculations
- Solving problems and Investigations
- Measures, shape and space
- Handling data

The aims for all mathematics teaching is to familiarise the pupils with all aspects of the Mathematics syllabus and to ensure that they have a solid grounding in all mathematical concepts appropriate to their age group.

Throughout the week, pupils engage in the following activities:

- **Tables:** All tables up to 12x will be reviewed, revised and regularly tested. It is expected that all pupils will know all the tables up to 12 extremely well, with rapid recall. They will regularly be given 100 tables to attempt in 5 minutes or less.
- **Mental Arithmetic:** Regular mental arithmetic tests take place. On occasions, questions will be selected to reinforce a concept covered in a general class lesson.
- **Basic lessons incorporating number, shape, space and measure and data handling**

### **KEY OBJECTIVES:**

The following key objectives are the **expectations by the end of Year 6:**

- ◆ Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect.
- ◆ Order a mixed set of numbers with up to three decimal places.
- ◆ Reduce a fraction to its simplest form by cancelling common factors.
- ◆ Use a fraction as an operator to find fractions of numbers or quantities (e.g.  $\frac{5}{8}$  of 32,  $\frac{7}{10}$  of 40,  $\frac{9}{100}$  of 400 centimetres).
- ◆ Understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities.
- ◆ Solve simple problems involving ratio and proportion.
- ◆ Carry out column addition and subtraction of numbers involving decimals.
- ◆ Derive quickly division facts corresponding to multiplication tables up to 12 x 12.
- ◆ Carry out short multiplication and division of numbers involving decimals.
- ◆ Carry out long multiplication and division of a three-digit by a two-digit integer.
- ◆ Use a protractor to draw and measure acute and obtuse angles to the nearest degree.
- ◆ Calculate the perimeter and area of simple compound shapes that can be split into rectangles and triangles.
- ◆ Read and plot co-ordinates in all four quadrants.
- ◆ Solve a problem by extracting and interpreting information presented in tables, graphs and charts

# **MATHEMATICS**

## ***continued***

- ◆ Calculate probability of simple outcomes. Justify answers.
- ◆ Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities, and explain methods and reasoning. Justify answers.
- ◆ Use a calculator for number problems, making sense of the answers.

More able pupils, particularly those in set A, will be studying the following objectives:

- ◆ Order, add and subtract positive and negative numbers in context
- ◆ Use the equivalence of fractions, decimals and percentages in describing proportions
- ◆ Know and use the order of operations
- ◆ Extend mental methods of calculation to include decimals, fractions and percentages
- ◆ Refine written methods of multiplication and division of whole numbers to ensure efficiency, and extend to decimals with 2 places
- ◆ Judge whether an answer is reasonable and check results
- ◆ Choose and justify the use of an appropriate and efficient method for solving a problem
- ◆ Use letters or symbols to represent unknown numbers or variables
- ◆ Know that algebraic operations follow the same conventions and order as arithmetic operations
- ◆ Generate terms of a sequence, given a rule
- ◆ Find co-ordinate pairs that satisfy a rule and plot these on a grid
- ◆ Recognise and use parallel lines and the sum of angles at a point, on a straight line and in triangles
- ◆ Convert from one metric unit to another
- ◆ Read and interpret scales on a range of measuring instruments
- ◆ Compare two simple distributions using the range and one other measure of average
- ◆ Know that probabilities lie between 0 and 1, and calculate probabilities based on equally likely outcomes in simple contexts

### **Textbooks**

Ginn Maths Express Book 6	SPMG Stage 5 Mathematics
Ginn Abacus 6 & 7	(Heinemann)
Maths Spotlight 6	SPMG Stage 5 Course Materials
Key Stage 2 Maths	(Heinemann)
Coordination Group Publication KS2 Workbook	Key Objectives in Numeracy (6)
	'Think and Solve' Book 4 (Cambridge)

**Two term grades are issued at the end of the Autumn and Lent term. The 'Year' grade is based on results of assessment tests given to all the boys in the year. The 'Set' grade is based on class work and assessments within the set. In the Summer Term, the 'Year' grade is replaced by the Exam grade.**



## SCIENCE Year 6



**Boys in Year 6 have 4 periods of science each week. They also have a 'set' science homework of up to 30 minutes duration each week. During the Autumn Term, the boys are involved in a Field Studies Week at Barton Hall. An attainment grade and effort grade are issued at the end of each term.**

Science throughout the Junior-Prep department broadly follows the main aspects of Science as outlined in the Key Stage 2 National Curriculum Programmes of Study:

- Experimental and Investigative Science
- Life Processes and Living Things
- Materials
- Physical Processes

Pupils are given opportunities to develop skill, knowledge and understanding in the following :

- Systematic enquiry
- Science in daily life
- Scientific ideas
- Communication
- Health and safety

This is the final year of the Key Stage Two section of science education. Science topics are covered on a two year cycle of study to reinforce material already taught/learned, and to build on this to develop new skills, knowledge and understanding. New work covered during the year is linked to the revision of topics dealt with in previous years. The part played by science and its relevance to everyday life is more fully explored.

The pupils have more opportunities to plan their own investigations, decide the evidence that must be collected, choose the equipment required and draw their own conclusions using scientific explanations and suitable vocabulary on occasions. Their scientific knowledge, gathered in previous years, and experiences, are used to help them to do this work. This year the boys will also be able to use 'Taecanet' the on-line learning environment to supplement their studies.

The above is taught through a variety of topics, which may vary in order and content:

- Life cycles
- Micro-organisms
- Interdependence and adaptation
- More about dissolving
- Reversible and irreversible changes
- Forces in action
- Changing circuits
- Growing up

During the Year 6 Study Week, practical field study units are undertaken to support the learning in the classroom. This year, Year 6 will be looking at marine zonation and a variety of habitats..

As the year progresses, there will also be a period of revision of all the topics from the previous four years of study in preparation for the end-of-year examinations.



## **HISTORY** **Year 6**



**Boys in Year 6 have 2 periods of history each week. They also have a 'set' history homework of up to 30 minutes every other week. An attainment grade and effort grade are issued at the end of each term.**

History throughout the Junior-Prep department broadly follows the main aspects of history as outlined in the Key Stage 2 National Curriculum Programmes of Study.

It is expected that most of the following topics will be covered during the year, although, as in any subject, there is an allowance for flexibility.

During the first two terms, the boys will find out about the way people lived in ancient Greece. They will use a range of archaeological and written sources, including some from the Internet, select and record information and interpret the past in different ways. They will also find out how we use ancient Greek ideas today. They will make comparisons between a past society and society today.

The following topics are studied during the first two terms:

### **Ancient Greece**

- Where and when was ancient Greece?
- What were the similarities and differences between Athens and Sparta?
- What made Greek fighters so powerful?
- Persian Wars
- Greek gods
- Transport and trade
- Olympics
- Greek alphabet and the legacy of the Greek language
- Education
- Famous people from ancient Greek times
- Architecture, buildings and houses

**During the Autumn Term, an in-house theatre group will be helping the boys learn during a 'Greek' day.**

In the Summer Term, the boys will learn about exploration and encounters in the fifteenth and sixteenth centuries, and its effect on the wider world. The boys will learn about the reasons for, and results of, exploration of the world and its impact on sailors, settlers and indigenous peoples. They will investigate in depth one of the explorers and the problems associated with settlement.

A selection of the following topics will be studied:

### **Exploration and Encounters:**

- How the knowledge of the world changed
- Why people explore – comparisons of then and now
- How people explored
- Christopher Columbus
- Drake's voyage

### **The Aztecs:**

- the Aztec Empire;
- Aztec people;
- homelife;
- Tenochtitlan
- Cortes and Montezuma

**During the Summer Term, a curricular outing is arranged to enhance the boy's studies.**

During the lessons pupils:

- discuss;
- make notes;
- expand notes to write a structured account;
- research from more than one source;



## **GEOGRAPHY**

### **Year 6**



**Boys in Year 6 have two periods of Geography a week. They also have a 'set' geography homework of up to 30 minutes on alternate weeks. An attainment grade and effort grade are issued at the end of each term.**

Through the Geography programme at Key Stage 2, we aim to give pupils further opportunities to:

- Examine the features, both physical and human, of their surroundings and those of a wider context;
- Study through enquiry, with work based on direct experience and to develop skills, knowledge and understanding of places and themes;
- Develop an awareness that the world reaches beyond their locality, both within and outside the UK, and that places studied are within this wider Geographical context.

Teaching should ensure that Geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development. Pupils will also be encouraged to use Geographical vocabulary.

The teacher initially introduces topics to the class, with the boys being encouraged to develop their own skills of investigation, discovery, knowledge and understanding through a variety of methods and using a wide range of resource materials, including the internet. Pupils will be given opportunities to examine locations and themes by observing, asking questions, collecting, recording and analysing evidence and communicating conclusions to others.

Pupils will also have the opportunity for 'hands on' map work and river investigations in addition to other geographical skills during the study week in October.

It is expected that the following topics will be covered during the year, although, as in any subject, there is an allowance for flexibility:

- Investigating rivers and the uses of them;
- Map work, including 6 figure grid referencing and the use of symbols;
- The mountain environment;
- Project work investigating different countries throughout the world.

### **Resources**

Ginn Geography Years 3-6

Into Geography Books 1-4

Phillip's Junior School Atlas

Local and OS maps

'Taecanet' on-line learning environment for preparation and revision

The Internet (i.e. [www.maidenhead.net](http://www.maidenhead.net))



## ***FRENCH*** ***Year 6***



**Boys in Year 6 have three periods of French each week. French homework will be set periodically. An attainment grade and effort grade will be issued at the end of each term.**

Boys continue to work on conversational French in addition to developing skills in listening, reading and writing. Lessons throughout the year cover the following aspects involving the development of both vocabulary and improved grammar:

### **Vocabulary:**

- telling the time including the 24 hour clock
- describing daily routines
- talking about what they do at school
- sports and leisure activities
- Christmas activities
- the home: rooms and furniture
- clothing
- talking about family and friends
- Easter activities
- the body
- study of a Francophone location
- Le Tour de France

### **Other topics:**

Special occasions in France

Tour de France



## LATIN Year 6



**Boys in Year 6 have two periods of Latin each week. Latin homework of up to 30 minutes duration will be set periodically. An attainment grade and effort grade are issued at the end of each term.**

The aim of this course is:

- to encourage all children to enjoy the challenge of the Latin language by learning the basics thoroughly and applying their knowledge logically as they translate;
- to foster a love of all things Classical, as children realise the extent to which present generations have modelled their civilisations on the Athenian and Roman way of life;
- to open children's minds to the structure of language and increase their knowledge of English by studying derivations, comparative philology, grammar and syntax.
- to develop good learning practice for future studies in Latin and other languages

During the year, pupils develop their learning of the Latin language using the course book 'Minimus' by Barbara Bell.

There are 12 chapters, each comprising:- Grammar and Vocabulary, background information about Roman life and a story from mythology, told in English. The first half of the year will include the following:

- |   |   |
|---|---|
| 1 Meet the Family<br>Nouns, the verb 'to be' and greetings<br>The historical context of the stories in the book<br>Perseus and Medusa | 7 The military machine<br>Imperatives<br>The Roman Army<br>Odysseus' Clever Plan                                  |
| 2 Food, glorious food!<br>Nouns and adjectives<br>Roman food<br>Daedalus and Icarus   | 8 Clean and healthy<br>Revision of adverbs and imperatives<br>Roman baths and doctors<br>Odysseus and the Cyclops |
| 3 Work, work, work<br>Verbs<br>Slavery<br>Pandora's Box   | 9 A soldier's life<br>Prepositions<br>Life in the Roman army<br>Procrustes and his terrible bed                   |
| 4 The best days of your life<br>Revision of nouns, adjectives and verbs<br>Roman education<br>Echo and Narcissus                      | 10 How beautiful<br>Conjunctions<br>Jewellery, clothes and cosmetics<br>Midas and the Golden Touch                |
| 5 Romans and Britons<br>Adverbs<br>The Britons<br>A traveller's tale – A British tale   | 11 A sad day<br>Concept of subject and object<br>Death and burial<br>Pyramus and Thisbe                           |
| 6 Off to town<br>Consolidation<br>A trip to Eboracum<br>Actaeon and Diana   | 12 Gods! Hear our prayers<br>Revision<br>Religion<br>The Amazing Baby   |

'Minimus Secundus' is introduced during the second half of the year.



## R.S & P.S.H.C.E. Year 6



**In Year 6, pupils have 1 period of R.S./P.S.H.C.E. during the week. An effort grade is issued at the end of each term.**

Religious Studies aims to foster interest in and enjoyment of Bible stories and to give boys the opportunity to explore and discuss religious and moral issues.

P.S.H.C.E. aims to develop the child's self-esteem and also moral and social skills. As part of the scheme of work, pupils are encouraged to look ahead to secondary schooling and the changes that they will face.

In Year 6, the boys study the following topics:

- The story of Creation
- Things that spoil the world in which we live
- Friendships
- The story of the Nativity: comparison of the gospels
- Judaism topic
- Nutrition
- Citizenship – making decisions, taking responsibility
- Moral issues such as drug abuse
- Saying 'No'

During the lessons, boys discuss various topics which may arise, complete worksheets as well as their own writing, research topics, watch DVDs on the topics and retell stories in their own words. Use is also made of the 'Taecanet' on-line learning environment for both Religious Studies and also for Citizenship.



## MUSIC

### Year 6



**Boys in Year 6 have two periods of music each week.**

The Music syllabus for Year 6 gives pupils opportunities to develop skills in listening, appraising, performing and composing.

During the year, pupils will explore the link between maths and music, examine popular styles and investigate effects produced by various percussion instruments. They will explore a range of scales and modes, analyse texture and listen to examples of early music. Finally, they will explore the concept of music as communication and how music can be adapted for different purposes. In Year 6, all pupils learn basic skills and a selection of tunes on the Ocarina.

Pupils in Year 6 will participate in a major musical production in the Summer Term, as well as Harvest celebrations and various Christmas events. In the Lent Term, a choral concert is planned with The College.

From time to time, an orchestra will be formed to play at various events, and pupils will be encouraged to join our violin, woodwind, brass and guitar ensembles. Special choir is open for pupils to audition at any time and soloists will be encouraged to perform in assemblies and concerts throughout the year.

Individual tuition is available in piano, strings, brass, woodwind and both classical and electric guitar.



## ART Year 6



**In Year 6, pupils have 2 periods of Art. They will be set Art homework from time to time.**

The aim at Key Stage 2 is to help pupils to understand and enjoy art:

- by giving them opportunities to encounter different approaches to art and to work individually in groups or as part of a whole class;
- by teaching creative, imaginative and practical skills;
- to foster visual and tactile observation and joy in pattern.

During the year, pupils are exposed to the following:

### Autumn

- Yr 6 Drawing Programme

### Lent

- Surrealism

### Summer

- Project work – 'Superheroes'



## TECHNOLOGY Year 5



**Boys in Year 6 have a single period of DT each week.**

The boys are encouraged to:

- Develop, plan and communicate ideas;
- Work with tools and materials to make quality products;
- Evaluate processes and products
- Gain knowledge and understanding of materials and components.

The key skills developed throughout the year are:

- Communication through exchanging designing and making ideas;
- Working with others through drawing on others' experience to generate ideas;
- Problem solving when making and planning;
- Work related learning;
- Enterprise and entrepreneurial skills;
- Thinking skills.

By the end of year 6 children should have an understanding of:

- Tools and materials
- Different methods of making
- Building structures and their modification
- Basic forms of energy
- Researching and recording information
- Planning at all stages
- The visual and tactile properties of materials
- Evaluation and improvement of their products

During the year, the following topics may be covered:

### Autumn

- Fairgrounds

### Lent

- Technical drawing

### Summer

- Design a stadium



## **ICT Year 6**



The scheme of work for Year 6 broadly follows and extends the requirements of the National Curriculum for ICT and is based on the QCA and DCSF Information Technology Scheme of Work.

During the year pupils will:

- Explore and use powerpoint to create presentations and interactive games
- Investigate and use Spreadsheets of increasing complexity
- Create and use databases and compare with other data
- Explore Control and Monitoring using ICT
- Conduct research using the Internet in a variety of contexts
- Revisit Modelling

Pupils will, from time to time, use ICT to complete tasks in subject areas across the curriculum and will be encouraged to contribute to our weblog site.

Pupils also make full use of the 'Taecanet' on-line learning environment for preparation and revision in history, geography and science.



## **SPORT & PHYSICAL EDUCATION Year 6**



**Boys in Year 6 have six periods of P.E./Sport each week.**

All pupils are encouraged to take part in all P.E. lessons that are offered to them, and should be physically active in every lesson. They are encouraged to engage in various sporting activities to develop co-ordination, control, body awareness, to develop simple tactical elements of playing games including running, dodging, chasing, use of space and awareness of others, to improve fitness and stamina and a sense of fair play.

### **Autumn Term: RUGBY (+ S.A.Q.)**

Pupils continue to develop the skills taught in previous years with emphasis on passing and handling skills. Running, evasion, tackling, ruck and maul techniques and support play are further developed. Kicking is introduced with a variety of kicks taught appropriate to different game situations. An active, five-man scrum is introduced with great attention paid to correct body position and also the four-man line-out. Games are normally twelve-a-side in accordance with the laws of the R.F.U continuum.

### **Lent Term: FOOTBALL**

Basic skills continue to be developed, building on previous years' tuition. There is emphasis on ball control and passing skills, but also on shooting, heading, throwing-in and goal-keeping. Practices are introduced to develop awareness of space and stress on the team aspect of the game. Most games are eleven-a-side, although other smaller sided games are also played from time to time to ensure greater involvement.

### **Summer Term: ATHLETICS, CRICKET and SWIMMING**

#### ***Athletics:***

*Running skills:* Basic sprint skills - stride and use of arms. 50m, 75m, 100m and 200m, 400m, 800m and 1500m.

*Jumping skills:* Long jump, high jump and triple jump practice and development - run up, lift off, etc.

*Throwing skills:* Practice cricket ball throw

Practice for sports day events

***Cricket:*** Continue to develop basic cricket skills following on from the skills developed in Year 4 and Year 5.

*Batting:* Use of feet; balance; still head; timing; development of hand-eye co-ordination skills, getting into line. Pupils practise different shots according to the ball bowled and the position of the fielders.

*Bowling:* Sideways on; high arm; use of non-bowling arm; awareness of different line and length; run-up and follow through.

*Fielding:* long barrier; head still; practice throwing and catching; introduce fielding positions - Fielders, other than close fielders, move in with the bowler. Variety of different throwing and catching exercises. Fielding a ball stationary and on the run. Awareness of different fielding positions and skills required in them, including wicket-keeping.

Fun games are used to develop skills practised, and also full eleven-a-side games are introduced, usually with limited overs.

***Swimming:*** Pupils currently have swimming lessons during the Summer Term. Qualified instructors aim to develop confidence and proficiency in all of the main strokes.

#### **Outward Bound:**

As part of the Year 6 curriculum, the boys attend a study week in South Devon. This 'week' also includes a variety of outdoor activities such as abseiling, climbing, low ropes, tunnelling and aeroball.

***Whilst many skills will be introduced and practised throughout a year group, staffing levels allow for different abilities to work in appropriate groups according to the child's experience, confidence and skills in the particular sport.***

## **ASSESSMENT**

Assessment occurs throughout the year, with end-of-topic tests and a Summer Term examinations. Attainment Grades and Effort grades are issued at the end of each term with reports being issued at the end of the Autumn and Summer Terms. A grade card is issued at the end of the Lent Term. Information is also available at the termly Parents' Evenings. During the year the pupils undertake nationally recognised tests for English, Mathematics, Reading and Spelling.

## **REPORTING**

Full reports for parents are written twice a year, at the end of the Autumn and Summer Terms. Pupils are graded for their term work and also for their examinations and these are recorded on their 'individual record of achievement', Class Term / Exam Grade Sheet and also on their individual school reports using an A - E grading system. Effort grades are also issued.

Written reports include:

- comments identifying strengths and weaknesses in each pupil's contribution in all areas of study;
- topics covered;
- the effort employed by the pupil.
- targets to improve performance

At the end of the Lent Term, a Grade Card is issued to parents.

## **SPECIFIC LEARNING DIFFICULTIES**

Some pupils who have a specific difficulty will often be supported by members of the Special Needs Department, led by Mrs Goford, the Inclusion Facilitator. All members of staff involved with the boys' learning liaise closely to ensure maximum support is given and optimum progress is made. If there is any concern regarding a pupil's learning, parents should feel free to discuss the situation with Mrs Goford, with the class teacher or subject teacher involved, and also with the Head of Ridgeway.