



Elstree School

*Including all of the Pre-Prep Department and Early Years
Foundation Stage*

Curriculum Policy

Contents

1. Mission Statement	2
2. Introduction	2
3. The Curriculum	3
4. Equal Opportunities	4
5. Daily Routine	4
6. Lesson Allocation	6
7. Good Teaching Practice	6
8. Effective Preparation of Pupils for Exams	9
9. The Learning Environment	9
10. Code of Good Practice in the Classroom	10
11. Prep	10
12. Opportunities outside the Academic Curriculum	11
13. British Values	12
14. Library	12
15. Assessment	13
16. Marking & Recording	13
17. Spelling	15
18. Provision for Learning Difficulties	16
19. Developing and Nurturing the Most Able	16
20. Tests and Examinations	16
21. Reporting	19
22. Parents' Evenings	22
23. Rewards, Sanctions and Discipline	23
24. Transition from Home Farm (Elstree Pre-Prep)	24

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I. Mission Statement

The aim of the School is to discover and then develop to the full, the natural ability that each child possesses, be it intellectual, cultural, athletic or social, thereby preparing them for their time at their next School and, of course, for later life.

It is our belief that this aim will best be achieved if children are living, working and playing in an environment which is caring, energetic, well-ordered and governed by Christian principles. The curriculum, games, activities and general routine are arranged with this in view.

We encourage every child to take maximum advantage from caring staff, a beautiful setting and fine facilities. We hope every child will learn to communicate with confidence, both socially and publicly; we wish every child to be exposed to high standards of courtesy, honesty, loyalty and fairness.

The School comprises two sites within the same campus: Elstree (Prep) and Home Farm (Pre-Prep). Whilst they are to some extent distinct and separate, every effort is made to create a whole School feel with both groups of children equally represented and nurtured. Further information on this can be found towards the end of this document in the section on Home Farm.

This policy document aims to reflect current good practice at Elstree. It should be regarded as a working document, which is reviewed annually to take account of changes or improvements to our working practices. The School has a wide range of academic ability in each year group and, whilst we assess pupils who wish to join Elstree from Year 3 upwards, we remain, in principle, a non-selective School. One of the School's great strengths is to nurture and develop the talents of all our pupils regardless of their academic ability.

As a School and a teaching body, we have identified two key features that we wish to promulgate and for the pupils to understand; (a) 'that targeted effort and love of learning is king' and (b) 'that the development of the whole child is paramount'.

Our aim is to show pupils' progression from Year 1 to Year 8 across all areas of the curriculum and their extra-curricular activities and to demonstrate not only a breadth and depth of knowledge but also the acquisition of some important key skills.

2. Introduction

The School is divided into Academic Departments; each Department is responsible for its own curriculum and policy documents which include reference to Home Farm where this is appropriate. These documents can be found in each Departments Handbook. The Head of Home Farm (the Pre-Prep department of Elstree) will call upon Heads of Department for subject specific information and documentation. The members of each department are expected to read the document annually and to be aware of any amendments.

The Head of Department is also responsible for the monitoring of the delivery of his/her subject; this can be done either formally or informally although Heads of Department are encouraged to visit lessons in all sections of the School where this is possible in order to encourage and pass on good practice. In this context, the Head of Department will also pass on information to colleagues relating to relevant INSET opportunities where this may form an important element of an individual's professional development.

Where there are several members of staff teaching a particular subject, it is the responsibility of the Heads of Department to see that regular meetings take place and that information is disseminated. Minutes of Departmental Meetings are to be kept and made available for the Director of Studies.

The Head of Department will submit a statement of budgetary requirements annually, as requested by the Headmaster and/or Bursar.

The Head of Department is normally responsible for the organisation of curriculum based trips, where appropriate in conjunction with the Educational Trips Coordinator. Please see the Educational Trips policy.

3. The Curriculum

The Year Structure

Elstree is a Preparatory and Pre-Preparatory (also known as Home Farm) School providing education for children between the ages of 3 and 13.

Elstree/HF	NC Year	Key Stage	Pupils' Age
Nursery (HF)	Nursery	EYFS	3 – 4
Reception (HF)	Reception	EYFS	4 – 5
Year 1 (HF)	1	1	5 – 6
Year 2 (HF)	2	1	6 – 7
Year 3	3	2	7 – 8
Year 4	4	2	8 – 9
Year 5	5	2	9 – 10
Year 6	6	2	10 – 11
Year 7	7	3	11 – 12
Year 8	8	3	12 - 13

At Elstree, there are two forms in Year 3 and two forms in Year 4 that run in parallel. No streaming according to ability takes place during Years 3 and 4 except Year 4 are now placed in sets for Maths. In Year 5, there are two parallel forms with a mixed ability in literacy and English language skills and the pupils are also set in Maths. In Year 6, the pupils remain in mixed ability forms including English rich subjects, and are now set in Maths, French and Latin. As the pupils move up the School, their position within forms is monitored and reviewed by the Director of Studies. Pupils may move across streams in either direction to suit their own educational needs and, as they near the top of the School, to meet the entrance requirements of their chosen Senior School. In Year 7 & 8, the pupils continue to be set in Maths, French and Latin. Common Entrance forms are created to be mixed ability along social lines where it is felt that pupils benefit from a breadth of discussion and interest and a greater understanding of a 'good' standard of written work. Learning difficulties are also taken into account when pupils are placed in the final two years at Elstree.

The top academic streams/sets in Years 7 & 8 study a special two-year scholarship syllabus that provides the pupils with the best chance of succeeding in academic scholarship examinations.

Class sizes are small, typically on average 14. The lowest sets class and our scholarship classes will usually be of a smaller size to give pupils additional support at either end of the academic spectrum.

New pupils are placed in the form and stream that is most likely to meet their educational needs, based on the information available to us through Pre-Entry tests (typically INCAS) and the reports from the Heads of the pupil's previous School. Their placement is reviewed early in the term of their arrival following class work, class assessments and Cognitive Ability Tests.

4. Equal Opportunities

The School is committed to the principle of equal opportunities. Where pupils do not study the same subjects this is because it would not be in their best educational interest to do so.

All pupils will study both French (from Nursery) and most will study Latin (from Year 5). Occasionally, an overseas pupil or a pupil with a learning difficulty or disability will not study/drop Latin and instead receive lessons from Learning Support/EAL staff. Wherever possible, a child's academic needs are met within the normal timetabled curriculum. However, some pupils benefit from receiving extra individual tuition. This may mean that they miss a timetabled lesson. The Head of Learning Development tries to ensure that a pupil does not miss lessons in examinable subjects but is also sensitive to the strengths of individual pupils. Children with individual paid music or LAMDA lessons may also miss lessons on a rotation basis. Work missed during these missed lessons should be caught up in their free time or at a time suggested by the teacher (for example: Rest, after supper or at home) and should be checked for completeness and quality by the teacher concerned.

PSHEE is taught reflecting the aims and ethos of the school and encourages pupils to respect other people in line with the protected characteristics of the Equality Act 2010. Our objective is that a pupil leaving Elstree at the end of Year 8 should be a well-rounded individual, equipped to meet the challenges of the next stage of life. We aim to produce a person who is a confident person, Self-directed, an active contributor and a concerned citizen in British society.

In delivering our PSHEE/ESR curriculum, we are aiming to address every child matters and see the delivery of PSHEE/ESR as part of our safeguarding aims.

- Be healthy
- Stay safe
- E safety/ keeping their information safe.
- Understand Relationships(RSE)
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing (careers advice)
- Explore Feelings
- Make responsible decisions
- Self-management
- To understand life in British society.

Please refer to the Equal Opportunities Policy for further information.

5. Daily Routine

There is always an outline of the pattern of the day to be found in the back of the Calendar and Call-List. In the Summer Term, the senior games session (Years 5-8) takes place after their lessons and prep. The Autumn and Lent routine follows:

Monday to Friday before lunch

7.00 Rising Bell
7.30 Breakfast
8.00 1st Break
8.00 Staff Briefing
8.15 Registration
8.25 Lesson 1 starts

Saturday before lunch

8.15 Registration
8.45 Church/Lecture
9.30 Break
10.00 Lesson 1 starts
10.30 Lesson 1 finishes
10.35 Lesson 2 starts

8.55	Lesson 1 finishes	11.05	Lesson 2 finishes
9.00	Lesson 2 starts	11.20	Lesson 3 starts
9.30	Lesson 2 finishes	11.50	Lesson 3 finishes
09.35	Lesson 3 starts	11.55.	Lesson 4 starts
10.05	Lesson 3 finishes	12.25	Lesson 4 finishes
10.10	Lesson 4 starts	12.35	Lunch
10.40	Lesson 4 finishes. 2 nd Break.		
11.15	Bell for end of 2nd Break		
11.20	Lesson 5 starts		
11.55	Lesson 6 starts (Wed – 12.00)		
12.30	Lesson 7 starts (Wed – Lesson 6 finishes at 12.25pm), Junior Lunch		
13.00	Lesson 7 finishes		
1.15	Senior Lunch		

Monday to Friday after lunch (not Wed)

1.20	Junior Games starts		
1.45	Senior Lunch finishes		
1.45	Rest	2.15	Games starts
2.20	End of Rest		
2.20	Junior Games finish		
2.35	Senior Games starts		
2.40	Junior Lesson 6 starts		
3.10	Junior Lesson 6 finishes		
3.15	Junior Lesson 7 starts		
3.35	Senior Games finish (Buns)		
3.45	Junior Lesson 7 finishes (Buns)		
4.05	Senior Lesson 8 starts		
4.00	Junior Activities start		
4.35	Senior Lesson 8 finishes		
4.40	Senior Lesson 9 starts		
4.55	Junior Activities finish		
5.10	Senior Lesson 9 finishes		
5.15	Senior Lesson 10 starts		
5.45	Senior Lesson 10 finishes		
5.45	Tutor time		
6.00	Day Pupils Home		
6.10	Boarders' Supper		

Wednesday/Saturday afternoon

1.30	Rest
2.00	Bell for the end of Rest
2.30	Matches start
3.30	Matches finish
3.45	Match Tea/Games finish
4.00	Day Pupils Home

On a Wednesday afternoon, Year 3 does not have Games/Matches. They have 2 lessons from 1.30 – 2.35, a buns break from 2.35 – 2.50, and 2 more lessons from 2.50 – 3.55pm. Year 3 do not have any School on Saturdays.

6. Lesson Allocation

The following is a breakdown of the lessons allocated to Years 3-8. This allocation is revised and altered each academic year according to staffing and movement within the School of personnel. Home Farm is more flexible in its approach to lesson timings as they do not have the same restraints on the timetable.

Lesson Allocation

	Y8 Schols	Y8	Y7 Schols	Y7	Y6	Y5	Y4	Y3
English	7	7	7	7	7	8	8	8
Maths	7	7	7	7	7	8	8	8
Science	7	7	6	6	5	4	4	4
French	5	5	5	5	4	4	3	2
Latin	4	4	4	4	4	1	0	0
Geography	3	3	3	3	3	3	2	2
History	3	3	3	3	3	3	2	2
RS	2-	3	3	3	2	3	2	2
ART	2*	2*	2	2	2	2	2	2
DT	2*	2*	2	2	2	2	2	2
ICT	1	1	1	1	1	1	1	1
Music	2*	2*	1	1	1	2	2	2
PE	1	2	2	2	2	2	2	2
PSHE	1	1	1	1	1	1	1	1
Form Tutor	2	2	2	2	2	2	1	1
Greek*	2	0	0	0	0	0	0	0
Enrichment					3	3		
	49	49	49	49	49	49	40	39*

* Year 3 has a spare lesson for catch up/extension work.

Prep takes place within the lesson timetable to help pupils learn to undertake independent work.

7. Good Teaching Practice

The school encourages and expects high standards of teaching and educational practice. INSET days are provided regularly for staff to reflect on and build their skills, ideas and philosophies of teaching. Staff are also encouraged to go on training days at least once a year outside School as well as visit other similar schools to share/garner ideas. The staff appraisal and career development programme and the induction procedure for new staff are designed to maximise standards and provide teachers with the highest levels of satisfaction.

At Elstree, good teaching practice includes the following:

Support for individual learning development

All staff are expected to provide regular opportunities for individual teacher-pupil contact both inside and outside the classroom. Opportunities in the classroom could include marking work individually, circulating and talking to pupils individually while they are working on tasks; individual oral or language work; pupils feeling able to approach the teacher individually during or after a lesson. Opportunities outside the classroom may include break times, lunch, rest, games sessions, half-holidays, evening clubs and time in the Boarding House.

Support for collaborative learning

The needs vary according to the subject but collaborative learning should play some part in all subjects. Group work can also be competitive to achieve high standards - the competition can be between groups rather than between individuals. Group work, like all pupil study, requires specific aims, goals and guidance. For it to be effective, good class discipline is essential. Weaker children must not be allowed to lose out or become over-dependent on the help of others. However, involvement in a successful team effort can raise the sense of achievement and the confidence of weaker pupils. Teachers should group children carefully, according to pupils' knowledge, skills, personalities and attitudes to each other. All staff are encouraged to consider having well planned seating plans.

The use of diverse teaching techniques and supporting active learning

Teaching must always be such that the pupils see themselves as active participants in the learning process, rather than an audience. A feeling of involvement in the learning and ownership of the material used are essential parts of this perception. Teachers must be aware of, but not bound by, the various learning styles of children; detailed information is available to all teachers through Learning Development Department. The more media and techniques through which a topic is taught, the more likely it is that all the children will learn it. Allowing time for independent learning is essential in the preparation of the boys for Senior School.

Efficient preparation and properly structured lessons

- Common Entrance and Scholarship documents and the National Curriculum programmes of study, each department has a Scheme of Work established in their Departmental Documentation. This document provides information on what each class will cover in a year. It provides an overview of lessons and preps in the subject, showing what is being taught. The Director of Teaching and Learning reviews these schemes of work on a termly basis, working with Heads of Department. These documents are very much seen as 'working documents'.
- Brief lessons plans for individual lessons should also be produced and made available for inspections and lesson observations. Teachers may either plan in their Teacher Planners having them on their desks or online in their departmental documents.. They should detail the activities for each lesson. This also provides a record of what has been covered.
- Lesson structures vary according to the age and ability of the children, the nature of the topic and the time available. A well-structured lesson is likely to include:
 - The identification of a learning point (We Are Learning To... or 'WALT' or LO for lesson objective), clearly stated on the board.
 - An introductory activity or starter to the lesson where basic concepts are introduced or the previous lesson is briefly consolidated. Asking big questions/thunks to support an enquiry approach to learning is encouraged.
 - A guided session delivering the content of the lesson, where the pupils actively develop their knowledge and skills.
 - Or an opportunity for independent study on a given task and
 - Conclusion or plenary session of reinforcement and/or revision.

Whatever the plan, pupil activity and participation (What I'm Looking For or 'WILF') are essential for a successful lesson.

Appropriate and creative use of resources

- Worksheets enable flexibility and the development of a curriculum suited to a class' particular needs. They can be particularly useful for preps. When used in conjunction with information sheets or a textbook they are a valuable aid to learning. They should not, however, hinder a pupil's ability to write in paragraphs or essays. Worksheets should be designed to develop and reinforce learning of ideas, skills and knowledge. They need to be varyingly presented, visually stimulating, user-friendly, and accurate, written in good clear English, relevant, up-to-date and related to pupils' age and ability level. There are considerable dangers of overuse of worksheets in lessons, particularly if one is not aware of the activities of a class elsewhere in the day.
- Textbooks reinforce learning and can be more visually stimulating than worksheets. Their use will vary between subjects.
- Videos, DVDs, internet material and downloads can be a valuable aid to learning, particularly for those pupils who respond primarily to visual material. However, these are an effective resource only if used with discretion and in small doses. The use of a video or DVD should be preceded by a clear introduction that places the video in its learning context and lead to a time for questions and discussion.
- Other resources. Many of the above points also apply to other resources. Possibilities include: interactive white-board, computers, mp3 recordings of readings, objects and artefacts, the library, practical equipment, the School grounds and other internet resources held on an approved 'white-site' list. All resources should be of good quality, relevant and well-presented. Educational Trips are an important educational resource for many subjects and should be organised in conjunction with the curriculum by the relevant teacher and the Educational Trips Coordinator. They should have a specific purpose, be carefully planned and be followed up in class.

Staff should refer to the Educational Trips Policy for more information.

Setting high standards, respecting diverse talents and encouraging effective use of time

- An effective classroom administrative system that is commonly understood and consistently maintained by the teacher is required. It requires the setting of challenging but realistic tasks; the use of positive incentives, in the use of Stars and Distinctions; thorough explanation of and preparation for tasks; a building of planning and time-management skills; and the prevention of peer-group pressure deterring a pupil's effort.
- Teaching methods should allow learners to understand what they are trying to achieve, to access the criteria upon which work is being assessed, to have a stake in the planning of their learning, and to apply new skills, understanding and knowledge. Teaching should accentuate the positive progress made, motivating learning and providing opportunities for learners to reflect on their progress. Feedback should be sensitive and constructive, encouraging learners to seek improvements in their work. Goals must be specific, measurable, achievable, realistic and timed (SMART), and inform planning for immediate or subsequent implementation. Staff are encouraged to use Growth Mindset techniques to ensure pupils are not just outcome driven.
- Each pupil should be encouraged to fulfil their potential. Opportunities must be sought to allow all pupils to achieve. The focus of feedback to each pupil should be positive encouragement. The teacher- pupil relationship should show respect for the pupil's individuality and intelligence, and show differentiation in relation to task, outcome and speed of working. The teacher should never be dismissive if a child has made an effort. Some respond to the pressures of time, others do not. Bright pupils must be developed in their learning appropriately. They should be given the opportunity to collect additional information and develop both their skills and knowledge. Educational visits, personal folders and portfolios of work, and cross-curricular work can be beneficial. Staff should refer to the Gifted & Talented Policy.
- Teachers should communicate high but realistic expectations related to the ability and age of pupils. There should be a whole School approach to insisting on a high standard of classroom behaviour and manners. All staff should set high personal standards, for example in speech,

punctuality and attitude. They must recognise their importance as role models. The use of other role models, e.g. living poets (perhaps as visitors) can be an important tool in encouraging high standards in academic attainment.

- Note on good writing: Good writing is dependent upon success in developing high level skills in grammar, punctuation, spelling and handwriting. All teachers should set and demand high standards in all of these areas, at the same time being sensitive to the needs and contributions of pupils with specific learning difficulties. Discussing pupils with the Learning Development Department is encouraged.
- Note on handwriting: Individuality in style is respected but all teachers should demand and expect to see high standards of clarity, correct formation and a consistent size and orientation.
- Study Skills: Elstree uses a 'Study Skills provider' to deliver a boost in pupil awareness in Years 7 and 8 in the potential ways to study and how various methods might best suit the individual pupil. This work should be complemented by all subject and class teachers within the context of each subject. It is the responsibility of each teacher to address the issue. Study skills include listening, reading, presentation, planning and target-setting, essay-writing, and question-answering, revision and exam technique, note-making, research and library skills, and evaluation. Short practice activities in relation to a particular skill can be valuable. Pupils should be encouraged to grow in self-awareness and assess their own abilities in each skill area.
- The intranet is a useful tool to support pupils' learning/revision and can provide an easy way to convey support materials for parents.

8. Effective Preparation of Pupils for Exams

Every teacher should provide specific guidance on revision and exam preparation. Form Tutors should provide back-up and support. In many cases children can think they are working hard when what they need to be doing is working more efficiently. Pupils need:

- a) A list of appropriate topics and concepts to learn
- b) Well-organised notes and reference material
- c) A plan/timetable - little and often is better than lots occasionally
- d) To distinguish between active and passive mental activity
- e) Guidance in making visual charts, using mnemonics, mind maps, flow diagrams or other suitable visual representations.
- f) Guidance in learning vocabulary actively - how to revise in pairs or groups
- g) Guidance on where best to revise and when best to revise.

Effective exam techniques can make the difference in grades in Common Entrance and in internal examinations. Sessions highlighting examination technique should take place at reasonable times in advance of exams. Independent learning is fostered, as well as providing the correct level of scaffolding for each pupil to reach their true potential. Particular guidance should be given concerning:

- a) Dividing exam time sensibly
- b) Accurate reading and understanding of instructions, questions and mark allocation
- c) Recognition of appropriate length and type of answer required and
- d) Allowing time for checking through at the end of the exam and how to do all this.
- e) Target setting post exams and reflection time is encouraged by staff.

9. The Learning Environment

Classrooms should be kept in order, tidy, vibrant and organised. Resources should be kept where they can be easily accessed. Pupils' work of all ability should be celebrated where appropriate within the classroom environment. Displays should also include suitable visual stimuli appropriate to the subject/s taught within that room. Displays should be kept up to date and should be changed

regularly, once a term is generally appropriate. Displays, where possible, should seek to elicit a cognitive response from the pupils as they observe it.

10. Code of Good Practice in the Classroom

Our aim is to spread good practice and thereby serve the academic community of pupils and teachers as a whole. Although there is room for flexibility of interpretation in some of the points, all colleagues should routinely proceed with this common agenda:

- Have a clearly defined lesson plan.
- Arrive punctually.
- Require pupils to enter the room in an orderly fashion.
- Require pupils to place all bags on the floor, tidily.
- Be aware of the reason for any pupil's absence from the lesson.
- Start the lesson decisively.
- Write the objective(s) of the lesson on the board and review it (them) at the end of the lesson or make it clear through the starter activity
- Late-comers should be introduced to the lesson as soon as is appropriate.
- Pupils are required to be quiet at the moment the lesson starts. (see notes below)
- Practice the principle of "one voice at a time".
- Set prep during the period, rather than when/after it ends, and ensure instructions have been recorded in the pupils' diaries.
- Teach up to - but not beyond - the end of the period.
- At the end of the lesson, pupils should ensure the classroom is tidy for the next lesson before being dismissed in an orderly fashion.
- Exercise books should be used wherever possible and in preference to loose sheets of paper.
- Where work is undertaken on photocopied sheets or is printed from a computer, these should be stuck into the exercise book or put into appropriate folders.
- All written work should be marked before the next lesson and written feedback should be given in addition to any mark.
- Note the requirements of policies on presentation and marking later on in this document.

11. Prep

a) Aims and Rationale

Prep is an occasion when pupils are expected to work independently predominantly and resolve their own problems, showing what they have learnt. Prep is to be done in silence so that all have an opportunity to concentrate without disturbance and interruption. Prep should be set to promote good study habits and a positive work ethic. It should aim to:

- Reinforce, consolidate, or build on what has been learned,
- Prepare for a forthcoming lesson or topic,
- Practice a skill or digest a concept acquired in a lesson,
- Encourage independent learning.

As pupils progress up the school, more prep is expected of them. In general, quality matters more than quantity, but it is important that enough is set to occupy the time available. Preps may be open-ended in nature and differentiation should be applied, as standard. Prep must be set regularly and followed up. Departmental documentation (schemes of work/weekly planning) should include relevant and specific reference to prep.

b) Prep Timetable

A prep timetable is produced at the beginning of each term by the Director of Studies to help spread the subjects across the working week. The Prep Timetable has been incorporated into the Lesson Timetable so that the preps appear on both a pupil's and a teacher's daily timetable.

c) A Standardised Procedure for taking prep

The following procedure should be adopted by all members of staff taking prep. It is hoped that in doing so the pupils will understand exactly what is expected of them and that their prep will, as a result, be of a better standard.

- Staff should arrive in good time and before prep is due to start.
- Pupils should be in the appropriate prep room before the start.
- All books, resources, pencil-case, prep diary and a reading book should be on the desk by the beginning of prep.
- Pupils should be settled and quiet at their desk at the start of prep.
-
- Staff must check and sign each pupil's diary.

In order for Preps to be a successful and valuable learning experience there must be:

- an atmosphere conducive to good learning
- an appropriate and adequate 30 minute task set
- adequate resources
- a clear understanding of the task set and of the minimum and maximum expectations
- thorough preparation by teacher and pupils

Pupils must be taught good learning skills appropriate to the task set. Learning preps should offer advice and resources on how to learn, usually involving both reading and writing. Reading preps should involve some aspect of report back. i.e., the pupils should be expected to write or to talk about what they have read in a subsequent lesson. Children must feel that teachers value their prep and will mark it and return it.

12. Opportunities outside the Academic Curriculum

Music, Drama and Debating at Elstree

At Elstree, pupils have the opportunity to learn a wide variety of musical instruments: strings, woodwind, brass, percussion, guitar, singing, theory of music, as well as piano. The number of peripatetic teachers varies from year to year as demand and availability vary. Class music is taught throughout the School as part of the main curriculum. There are three choirs and several ensembles, such as brass, string, Jazz Band and Orchestra. The department has its own computers and Music Technology is also available, as is the musical composition software, 'Sibelius'.

Performing opportunities are possible in regular musicals, plays, formal and informal concerts, morning assemblies and class music. Productions in recent years have been presented by Year 3&4, the Junior Play, Years 5&6, the Middle Play, and Years 7&8, the Senior Play and have included: "Turning the Tables", "Zeus on the Loose", "Charlie and the Chocolate Factory", "Fantastic Mr Fox", "The Tale of Henry Sugar", "Annie", "Oliver", "Carmen", "Great Expectations", "Treasure Island", "My Fair Lady", "Sweeney Todd", "The Importance of Being Ernest", "Joseph and his Amazing Technicolor Dreamcoat" and "HMS Pinafore".

There are regular concerts in the McMullen Hall. Informal concerts take place at lunchtimes (Y5-8) and in Junior Activities (Y3&4) and more formal concerts are scheduled for the evenings. Exceptionally able pupils in Music, Drama, DT and Art are entered for Scholarships to their chosen Public Schools.

Other aspects of the Curriculum in the normal School week:

1. A whole School assembly on Monday and Thursday, Tuesday and Wednesday 'assemblies' are time for Form Tutors, Friday is typically a House assembly and Saturday is a church service.
2. Eight (Seven in Year 5) 35-minute prep periods per week;
3. Evening Clubs every evening for boarders in the Autumn and Lent Terms.
4. A termly letter-writing prep at the start of term;
5. Private Study sessions in the evenings leading up to school examinations;
6. Regular plays with large companies of actors;
7. A daily programme of sport;
8. Musical, DT, Drama and Art 'Da Vinci' enrichment opportunities during Rest.

As a Prep School which has pupils up to Year 8, Elstree endeavours to start to lay the foundations of future career guidance by helping pupils come to have an understanding of their ability and interests. Careers guidance is presented in an impartial manner and helps encourage pupils to fulfil their potential. The Headmaster offers advice and guidance about future senior schools and talks are arranged detailing the process for choosing and applying to next schools. The enrichment programme helps to give breadth so that pupils can try new areas and explore different possibilities. In Years 5 to 8 this is complemented by a series of lectures and an enrichment programme when pupils have an opportunity to listen to invited speakers. There are also talks about moving on to senior schools and about safe social media use to pupils and parents. In the past two years they have heard a range of people to include explorers, skiers, extreme sportsman, musicians and artists talk to them and answer questions. As part of the leavers programme the pupils are exposed to visits from speakers of various jobs including law, medicine, technology etc.

13. British Values

It is our aim at Elstree to provide opportunities for all children to demonstrate their abilities in a wide range of activities and prepare them in the senior part of the school not just to pass examinations but to want to serve their community. The Elstree Award through Years 6-8 builds up pupils' skills to contribute to British society in a very positive and purposeful way; they learn life skills such as first aid, prepare food, undertake a camp and extended walk, undertake work for charity and help with the Friends of Elstree events.

Elstree delivers the key elements of understanding about a democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs particularly through its PSHEE and Religious Studies programme, Saturday and Sunday church services and undertakes to open the pupils' eyes to the possibilities of various careers through its Saturday lecture programme; lectures on Egyptology, climbing mountains, the History of Art, life as a British soldier and exploring Space have been included in the last three years.

Careers advice/discussion occurs in PSHEE lessons, which is age appropriate supports British Values. When pupils enter the leavers programme in Year 8 they receive not only valuable life skills/values but also inspirational advice for their futures both at Senior School level and beyond. The value of being able to speak in public is supported by the school through Headmasters debates in assemblies, value discussions in form time and through practice interviews for Senior School entry.

14. Library

The Librarian welcomes suggestions for improvements and new stock. The Librarian co-operates closely with all Heads of Departments, as well as teachers of English and Drama, to encourage the pupils to see the effectiveness of the library as a resource. She is also keen to encourage the use of

the library by other colleagues and welcomes discussion about the role of the library in all areas of the curriculum. All pupils visit the library weekly as part of their English curriculum. Please follow the link to the Library policy.

15. Assessment

Introduction

Assessment is the process by which pupils and teachers gain an understanding of progress. It is distinct from recording, which involves selecting and retaining what is significant in learning, and from reporting, which involves informing others about the learning. Both a balance of formative and summative assessments are encouraged at Elstree.

a) Aims: Good assessment practice should:

- Be part of effective planning of teaching and learning
- Focus on how pupils learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive and give guidance about how to improve
- Take account of the importance of learner motivation
- Promote commitment to specific learning goals
- Increase a learner's capacity for self-assessment to help develop greater reflection
- Recognise the full range of achievements of all learners

b) Functions:

- to focus on what a pupil can or cannot do (diagnostic)
- to decide what a pupil needs to do next (formative)
- to outline a pupil's progress so far, in order to inform all interested parties (summative)
- to inform the next step of teaching and learning

c) Principles for good assessment practice:

- is based upon clear curriculum intentions
- plays an integral part in classroom activities
- is appropriate to the task
- focuses on learning processes as well as learning outcomes
- draws upon a wide range of evidence
- indicates strengths and identifies weaknesses
- involves pupils in reflection and review
- informs about individual progress
- involves both subject skills and knowledge

d) Methodology

Tests can provide important evidence of learning, but internal classroom-based assessment offers teachers wider opportunities for judging a pupil's performance. Teachers need to consider the range of evidence for assessment available to them from observation, listening, asking questions, setting tasks and viewing the outcome of their pupils' work.

16. Marking & Recording

If pupils are to benefit from their studies, they need to be set regular tasks and be provided with prompt and frequent feedback on their performance. They need ongoing help in assessing their existing knowledge and competence and their areas of weakness. The pupils should be encouraged to analyse and evaluate their own and their peers' work from time to time, to appraise and offer ways to improve it. This can be done orally as well as written.

How often marked tasks are set will vary; they may be diagnostic, formative or summative. All tasks that are set must be thoroughly prepared and their requirements understood by the pupils. They must be marked promptly and appropriate feedback given. Pupils must be able to understand the marking system and it must be consistent. Comments on presentation, punctuation and so on should be included in all subjects, not just English. Staff should be fully acquainted with relevant departmental procedures for marking as well as the general marking advice and standard marking terminology.

Standard whole school marking terminology

√	To register approval of content or style. Accurate work.
x	To indicate an incorrect answer.
Sp	In the margin: please notice the corrected spelling above the word.
Sp (x3)	At the end of the work: please copy this word 3 times.
the boys' pen	Circle incorrect or inappropriate punctuation. Provide correction.
ben/Girl	Circle incorrect capital letter. Provide correction.
^	Indicates a word is missing.
Target/Tip	Gives advice on how to improve a pupil's work.

Marking is seen as an important means of communication between teacher and pupil and a potential source of information for parents. All teachers should be aware of the purposes of their marking and of the beneficial effects of good practice on the progress of their pupils.

Heads of Department are responsible for establishing subject-specific marking policies which take into account the particular requirements of the subject. Whilst these policies are to be included in departmental handbooks, they should also have regard to the general whole-School policy above. These departmental statements should look to encourage a uniform approach to the assessment of work of equal standard by the teachers of different sets at a particular level. Departments should establish mark schemes for the more commonly attempted types of assignment. Pupils should know their teachers' expectations for them and by what criteria their work is to be assessed.

Marking of pupils' work is intended to support one or more of the functions listed below:

- The measurement of the pupils' achievement, as the part of the teacher's responsibility for monitoring pupils' progress.
- The guidance of pupils through the setting of targets for improvement.
- The encouragement of pupils and recognition of achievement, having regard to their capabilities.
- The evaluation of teaching techniques and whether learning objectives intended have been achieved. Work collected from pupils should be marked and returned to them by the following lesson.

Comments written on a pupil's work must be comprehensible to the pupil and should be predominantly positive. Critical comments should be qualified or amplified constructively, in ways which clarify the teacher's expectations. Teachers should bear in mind the potential demoralising effect of unremitting criticism.

The teacher should make clear to each pupil where and why marks have been lost, and where particularly good or imaginative approaches have been successful. This can be achieved by means of written comments and, as appropriate, verbal comment and whole-class feedback (which may be recorded by the pupil in writing). Growth mindset is encouraged whereby strategies and skills for learning are encouraged rather than solely achievement.

If necessary, the learning objectives associated with the assignment should be clarified or reinforced.

Work that has been produced in class or during prep should be seen and assessed by the teacher. Where appropriate, a mark should be given. If a pupil has been taking notes that do not require an assessment mark, this should at least be ticked / checked by the teacher to ensure it is to the correct quality.

Marks should be given as a numerical value. Grades are only appropriate when given in conjunction with a numerical mark. It is important that the pupils should be made aware of the improvement in their work, any mistakes and steps they could take to improve it. They should also feel that their effort is valued and recognised by the teacher.

Work should be regularly marked and recorded in a mark book, written or digital, that is accessible to the Head of Department, Director of Studies and the Headmaster if requested. The frequency of recorded marks will depend on the number of lessons each subject has in a week. Heads of Department may check the marking of books and mark books within their own departments at intervals during a term.

Part of the assessment process might from time to time include pupils assessing their own work or their peers' based on the teacher's clearly defined criteria. Developing skills to help the pupils to become independent learners is to be encouraged. Further work in peer- and self- assessment, where pupils will mark others and their own work should also be encouraged. Following the return of marked work, the class may benefit from the provision of corrections or correct answers, as hand-outs. This is particularly important where a complete and correct piece of work will be used later for revision.

Feedback from pupils concerning, for example, which aspects of the assignment proved the most difficult or the most interesting, is to be encouraged.

If a prep is judged to be of an unsatisfactory standard, a pupil should be asked to repeat the prep, to help reinforce a positive approach. 'Finish best' is better than 'finish first'.

If a pupil is absent from a lesson for any reason, he is to be encouraged to catch up any missed work within an appropriate time, typically 48 hours.

Teachers must record, as well as measure, pupils' attainment. Record keeping is likely to include:

- the date and nature of the assignment,
- a grade or mark and/or a code indicating levels of attainment (e.g. traffic light system)

The quality of teachers' marking may be judged not only by the thorough and thoughtful nature of the assessment, but also by the pupils' understanding of the assessment.

17. Spelling

It is our belief at Elstree that all teachers, in addition to their own subject, are teachers of English and, therefore, that spelling should be corrected and taken into consideration when work is being marked. Clearly in pieces of English work spelling carries a certain number of marks and is also taught formally in lessons. However, across the curriculum, pupils are encouraged to take care with their spelling and are reminded that, when they reach Common Entrance or Scholarship, poor spelling can count against them to some extent, depending on the subject. Pupils are encouraged to communicate clearly and efficiently in all subjects and spelling forms an important part of this ability.

18. Provision for Learning Difficulties

It is recognised that there are pupils at Elstree with a range of different learning difficulties, as well as some who need targeted support in the form of Individual Learning Plans (now pupil passports) There is a Head of Learning Development, who co-ordinates all extra help provided to individuals within the School and liaises with outside agencies where assessments and reports are required. There are five qualified members of the department. Elstree has a policy on Learning Development. Among other things, this sets out the procedure to be followed in the event a teacher wishes to refer a pupil to the Learning Development Department.

The Learning Development Department screens pupils on entry. Any child who has specific problems is eligible to be offered one to one tuition with a qualified LDD teacher. Parents are advised of their child's needs and are offered the opportunity for their son/daughter to receive learning support. It may also be suggested that pupils may be seen and assessed by a qualified Educational Psychologist (EP). Regular targets are established for each pupil through long and medium term plans as well as short targets . Pupil Passports and summary EP reports of this nature are available for all teaching staff on ISAMS. LDD teachers are asked to read subject teachers' reports and examination papers and to act upon any advice they may contain. Should a pupil arrive at Elstree School with an EHC plan (formerly statement) or consequently require one, the Head of Department liaises closely with the West Berkshire/Hampshire Early Years and Childcare Team or the West Berkshire/Hampshire Assessment team for SEN for guidance.

Elstree also has a qualified member of staff who teaches English as an Additional Language (EAL). The teacher assesses and teaches any pupils who may need help with written grammar and conversational skills in the English Language. They may be entered into the Preliminary English Test (PET). Staff should click on the SEN Policy for further information. Staff should be familiar with the LDD Policy and policies regarding Special Educational Needs including EAL.

19. Developing and Nurturing the Most Able

Elstree is a mixed-ability school with non-selective entry. We have a duty to satisfy the educational needs of all the pupils regardless of ability. As part of this responsibility we must identify and extend children who are particularly gifted academically, athletically, creatively, or in any single field. These children may be identified in a number of ways. There are regular Common Room meetings at which every child in the School could, potentially, be discussed. Teachers will raise points that they feel may be relevant if a pupil should be considered for entry to the scholarship programme. There are also Verbal and Non-Verbal Reasoning tests that are taken twice during a pupil's career at Elstree, as well as annual INCAS testing.

Pupils whose talent lies in music, drama, art, design technology or on the sports field may also be considered for awards to senior Schools. These awards will be pursued from their existing Form; they do not need to move into the academic scholarship programme in order to succeed in these areas.

Every member of staff should be acquainted with the Gifted & Talented Policy and feel able to contribute and recommend appropriate additions to the school-wide provision of extension and development material. We also keep a Developing and Nurturing Talent register, which is reviewed annually on the same document.

20. Tests and Examinations

The most appropriate use of tests is for diagnostic purposes where the results lead to consequential action. Before setting a test the teacher will consider the key purpose of the test; whether the test will reveal evidence of the pupil's strengths and weaknesses that the teacher was not aware of from

professional judgment, and whether the results of the tests fairly reflect the ability of the pupil in the subject.

a) Internal Examinations

Senior forms are examined in the Autumn and Summer terms.

In the Autumn Term, Years 5 – 8 are examined in English, Maths, Science, and French. Years 7–8 are also examined in Latin, Geography, History, and R.S. In the Summer term, Years 5 – 8 are examined in English, Math, Science, French, Latin (Years 6 – 8), Geography, History and R.S. For pupils in the Year 8 scholarship programme, these examinations may be regarded as a ‘mock’ scholarship (if their real papers are in February/March)

In Years 3 & 4 (Junior forms), they have assessments or tests rather than examinations. Year 3 & 4 have assessments in English and Maths in the Autumn term. In the Summer term, Year 3 and 4 have assessments in English and Maths and Year 4 also have an assessment in Science and French.

During the Lent Term, pupils in the Year 8 scholarship programme and Year 8 will have examinations. These will take the form of “mock” scholarship (if their real papers are in May) or Common Entrance examinations. They may form the basis of reports to Senior Schools that are being prepared at this time.

Examinations are based on the work that has been covered during the term(s). Papers are common across year groups; however, where a class may be either weak or particularly strong, they will be given extra optional questions adapted for their level. In subjects that are set, Mathematics and Latin for example, it is common for the higher sets to be given a more difficult paper than lower sets. Please refer to the relevant subject policies. Results are entered on a centrally held results sheets on the intranet and they form the basis for Common Room discussions prior to the writing of reports to parents.

Examinations will be monitored by Heads of Department to ensure that the Scheme of Work is being adhered to. Pupil progression is evaluated across the school by the Director of Studies and Director of Teaching and Learning. Heads of Departments are encouraged to reflect upon each set of exam results within their department. Pupils are encouraged to go through their examinations in subsequent lessons. Pupils who receive Learning Support may also go through their papers with their Learning Support teacher who will have access to papers after they have been marked and after the subject teacher has finished with them.

All examinations are strictly invigilated so that pupils learn to work under some degree of pressure for a fixed time; They learn the importance of answering a certain number of questions within a given time frame.

The table below gives evidence of the types of examinations undertaken at different stages of the year.

b) Elstree Examination Timetable

Year	Month	Subjects
EYFS	All year	Formative (with profiles)
	June	Assessed against early learning goals

1	June	INCAS
2	June	INCAS
3	October	Learning Support Screening
	November	English & Maths
	June	English, Maths, Science & INCAS
4	November	English, Maths, Science.
	June	English, Maths, Science, French, & INCAS
5	October	Verbal and Non Verbal Reasoning.
	November	English, Maths, Science.
	June	English, Maths, Science, French, Geography, History, R.S, INCAS
6	October	ISEB Common Pre-Test
	November	English, Maths, Science.
	June	English, Maths, Science, French, Latin, Geography, History, R.S, MidYIS
7	October	ISEB Common Pre-Test
	November	English, Maths, Science, French, Latin, Geography, History, R.S
	June	English, Maths, Science, French, Latin, Geography, History, R.S, MidYIS
8	November	English, Maths, Science, French, Latin, Geography, History, R.S CE & CASE Scholarship papers
	February	Mock Common Entrance Papers. Mock Scholarship papers
	June	Common Entrance
	INCAS	Computer adaptive tests in Literacy, Numeracy and Developed Ability (Primary).
	MidYIS	Computer adaptive tests for Secondary curriculum

The School uses INCAS, a computer adaptive question system for Years 1 to 5 (Primary Literacy and Numeracy). The School uses MidYIS designed by the Centre of Evaluation and Monitoring (CEM) for Year 6 & 7 to bring diagnostic assessment more into line with senior School MidYIS and ALIS and potentially to provide parents with a progression of ability throughout their time at Elstree to tally with the next phase of the pupil's education.

c) External Examinations

Subject teachers are kept informed of the requirements of the various examinations by their Heads of Department and this is reflected in the Schemes of Work used throughout the School. Pupils are acquainted in advance with the format and demands of the Common Entrance examinations through practice papers taken during the course of the year and in the "mock" examinations. Form tutors will also monitor their Form's progress.

Common Entrance examinations will be taken in the June prior to a pupil's entry to his chosen senior School. These examinations take place at Elstree and are monitored by the Director of Studies and an independent invigilator. Pupils are examined in the following subjects: English,

Maths, French, Science, History, Geography and Religious Studies. Latin is also taken by most pupils.

Most pupils who are sitting for a scholarship will sit the examinations at their senior School. The papers they take will depend on the chosen School and the requirements of each School are communicated to teachers and pupils by the Head of the Scholarship Programme.

21. Reporting

The efforts and attainments of pupils at Elstree are reported to parents more formally at half-terms and end of terms by means of Interim grades and End of Term Reports. In Year 7 and 8 these are linked to anticipated success in public examinations. Deadlines are set for the completion of the grades and reports by subject teachers and it is essential that these are strictly adhered to. It is important, too, that comments made on the Interim Grades and Reports by teachers and tutors are frank and honest; these are a vital source for the monitoring of pupils' progress and if the Director of Teaching and Learning, Director of Studies and Headmaster are to be able to deal with pupils whose grades are unsatisfactory, it is vital that colleagues advertise and describe any poor effort, attitude and behaviour as well as levels of under-achievement.

It is felt that 'Effort and love of learning is King' and that if we want to see a general rise in attainment, then the quality and consistency of effort must be maintained. To that end from September 2009, the grading of assessment of Effort was altered. These grades were reviewed in July 2015.

Pupils are assessed 4-1 for their effort:

- 4 Excellent
- 3 Very good
- 2 Good
- 1 Needs to improve

Pupils are assessed A – E for their attainment.

- A Excellent (80%+)
- B Good (65-79%)
- C Average (50-64%)
- D Weak (35-49%)
- E Poor (<35%)

Thus a pupil who produces work of a very high standard but who is not putting a lot of effort into this attainment could receive a report of A1.

Attainment is generally judged against the other pupils in the Form or Set. Effort is a personal grade and teachers are directed to a set of objective criteria guidelines to help with this process and Tutors often share these criteria with their Tutees. Interim grades always include brief comments by the Form Tutor. At half-term, pupils are also awarded grades for effort and attainment in any musical instruments they may be learning.

End of Term

At the end of the Autumn and Summer Terms, all pupils receive a full written report. In the Lent Term, only Year 8 pupils receive a full written report, in their academic examined subjects only. These reports are collated by the Form Tutors, are checked and forwarded to the Headmaster who then writes his own report on each pupil. Reports are sent home with pupils and parents on the final day of term.

Reports represent a very important formal communication of pupils' progress to parents. Comments should be frank and advice practical. Copies are retained on the database and may be of considerable use to colleagues as a pupil moves through the School. Detailed guidance and instructions on report-writing are published by the Director of Studies. Colleagues are required to aim for the highest standard of grammatical and idiomatic accuracy possible. Reports are proof-read by the Headmaster or a designated member of the Senior Management Team; this is a quality control exercise and mistakes are to be corrected as soon as they are identified. Where the Headmaster or Director of Studies consider a report to fall below an acceptable standard in tone, sentiment or individualised comment, that batch of reports or single report will be returned for re-writing.

Pre-Prereports are proof-read and administered by the Head of the Pre-Prep. Every Autumn and Summer Term, each pupil in Years 1 and 2 in the Pre-Prep will receive a report for;

- English, Mathematics, Topic, (Science in Year 2), Religious Studies, ICT, Art, French, Music, PE, Form Teacher, Head of the Pre-Prep.

Pupils in the Early Years Foundation Stage will receive a report that covers the areas of the EYFS framework. In the Autumn Term, Nursery reports will cover the three prime areas;

Communication and Language Development

Physical Development

Social, Emotional and Emotional Development

In Reception and the Summer Term for Nursery, the report also covers the specific areas;

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Report Writing: supplementary guidance and observations

- Every Autumn and Summer Term each pupil in Elstree will receive a report for:
- English, Maths, Science, French, (Latin), (Greek), Geography, History, Religious Studies, ICT (Summer only), (Learning Support), Art, DT, Music, PE, Games, (Boarding), Tutor/Form Teacher, Headmaster.
- Reports should be written into the database. They may be copied and pasted from MS Word (not MS Excel) or uploaded as a MS Excel spreadsheet.
- Font, point size and justification:
- The database will automatically make the required adjustments to take account of font and point size when the reports are printed.
- Text:
- Paragraphs are to be denoted by the omission of a line.
- There should be no omission of a line at the start of the report.

The database will automatically input the name of the member of staff; there is no need to add your name. The individual comment text, which should normally be longer than the general comment text, should, in most circumstances, be at least 100 words and not exceed 180 words.

Information to be included:

- Grades

Please follow the specified Attainment and Effort criteria for Interim and End of Term reporting.

- Content

Ideally, the report should start with a positive comment followed by a statement drawing on the grades the pupil has achieved over the past term/year. There should then be some constructive

suggestions as to how he might improve or consolidate. The report should finish with another positive comment.

It is important that the reports are personal to the pupil concerned. Clichés should be avoided. It is important to remember that parents may compare reports. The repeated use of stock phrases must be avoided. It is a very good idea to look back at a previous report and the database provides this facility.

Reports which do not fulfil the above criteria will be flagged for rewriting.

- Comments

In writing your subject report, you may wish to give consideration and make careful reference to the following areas which are listed in no particular order and are not exhaustive:

- Attitude to work (positive/determined/inconsistent/negative/etc.).
- Desire to learn (enthusiastic/curious/self-motivated/etc.).
- Ability to learn.
- Speed of learning.
- Pace of pupil's work (perhaps in relation to pace required).
- Learning by heart.
- Recall.
- Security of knowledge.
- Interaction with others as part of the learning process.
- Contribution to discussion.

In writing your Tutor report, you may wish to give consideration and make careful reference to the following areas which are listed in no particular order and are not exhaustive:

- Brief academic summary – highlights/concerns.
- Involvement with extra-curricular activities.
- Recent achievements.
- Interaction with peers.
- Relationships with staff.
- General attitude.
- Personal targets for next term/year.
- Areas of responsibility.
- Behavioural issues.

- Marks

Exam percentages and class/set averages must be included in the reports for the relevant subjects.

- Proofing and preparation

A lot of proof-reading time is spent repeatedly correcting the same mistakes. Please read these notes carefully and act on them when you prepare your reports.

- Process and procedure
 - Reports are written by subject teachers and passed to tutors for an initial proof-reading which involves checking for spelling, sense and that there is a report for each subject.
 - Tutors write tutor reports and the whole document is then ready for the Headmaster to write his reports.
 - The whole report will then be proof-read by a designated member of staff.

- Deadline dates are published by the Director of Studies and are to be respected. Any problems with deadlines are best signaled in advance. Please do not miss the deadline first and explain later.
- There should be only one space between sentences. Leave only one line space between paragraphs.
- Reports consisting of one, simple sentence will not be accepted. Please read the guidance on writing reports (above) for advice on areas to consider and include.
- An apostrophising phrase or an exclamation at the end of a report will probably be followed by an exclamation mark: “Keep up the good efforts, Ernest!” or “Well done!” or “An excellent year!”
- A capital letter should be used for all subjects. Use a capital letter for Year 6, where a number rather than writing the number ‘six’ is correct.
- Cut and paste technology is discouraged. If you MUST use it, please check that the original is absolutely accurate to avoid repeated reproduction of the same mistake.

- Names

Use the pupil’s first name at least once in a report and be careful not to over-use his name; use the shortened versions on the database that should be maintained each term by the form Tutor. Check the Call-list for correct spellings of preferred names.

If you write a comment directed at the pupil, separate his name from the rest of the sentence with a comma: An excellent term’s work, Archibald.

- Common linguistic errors. Particular care should be taken with the following common errors.
- Incorrect use of apostrophe
- Common misspellings practise/practice (verb/noun)
- Advise/advice
- Focused/focussed for choice, use focused, but be consistent
- Effect/affect programme of study/computer program
- Realise/realize; avoiding US spelling with a ‘z’
 - Split infinitives (keep “to” and verb together where possible)
 - Prepositions at the ends of sentences
 - Overuse of adverbs
 - Overly familiar or colloquial vocabulary and register
 - Contractions
 - Exam/Examination; “exam” is acceptable but be consistent.
 - Student/pupil; please use “pupil” or “pupil”, as appropriate, but not “student”

22. Parents’ Evenings

Each form has one parents’ evening per year. These evenings are important for the exchanges that can take place. The best discussions benefit teachers as much as they inform parents. Pupil progression is at the heart of the discussion. Clear steps forward should be articulated by the teacher. The dates of the parents’ evenings are published well in advance in the termly calendar. The evenings last from 18.15 until around 21.00. Staggered times for appointments are arranged by the Director of Studies and communicated to parents up to three weeks before the event. It is essential that the evenings get off to a prompt start with colleagues seated at their tables and ready for their first appointment.

All teachers of a form where parents are attending are required to be present at these evenings. Permission to be absent from an evening may be sought in advance only by formal request to the Headmaster.

There are also informal meetings between tutors and parents during the early part of the Autumn Term. In advance of such meetings, tutors will have read their pupils' files and discussed each individual pupil with those who have taught him in the past in order to set targets for the pupils and communicate these targets to the parents. These targets should be reviewed in the final, written report.

Pre-Prep parents' evenings are arranged and administered by the Head of the Pre-Prep. There is a parents' evening each term for each year group.

In addition to the parents' evenings, parents are encouraged to be in touch with the school whenever the need arises, usually in the first instance by making contact with their son's tutor.

Good relations with parents are key to successful management of a child's progress. Parents should be kept well-informed of strengths and weaknesses and be confident that teachers are caring for their child. Regular review is essential and clear targets should be routinely communicated to the parents.

23. Rewards, Sanctions and Discipline

There are three major and more immediate ways of commending pupils: stars (+1/2/3), commendations (+5), distinctions (+5); and two for disciplining: demerits (-3) and conduct marks (-5).

Stars are awarded for good work or behaviour, thoughtfulness or setting a good example. Staff enter stars in the database. If a pupil has exhibited great kindness or truly exemplary behaviour he may be given a commendation that counts for five stars. This is entered in the database in the same way. Double and triples star allow more flexibility in supporting praise for good work etc.

Pupils who produce work of an exceptional standard may be awarded a distinction. This counts as five stars towards his House. The Headmaster is available at Monday Second Break to sign work recommended for a distinction.

Each member of the winning House of the week who has earned a star and not gained a conduct mark receives a 'chocolate treat' during Second Break on Monday. At the end of each term, the winning House is rewarded with a trophy and celebratory "Half Holiday".

Where a pupil's behaviour is deemed unacceptable, he may be awarded a conduct mark. This counts as five stars taken away from his House. For unacceptable work, the usual sanction is a detention. The member of staff will enter the reason for the conduct mark on the database. Pupils who receive three or more conduct marks in a week will be in Headmaster's detention on a Wednesday. These pupils are also seen by the Headmaster. If the behaviour of a class warrants it, a teacher may make use of a 'Keep In' and require the class to return for a short period of extra teaching, depriving them of their free time.

Form Teachers keep a record of a pupil's stars and conduct marks from the database and the total for the term appears on the end of term report. Pupils who persistently offend are dealt with by means of a report card or some other sanction that is appropriate.

Parents and staff are able to find the information relating to rewards, sanctions and discipline on the intranet.

At the discretion of the Headmaster or Deputy Headmaster, Headmaster's detention may also be used for particularly serious misdemeanours, taking place at 5pm on Saturday afternoons and also during the half holiday at the end of each term. The Wednesday detention, also at 5pm is designed to be used where a pupil has been awarded 3 or more conduct marks in a week. Careful

consideration is made to avoid overuse, and to ensure pupils are not punished unduly for the same offence twice.

Staff should refer to the Behaviour Policy link for further information.

24. Transition from the Pre-Prep (Home Farm)

Every effort is made to create a whole school feel. There are plenty of opportunities for sharing and dissemination of ideas and knowledge of the pupils, marked by the process of transition from Year 2 to Year 3.

Heads of both core and non-core Departments at Elstree are strongly encouraged to consult with subject coordinators in the Pre-Prep.

Some aspects of the process of transition are indicated below:

- Every Year 3 pupil receives a companion to help him/her understand the system, shape of the day and geography of the new site. This is organised by one of the Year 3 tutors.
- A new pupils' day in June for all pupils moving up from Year 2 or joining from other schools.
- Liaison between Year 2 and Year 3 Teachers (particularly in the Summer Term/Summer Holidays)
- Automatic transfer of pupils' records/profiles on the whole school database.
- Book Review/Parents Evening/Information Morning in the Autumn Term
- A FAQ session held for all Year 3 parents early in the Autumn Term.
- Scrapbooks and Year 3 Video Diary for informing parents
- Use of Elstree facilities: McMullen Hall, Swimming Pool, Dining Hall, Sports Hall.
- Shared Morning Prayers, e.g. Harvest Festival and Nativity
- Shared occasions: Carol Service, Sports Day, Junior Play (Elstree), Nativity Play (Pre-Prep).

Staff should refer to the Transition Policy for further details