



Review September 2025

Document Quality Control

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May 2023	EYFS update added	Suzanne Swainston	09.05.2023	Michael Hartland	22.05.2023
February 2024	Executive Director's signature added	Moira Simpson	08.02.2024	Barry Farrell	20.02.2024
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The School offers a broad and balanced curriculum which is intended to promote the achievement and personal development of all students. Our broad curriculum covers the following areas:

- Linguistic and literary;
- mathematical;
- scientific;
- technological;
- human and social;
- moral, cultural and spiritual;
- physical; aesthetic, creative and performance;
- Wellbeing, PHSE and RSE.

Every year group has specific schemes of learning which take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. Where appropriate, the School's SoLs promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### Achievement

Students' achievements are monitored against targets. Y6-13 sit CAT4 assessments. Within Senior School we use the CAT4 data to generate Bronze, Silver and Gold subject specific targets for each student which are shared with teachers and parents. Students targets shared with them and are available on/in their class exercise books/files. The curriculum inherently develops knowledge, skills and understanding, communication, numeracy, ICT and study skills. A wide range of enrichment and extension activities promote achievement in a wider sense. Expectations of students' attitudes are high seen in our 'Expect to Achieve' charter, and there are clear rewards and sanctions procedures to reinforce these expectations. Our Chase Passport encourages independent target setting encompassing both academic and enrichment within school and activities that students participate in after the school day has finished.

### Personal Development

Students' personal development is nurtured in all parts of the curriculum. Students are encouraged to be reflective and show resilience. Assemblies contribute to the wider spiritual, moral and cultural understanding of students. Reciprocity and teamwork is another important value in the school curriculum, and students are introduced to expertise from the wider world in an age-appropriate way to ensure their horizons are broadened both in understanding and considering their own futures. Students from Prep through to sixth form have opportunities to develop responsibilities in the school, and the whole curriculum journey prepares students for the future. **Students learn about the need to respect others but they also understand particular regard should be paid to those with protected characteristics, as set out in the Equality Act 2010 which are age, gender reassignment, disability, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sex orientation.** Online safety is taught through our Wellbeing curriculum throughout our school and is part of our Computer Science/ICT curriculum.

This document should be read in conjunction with the A5 and A5i: Wellbeing Policy and Scheme of Learning for personal, social, health and economic education.

See Annex 1 for the Wellbeing programme.

### Careers Education

Our aim as a school is to provide an impartial, inclusive, and effective careers strategy which raises our students' aspirations throughout the entirety of their school career. This is important in order to ensure that students are able to be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in workplaces, or to create work for themselves. To achieve this, we strive to address the needs of each student by providing them with enriching career and educational related experiences and guidance, to ensure they are fully equipped with the knowledge they are entitled to, to enable them to make informed decisions about important life and school choices.

These sessions will be delivered throughout the academic year via career's fair, World Skills Show UK, Guest speakers and through our Wellbeing curriculum.

See Annex 2 for Careers Education Information Advice and Guidance (CEIAG).

See A5 for further details of careers education in the Wellbeing/PSHEE programme.

### Chase Grammar Preparatory School

The Prep School caters for pupils aged 3 to 11, taking children from the early stages of schooling and preparing them for transition into the Secondary School. Our EYFS follows the DfE EYFS Statutory Framework.

Across the whole of Prep, students are encouraged to develop key skills, such as, concentration and self-discipline, but there is also time to enjoy the many opportunities for sport, music, art, drama and dance. In the Junior Department, numeracy and literacy are key subjects, but students use these strong foundations to broaden their horizons, including new areas such as Information Technology, French and Mandarin.

All years are taught in small classes by their Academic Mentor, and therefore know the students very well; specialist teachers from the Senior School ease the transition from the Prep School by teaching certain subject specific skills.

Students who struggle in specific areas are withdrawn from classes as prescribed by their IEP/EHCP for targeted support lessons. This program may be short term, or may run for a long period of time.

Students' progress is assessed from Nursery to Year 6. These results are analysed and used to inform class teachers of specific areas of weakness or strength. Every term the students are formally assessed in English and Maths. All of this data is combined into a Prep School Student Profile which allows students to be tracked over a period of time.

Children in EYFS are assessed through consistent observation and tracking. During Summer Term Reception Children will be assessed using PIRA and PUMA. Year One and Two are assessed each half term internally and each term using PIRA and PUMA Assessments. Years 3-6 assessed every half term internally in each subject and PIRA and PUMA Assessments are carried out each term.

## Annexes

Annex 1: Wellbeing Programme – See A5 and A5ii on Staff share

Annex 2: Careers Education Information Advice and Guidance (CEIAG) – See A3A3i on Staff share

Annex 3: Assessment Policy

Annex 4: BTEC Arrangements

### ANNEX 3: Assessment Policy

Assessment is a process to support and develop student progress and achievement throughout the school. Formative and summative assessments take place throughout the academic year. Monitoring and tracking of their 'Working at Grade' in relation to their subject targets enables teachers to implement swift intervention/extension strategies where required.

Meaningful, challenging and substantial assessments are undertaken by students at least once each half-term. Teachers identify WWW ('what went well') and provide written, constructive, subject-specific feedback containing an EBI ('even better if') target. Students should then be guided by teachers to use dedicated improvement and reflection time ("DIRT"), when there is deliberate practice of the skills, knowledge and understanding needing further development. Students' EBI responses should be completed in green pen. Teachers should mark in red pen. Students who are entitled to extra time during assessment should complete their extra time written responses in green pen. Teachers mark students' work in three ways: a "currently working at" grade, an "attitude to learning" grade, and a written comment. Students should use self-assessment and peer-assessment at least once each half-term.

Teachers should also check other folders or notebooks used by students at least once each half-term, to support students' organisation and developing understanding.

Parents are informed of student progress every half-term.

#### Assessment of Attainment

- Y12-13:
  - **At A Level**, Grades A-U are used to match the continuing A Level alphabetical grades given to work of the appropriate standard by the end of the course.
  - **For the IFD**, Grades Distinction, Merit, Pass and Fail are awarded.
  - **For BTEC courses**, Grades Distinction\*, Distinction, Merit, Pass and Fail are awarded

- Y9-11:
  - **At GCSE**, Grades reflect the attainment based upon GCSE standards set by the exam board for end-of-course grades. Grades 1-9 are used, with 9 being the highest, to match with the change to GCSE 1-9 gradings
  - **For 11P (Pre-A Level)**, Grades 1-9 are used according to the descriptors issued by faculties
- Y7 & 8: Grades reflect the attainment levels based upon the expectations of knowledge and skills of those in that age group, as defined by faculties. Grades 1-9 are used, with 4 indicating below expectation, and 3 and below indicating a serious concern (see “Enhanced Educational Provision”)
- EYFS - Year 6: 3= above expected; 2=expected; 1=working towards expected

Assessment of Attitude to Learning (“A2L”)

See the table over the page.

**Attitude to Learning**  
**Report Grades**

Grade	
4	<b>Excellent.</b> The student always come prepared and ready for lessons. The student contributes proactively to all lessons, looking to always extend their learning both in class and independently. Home learning is always completed to the best of their ability and always submitted on time.
3	<b>Good.</b> Student’s attitude is what is expected at Chase Grammar School. The student is prepared and works very well within lessons. The student contributes to lessons and are starting to extend their learning. Home learning is completed to a good level and deadlines are met.
2	<b>Inconsistent.</b> There are times when organisation and preparation are good, whilst on other occasions, attitude and preparation is inconsistent. Home learning on occasions is completed to a good standard, whilst on other occasions more time and care could have been taken.
1	<b>Improvement required.</b> There is a lack of preparation for their lessons which impacts on their learning. The student is capable of performing better in class and in their completion of home learning. There will have been school intervention that has taken place.

Note: The written report should include the word in bold at some point to ensure comments are in line with A2L grades given

**Annex 4 – BTEC Arrangements**

A3A4i BTEC Assessment IV Policy – see Staff Share

A3A4ii BTEC Certificate and Registration Policy – see Staff Share

**Authorised by Richard Baum, Director of Operations Achieve Education and Advisory Board Member**

Signature:  Date: 02.09.2024