Peponi School

Curriculum Policy, 2017 – 2018

Introduction

Peponi School's Mission Statement

Peponi School is founded on Christian principles. It was established in 1989 to be a first-class co-educational boarding school, based on what is based in the British Independent School system.

Our aim at Peponi School is to develop the whole pupil within a caring community. To impart to them the values and skills that will enable them

- To develop the whole pupil within a caring yet demanding community.
- To impart to them by means of the challenges provided by the community, those values and skills that will enable them:
  - To develop a sense of self confidence, self-reliance and service;
  - To think independently, enabling them to choose the right and the good while discarding the bad elements they encounter in life;
  - To enjoy the challenges and demands of learning not just academically, but also in the athletic, pastoral and social fields;
  - To be aware of the holistic nature of their education, its requirements of the individual to interact with the community and its expectations of excellence;
  - To appreciate the value of difference while strengthening an awareness of their own distinctiveness;
  - To provide the milieu where an awareness of the value of the spiritual and creative element of life may grow and strengthen.

Peponi School is an international, multi-faith and multi-racial school where the pupils are taught tolerance and respect for those they may consider 'different' to themselves, so that they may succeed in the integrated community at Peponi and in the world at large.
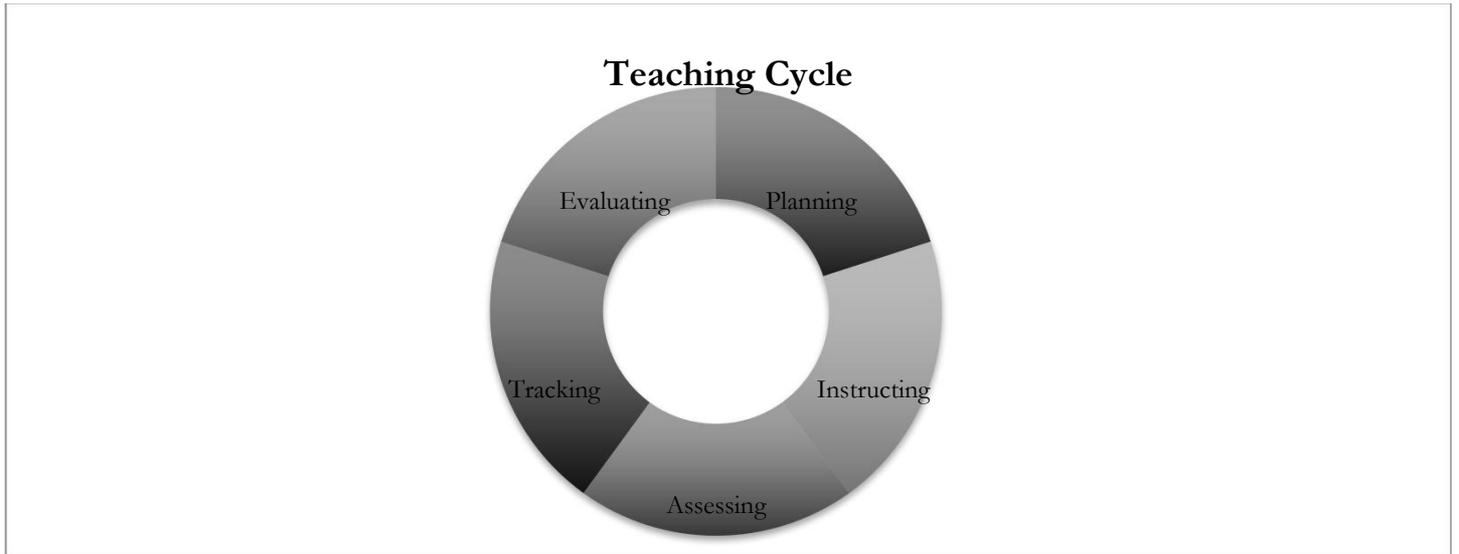
Peponi School's Curriculum Goals

The Peponi Curriculum is designed to meet the needs of pupils, while fulfilling the aims of the School as stated above. It is structured so as to deliver relevant, contextual and engaging goals. Ultimately, the School's Curriculum Goals are to support all pupils to realise their full potential, academically, athletically, pastorally and socially. It is expected that this will be achieved through the provision of excellent planning, instruction, assessment, tracking and evaluating of all lessons.

The aim of this handbook is to guide teachers of the School on the provision of an excellent learning experience for the pupils. It is intended to support the coordinated development of learning and teaching strategies. The document is divided into five areas considered to be principal to outstanding pedagogy, the teaching and learning cycle:
- Planning – design, purpose and intention;
- Instructing – communication, direction, delivery, supply and provision;
- Assessing – question, measure, test and examine;
- Tracking – appraisal, measure, report and analysis;
- Evaluating – appraisal, ameliorate, acknowledge and celebrate.

The areas are in sequential order, but are indistinguishable, with facets of one merging with the next. Therefore, it is expected that subsequent areas cannot be conducted expertly without the full implementation of previous areas. The process is considered to be annually cyclical, with evaluating leading back to improved planning. It is expected that this cycle will be conducted for each subject in each year group taught.

Teaching Cycle

Peponi School's Teaching Aims

Peponi School is a learning community, where teachers and pupils alike, aspire to foster a love of learning and understanding. Both the curricular and extra-curricular provisions are seen as important elements to reach our aims and are required to achieve life long learning. This policy, therefore, places learning at its core as a means to meeting individual goals. Pupils in the junior school (Years 9 to 11) follow a broad curriculum, which aims to develop a wide range of skills, including mathematical, scientific, technological, social, physical, aesthetic, creative and linguistic education. Current affairs, ethics, politics, as wells as Spiritual, Moral, Social and Cultural (SMSC) education are delivered through timetabled Religious Studies and PSHE sessions, as well as being integrated into the core subjects and values of the School.

Peponi is not an academically selective school, however, academic rigor and a love of learning is core to achieving the aims of the School. Teachers aim to develop, through high expectations, the potential of every pupil. Pupils learn what is needed to prepare fully for public examinations and are expected to aim high, and attend universities overseas.

With regard to the curriculum, teachers are expected to achieve the following:
- Create active schemes of work, that are continually reviewed and perfected;
- Plan and teach lessons that inspire, challenge and engage pupils;
- Plan and implement assessment that accurately evaluates each pupil's ability and allows for subsequent differentiation;
- Demonstrate excellent subject and syllabus knowledge, and promote the value of scholarship; and
- Manage behaviour to ensure that the values of the School are met in every lessons.

Teacher Standards

The following is taken from the Department for Education Teacher Standards September 2012. The standards provide the framework for what is expected of all teachers at Peponi School.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:
1. Set high expectations which inspire, motivate and challenge
- *establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

2. Promote good progress and outcomes by pupils
- *be accountable for pupils' attainment, progress and outcomes*
- *plan teaching to build on pupils' capabilities and prior knowledge*
- *guide pupils to reflect on the progress they have made and their emerging needs*
- *demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching*
- *encourage pupils to take a responsible and conscientious attitude to their own work and study.*

3. Demonstrate good subject and curriculum knowledge
- *have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings*
- *demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship*

- *demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.*

4. Plan and teach well structured lessons
- *impart knowledge and develop understanding through effective use of lesson time*
- *promote a love of learning and children's intellectual curiosity*
- *set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired*
- *reflect systematically on the effectiveness of lessons and approaches to teaching*
- *contribute to the design and provision of an engaging curriculum within the relevant subject area(s).*

5. Adapt teaching to respond to the strengths and needs of all pupils
- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
- *have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these*
- *demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development*
- *have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

6. Make accurate and productive use of assessment
- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

7. Manage behaviour effectively to ensure a good and safe learning environment
- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

Planning

Aims

The aim of this section is to provide clear guidelines to all teachers on the intentions of teaching and learning, where the following is considered:
- content to be covered and skills to be developed,
- prior knowledge of pupils and level/ability of pupils,
- time available and time of year,
- peer support and age/attitude of pupils,

- resources available and
- country context.

In addition, the purpose, expectations and goals are defined ahead of teaching and learning, using levels of attainment and progress, so that pupils are motivated and challenged according to their individual abilities.

It is the Senior Leadership Team's (SLT); specifically the Director of Studies (DoS); responsibility to provide timetables and classroom allocations, as well as to maintain high expectations of pupils and teachers. It is also the role of SLT; specifically the Director of Teaching and Learning (DoTL); to ensure that the classroom is well resourced in order to deliver modern and up-to-date lessons.

Timetable

The Peponi School timetable is based on a 40-lesson week. Each day includes eight forty-minute lessons. The School runs on a fortnight cycle, with the first week known as 'Week A' and the second as 'Week B'. Pupil registration is conducted every morning. The timings run as follows:

	Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**
7:00am	Day Pupils Arrive / Music Practices								
7:30am	SLT Briefing								
7:45am	CR Briefing		Morning Registration and Prayers						
8:00am	School Assembly & Tutorials		Tutorials		Tutorials		Tutorials		Tutorials
8:20am			Lesson 1						
9:05am	Lesson 2								
9:50am	Lesson 3								
10:30am	**Break**								
10:50am	Lesson 4								
11:35pm	Lesson 5								
12:20pm	Lesson 6								
1:00pm	**Lunch**								
1:45pm	Activities								
2:30pm	Lesson 7	Year 11 & VI Form Games	Lesson 7	Year 9 & 10 Games	Lesson 7	Year 11 & VI Form Games	Lesson 7	Year 9 & 10 Games	Lesson 7
3:15pm	Lesson 8		Lesson 8		Lesson 8		Lesson 8		Lesson 8
3:55pm	**Break**								
4:15pm	Activities								
5:15pm	Day Buses Depart								
5:15pm	Activities								
6:15pm	Late Buses Depart								
6:30pm	Supper for Years 9, 10 & 11 / Roll Call for VI Form								
7:00pm	Roll Call for Years 9, 10 & 11 / Supper for VI Form								
7:15pm	Start of Preparation for Years 9, 10 & 11								
7:30pm	Start of Preparation for VI Form								
8:45pm	End of Preparation for Years 9 & 10								
9:15pm	End of Preparation for Year 11								
9:30pm	End of Preparation for VI Form								

Lesson Allocations by Faculty

The following is the current breakdown of lessons:

Faculties	Number of Year 9 lessons in a fortnight	Number of Year 10 lessons in a fortnight	Number of Year 11 lessons in a fortnight	Number of LVI lessons in a fortnight	Number of UVI lessons in a fortnight
English (two subjects)	10	10	10	15	15
Mathematics	9	10	10	15	15
Science subjects (total)	15	18	18	15	15
Humanities	10	7	7	15	15
Vocational	9	7	7	15	15
Modern Foreign Language	14	7	7	15	15
PSHE/ Study / UCAS	3	4	4	-	2
Games	8	8	8	8	8
Learning Support	(12)	(7)	(7)	-	-
Total	**78**	**78**	**78**	**78**	**78**

Year 9

Pupils in Year 9 join the School predominantly from Peponi House Preparatory and Kenton College. A few pupils also join the School from Cavina, Braeburn, Banda and a number of schools offering the 8-4-4 education system.

Pupils are invited to sit scholarship examinations in January for the following scholarships:
- Academic
- All-Rounder (elements of academic and two from the following)
- Art
- Drama
- Music
- Sport

Pupils who do not sit Common Entrance examinations at their preparatory or primary school attend a calendared entry examination day. Pupils sit exams in the following:
- Mathematics
- English
- Science
- Language

At the end of Year 9 pupils are guided to choose IGCSE subjects. This is discussed in the next section.

Years 10 and 11

Years 10 and 11 pupils study six compulsory subjects: English Language, English Literature, Mathematics, Biology, Chemistry and Physics. In addition, pupils choose four subjects from four option blocks. The IGCSE Options Booklet and the IGCSE Choices Evening supports pupils to choose. In addition, Drama, Religious Studies and Business Studies taster lessons are timetabled during the time allocated to choose subjects.

It is expected that pupils choose at least one Modern Foreign Language and one Humanity subject from these option blocks. The option blocks change from year to year and are built into the timetable, based on the choices of the majority of pupils. Pupils who have been receiving Learning Support from the Crane Faculty in Year 9 may opt to take one less subject but are normally encouraged to start with the full quota and drop a subject in the first term of Year 10 when they have a better idea of what is expected in the different courses.

The Sixth Form

Lower Sixth pupils choose four subjects. The timetable is built around a 4½ block system which allows for some private study in the library and for resits in Mathematics or English as required. from five option blocks.

Upper Sixth pupils 'drop' a subject, leaving them to study three A2 subjects. Pupils complete study sessions in the library during the lessons of the option that they no longer follow.

Syllabus'

IGCSE

Syllabus' are followed according to the following rubric:

Subject	Examination Board
English	CIE
Drama	CIE
Mathematics	Edexcel
Biology	Edexcel
Chemistry	Edexcel
Physics	Edexcel
History	CIE
Geography	CIE
Business	Edexcel
Religious Studies	Edexcel
Modern Foreign Languages	CIE
Art and Design	CIE
Music	CIE
ICT	CIE
Physical Education	CIE

A Level

Syllabus' are followed according to the following rubric:

Subject	Examination Board
English Literature	CIE
Mathematics	Edexcel
Further Mathematics	Edexcel
Biology	CIE
Chemistry	CIE
Physics	CIE
History	CIE
Geography	CIE
Business Studies	CIE
Economics	CIE
Religious Studies	Edexcel
Psychology	CIE
Modern Foreign Languages	Edexcel
Art and Design	Edexcel
Music	CIE
IT	CIE
Physical Education	Edexcel

Cross-curricular links

Faculties are expected to share their programmes of study with the Director of Studies (DoS), so that common topics can be mapped to be delivered in tandem in order to develop pupil knowledge and skills leading to scaffolding and progression. Cross-curricular priorities can also be taught by specialists, with faculties supporting the instruction where necessary.

Risk Assessment

It is the Headmaster's responsibility to manage health and safety throughout the School. HoF will, as a result of their leadership role, be required to undertake risk assessment, however, this does not mean that a HoF is liable for any accident which subsequently takes place. Teachers will be expected to report hazards and risks, where the definitions of 'hazard' and 'risk' at Peponi School are:
- hazard means anything that has the potential to cause harm, for example chemicals, electricity or working from ladders;
- risk is the likelihood, great or small, that someone will be harmed by the hazard.

Instructing

Aims

The aim of this section is to provide clear guidelines to the teachers on the expected approach to delivery. Instruction is a part of a dynamic interrelationship with both planning and assessment. The specific intentions of the programme, the outcomes, must be defined in the schemes of work so that every pupil accesses the curriculum. Schemes of work are expected to be active documents that are stored on the staff shared drive and are continually updated and improved based on reflection and evaluation.

Schemes of Work

The scheme of work (SoW) is developed to be a flexible tool that allows teachers to develop lesson plans while considering the different starting points of the pupils; the varying academic abilities and needs of the pupils; and the variance in maturity, culture, sex and development of the pupils—leading to inclusion of all pupils.

The programmes of study and the examination board SoWs should act as the stimulus for HoFs and their teachers to develop their own SoWs.

The key principles involved in developing a SoW include:
- Reference to lines of progression in both the planning and the delivery;
- Preparing of challenging and focused aims and objectives;
- Coverage of the key processes and concepts;
- Blending of learning objectives that leads to pupil enquiry;
- Use of resources and support staff to effectively motivate pupils and deliver valuable lessons; and
- Utilisation of both summative and formative assessment.

The key elements to be included in a SoW:
- Syllabus reference
- Year Group
- Topic
- Ability Grouping
- Term and Week (timing)
- Expected prior knowledge
- Objectives or outcomes
- Methods of delivery
- Key skills
- Activities

- Opportunities for ICT, numeracy and literacy
- Reference to social, moral, spiritual and cultural (SMSC) development
- Assessment
- Differentiation
- Vocabulary
- Health and Safety
- Cross-curricular Links
- Resources
- Opportunities for Reflection and Proposed Improvements.

Lessons

Teachers are expected to individualise and specialise their lessons, according to the specific learning needs of the pupils. Pupils with dyslexia, ADHD, English as an additional language (EAL) and those that are gifted and talented (G&T) are supported by the Learning Support Faculty. To accommodate these pupils, teachers are expected to:

- Consult with the Learning Support Faculty (The Crane) and develop methods in conjunction with the faculty;
- Provide additional learning materials specific to the needs of the pupil;
- Monitor achievement/improvement; and
- Encourage pupils to manage their own learning needs.

In addition, teachers are expected to be aware of the medical, religious, social and academic backgrounds of those they teach.

The key principles involved in developing lessons plan include:

- Reference individual pupils needs according to their SENs, medial or religious needs;
- Preparing of challenging and focused aims and objectives;
- Coverage of the key processes and concepts;
- Blending of learning objectives that leads to pupil enquiry;
- Use of resources and support staff to effectively motivate pupils and deliver valuable lessons; and
- Utilisation of both summative and formative assessment.

The key elements to be considered every lesson are:

- Date
- Lesson (which lesson in the day)
- Room
- Size of group
- Number of boys and girls
- Year group
- Lesson preceded by
- Lesson followed by
- SEN and EAL pupils
- Syllabus reference
- Lesson content/context
- Homework
- Notes from previous lesson
- Aims
- Objectives
- Differentiation
- Timing
- Activities
- Materials and resources needed
- Key skills
- Opportunities for ICT, numeracy and literacy
- Reference to social, moral, spiritual and cultural (SMSC) development

- Assessment.

E-Safety

At Peponi School we are aware that our pupils interact with new technologies such as mobile phones and the internet daily. We therefore endeavour to develop in our pupils' skills and attitudes that equip them for an increasingly technological society. The exchange of ideas, social interaction and learning opportunities are beneficial.

We also acknowledge that the internet and social media can occasionally place our pupils in danger and we consider the safety and security of pupils and Common Room Members when using ICT equipment and services to be crucial. The School will therefore put measures in place to ensure a high standard of e-Safety.

The School will use a comprehensive ICT equipment and services usage protocol to ensure the consistent, acceptable use of ICT and the safety of Common Room Members and pupils.

Key E-Safety Measures

- Sophisticated internet content filtering systems to protect users from inappropriate content when browsing the internet including safer search engines.
- Email filtering to protect users from inappropriate content.
- Monitoring and management tools for teachers, to ensure pupils' ICT use is supervised from anywhere in the classroom
- The teaching of e-Safety knowledge and skills within the ICT curriculum.
- Access levels to the internet will be reviewed to reflect the curriculum requirement and age and ability of the pupils. It is school policy that pupils will be supervised at all times when using the school's internet.
- Pupils will be given clear objectives for internet use.
- Pupils will not be allowed to access public chat rooms.
- If Common Room members or pupils discover unsuitable sites the URL (address) and content will be reported to the Housemaster and Head of Year immediately.

In addition, the following rules are in place to safeguard pupils:
- Pupils must not interfere with the work of other members of the school community or the school's ICT operating systems and infrastructure.
- Pupils must not download, create, store or transmit material which is offensive, obscene, indecent, pornographic, defamatory or which infringes copyright.
- Pupils must not transmit any messages or prepare files which appear to originate from anyone other than themselves.
- Pupils must not gain or attempt to gain unauthorised access to other people's files or facilities, or services accessible via local or national networks, or transmit any confidential information about the School or its members.

Pupils must not send any message internally or externally which is abusive, humiliating, hostile or intimidating; all emails and messages should be courteous.

Social, Moral, Spiritual and Cultural Development

As a multi-cultural, multi-ethnic school, it is imperative that all teachers foster a spiritual, moral, social and cultural core to their teaching. As stated by the UK Department for Education (DfE): *all National Curriculum subjects provide opportunities to promote pupils' SMSC development … a significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities* (2011).

The following is taken directly from the DfE website to guide teachers in the provision of SMSC learning:

Spiritual development: Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral development: Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development: Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Cultural development: Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

As outlined by the Post-Threshold, Excellent Teacher and Advanced Skills Teacher Standards: *The class is one in which pupils feel welcome and valued. There is a stimulating culture of scholarship alongside a sense of mutual respect and good manners. The Master Teacher has an excellent rapport with classes and with individual pupils* (2012).

Teachers need to be conscious of their responsibility to encourage pupils to develop their own understanding, opinions and beliefs. Teachers may share their opinions with their pupils, but must make it clear that it is their opinion. In addition, teachers must share the opinions of others and remember to consider the needs of every pupil in the classroom. Political and cultural insensitivity can leave deep scars in the malleable personalities of the pupils. Teachers are responsible for fostering pride in religious, cultural, economic, national and sexual diversity.

Attendance

At Peponi, all teachers are expected to enter pupil attendance into the School's database system (3Sys) during the course of the lesson, and not later than five minutes after the lesson. When a pupil does not attend a class and the teacher is unaware of the reason for the absence, the teacher is expected to email the tutor, housemaster and the reception (info@peponischool.org) as soon as the lack of attendance is apparent.

The following are the expectation of pupils with regard to attendance, and is taken from the Peponi School Attendance Policy, June 2014:
- Pupils must attend all timetabled activities including lessons, study periods, clubs, activities, assemblies and registrations, and all mealtimes.
- Punctuality and promptness are expected for all activities.
- If at all possible, external appointments should not be made for pupils during school hours.
- As a matter of good manners, pupils who know they will be missing a lesson, sports session or activity (if, for example, they have a music lesson) must obtain permission from their teacher in advance either by personal approach or by e-mail.
- All absences must be explained by a written note or telephoned message from parents, guardians or boarding staff. The school must be advised of the whereabouts of all pupils during school hours, whether or not a pupil is on the school campus.
- It is expected that pupils will keep to the term dates and pupils who live abroad should organise their travel arrangements sufficiently early to ensure that early departure or late return is not necessary.

Preparation and Homework

Setting Preparation and Homework

Teachers are expected to set *Preparation* (prep) for all pupils. Pupils in Years 9 and 10 have a specific prep timetable for each subject. All Year 9 pupils are expected to complete a minimum of 7 hours of preparation a week. This includes at least 1 hour of English and Mathematics each; ½ hour of each of the sciences; ½ hour of each of the languages; ½ hour History and Geography; and ¼ hour of every other subject per week. English and Mathematics are timetabled four times a week, the Languages are timetabled three times a week and all other subjects once a week. This timetable is a guide for teachers and not for pupils. Teachers may set the preparation on a day other than stated below, and pupils need to manage their time to complete that preparation on the given day.

All Year 10 pupils are expected to complete a minimum of 10 hours of preparation a week. This includes 1½ hours of English Language, English Literature and Mathematics each; and at least ¾ of an hour for every other subject. Pupils will have to find some time, outside of formal evening prep', in which to complete the work set. This timetable is a guide for teachers and not for pupils. Teachers may set the preparation on a day other than stated below, and pupils need to manage their time to complete that preparation on the given day.

Year 11 pupils are given prep' by teachers on a daily basis. Pupils are expected to manage their time effectively to complete all work set. Timetabled prep for Year 11 pupils is for 120 minutes per day from 7:15pm to 9:15pm Monday to Thursday, and at least 240 minutes over the weekend.

Sixth Form pupils do not have a set timetable for preparation. Teachers are expected to set work every day. Pupils are expected to manage their time to effectively complete all work set. Timetabled prep' for Sixth Form pupils is for 120 minutes from 7:30pm to 9:30pm Monday to Thursday.

Preparation Rules on Campus

The following is taken form the Preparation document:

Start of Preparation

Preparation will be held in the Maathai Block. Pupils are to be ready for prep before the start time of 7:15pm, in the case of years 9 and 10, and 7:15pm for Year 11. They are to have all required correct books and materials. Prep will start punctually at the stated times – there is no exception and all those who are late will be placed in detention. Once prep has begun there will be a formal roll call for that particular room and there is to be no communication between pupils. The lists of pupils that can be expected in prep in each room are in the registers that are kept in the Library. Pupils may be absent from prep (they may not be in School) but pupils that are not on the room list are not to be let in.

During Preparation

There is to be no movement whatsoever after the first ten minutes. Nobody is to be given leave to go to the lavatory. Laptop or tablet use is currently being reviewed. Currently they are not to be used. Any exception must have a specific note, signed by a member of Common Room, which outlines the nature of the work to be completed. Members of Crane must have specific permission. Prefects on duty may use their laptops.

There is no group work. All group work that is set is to be completed during the Lunch Break and during free time. Music may be listened to through headphones. It must not be distracting to any other person and must be on a smartphone, iPod or similar. Laptops and tablets cannot be used for this purpose. Use of a smartphone during prep for any other reason will lead to its confiscation. If all set work is completed before the end of prep, then a novel or a book of non -fiction may be read. No classroom door is to be shut. Supervision of prep is the responsibility of the member of Common Room on duty; they may delegate the supervision of a particular room to a prefect.

End of Preparation

Prep ends at 8:45pm for years 9 and 10. Pupils are asked to stand, behind their desks, and pack away all books, files etc. The room should be checked for any rubbish, papers on the floor, and other materials, that may be left out. The room should be tidy before pupils are released. Members of Common Room should escort pupils back to the Houses. Prefects can continue their prep in the library.

The VI Form

Members of the Lower VI will normally do their prep in their boarding houses. The Upper VI have the option of using the DML if they wish. Exceptionally, members of the Lower VI will need to use the facilities of the library in order to further their studies. If that is the case, the subject teacher concerned must complete the correct permission slip so that the pupil may take it to their Housemaster for approval and initialing. The pupil must take the slip and present it to the member of the Common Room on duty in the library when they arrive.

Housemasters will send lists of expected pupils (Upper & Lower VI) across to the library for registration. Library prep' should start promptly at 7:30pm. Prefects with House duties may be allowed some leeway. Prep lasts until 9:30pm for all. No-one should leave the library after prep has begun. Members of the Upper VI may choose to extend their studies in the library until 10:00pm.

Up-School Code of Conduct

All pupils are expected to follow the code of conduct below. A poster of the same should be visible in every single classroom.

1. Valuing yourself
   - Work hard, behave sensibly and safely and bring the right equipment to school
   - Wear your uniform correctly; your tie must be done up and your shirt tucked in
   - Participate in your academic school life
2. Valuing and respecting other people
   - Be tolerant and understanding
   - See opportunities to praise and compliment other people
   - Be polite and welcoming to visitors in the school
   - Sexist or racist behaviour or name calling is unacceptable
   - Be helpful
   - Do not endanger others around the School
   - Address all adults by their title
3. Exercising self-control
   - Allow others to work without interference
   - Walk, not run, inside and around the school
   - Be punctual in arriving to class, returning from breaks, and leaving
   - Listen to and take account of other people's point of view
   - Resolve disputes through discussion/dialogue, with the help of others if necessary
   - Bullying, kicking, hitting, making threats or calling names is unacceptable
4. Valuing and respecting the School
   - Respect all school property, including the buildings, textbooks and equipment
   - Keep the school clean and tidy, putting litter in bins
   - Respect work displayed throughout the School
   - Chewing gum may not be chewed
5. Valuing and respecting your own and other people's property
   - Look after and name all your own property and clothing
   - Respect other people's work and belongings (copying is theft)
6. Behaviour in the classroom
   - Line up outside the classroom with the correct equipment
   - Only enter the classroom once you are invited to by your teacher
   - You may not use your mobile phone in class unless invited to by the teacher
   - Behave in a responsible manner and with respect to your fellow pupils
   - Work at the teacher's instruction
   - Move around the classroom with as little noise as possible
   - Raise your hand if you wish to ask a question or otherwise interrupt the flow
   - Wait to be excused by the teacher at the end of the lesson; do not get up if the bell has gone

Disciplinary Procedures

White Card

At Peponi, pupils are academically monitored using a White Card. This is designed to monitor a pupil through the school day – lesson by lesson, over a period of a week.

The Academic Secretary is responsible for keeping records of sides and white cards. Further information on disciplinary procedures can be found in the policy of the same name.

Sides

This is the lowest form of discipline that a member of staff or a prefect can award a pupil. It might mean presenting a pupil with a set of lines to complete or an extra class or a departmental detention. All offences and punishments awarded will be recorded. The "sides slip" should be completed for that purpose and placed in the Housemaster's pigeon-hole. Once the offence has been recorded, Housemasters must deposit the slips in the box that is in the School Office.

Sides can be given for all minor infringements of the school rules and for poor academic performance. Late work, poorly completed preparations and classroom indiscipline can receive sides. The member of staff concerned can decide whether they feel it appropriate to speak to the Head of Year and/or the Director of Studies. If the Head of Year or the Director of Studies feels that there is a trend developing they can issue a White Card. This is designed to monitor a pupil through the school day – period by period. If a pupil receives more than three sets of sides, then a Housemaster's Detention is awarded.

Housemaster's Detention

A member of staff may determine an offence significant enough to place a pupil directly into detention. The member of staff needs to send an email to the Academic Secretary at academic@peponischool.org to place a pupil directly into detention. The email should state clearly why the pupil is being placed in detention A list will be published and sent to the Houses concerned at 4.45pm at the end of the day. Housemasters can organise the time and place for each detention and ensure that at least one hour's activity is provided. If a pupil earns more than three Housemaster's Detentions, then a Second Master's Detention will be awarded. The Academic Secretary will contact the Second Master when this happens.

Second Master's Detention

This is now quite serious and a letter will be sent to parents informing them of this award. It will outline the reasons for the award and provide some detail as to how the school views the offences concerned.

Pupils will be placed in detention on Tuesday and Thursday and in both sessions. If the concerns are academic and/or disciplinary a Green Card will be issued. This will be taken to all classes and a record of performance will be kept for each lesson and the preparation that has been completed. The Head of Year and Housemaster will monitor this procedure and report and inconsistencies to the Director of Studies and Second Master.

If this detention is award based on any other form of indiscipline, the Second Master will decide on any further action. Three Second Master's detentions can lead to a Headmaster's Detention.

Headmaster's Detention

This is very serious and it is likely to support a formal warning. The parents will be informed immediately and the offence will be discussed. The Headmaster's detention will occur on Saturday at 2.30pm and finish at 5.00pm. All pupils who are awarded this detention are expected to attend; failure to attend will have serious consequences on the future of a pupil at the school.

The pupil will also attend Tuesday and Thursday Detention in both sessions. Suitable notice will be given that a Headmaster's detention has been awarded. All parties will have at least six days' notice.

If the offences that have led to this award are academic, then a Yellow or Red Card will be issued. If the performance recorded during class and preparation are not satisfactory then, if on a Red Card, the pupil can be asked to leave the school. Parents are informed when a Red Card is issued. If the offence is not academic and considered to be serious enough for a Headmaster's Detention, then the pupil may be Gated.

Gating

A pupil can be gated for several "reportable" offences. A pupil who is gated will be isolated from the pupil body during all periods of free time. A maximum length of five days can be awarded. Pupils will remain in school uniform throughout their gating period.

Suspension

Peponi School does not suspend pupils to spend time at their parents' home. All pupils who are suspended will attend all normal classes. However, they will be isolated from the pupil body for all other activities. They will not be allowed in the school dining room and eat their meals in the staff canteen. They will remain in their uniform throughout their period of suspension.

Levels of indiscipline that require such action will always involve discussions with parents. On occasions, it might involve a period at home where the pupil can discuss the issues leading to the suspension with his or her parents.

Emergency Protocol

In each classroom, the Emergency Protocol of the School is posted. Members of the SLT are responsible for ensuring this. The guidelines are as follows:
If a child in your classroom, on the games field or under your care anywhere on the school campus, requires assistance from a nursing Sister then follow the procedure outlined below.
1. If the child requires assistance *in situ* then ring the front office and provide the following information;
   - Name of the Pupil,
   - Your location,
   - Provide an outline of the problem,
   - Provide information of any first aid that has been carried out.

2. If the child can move and there is no risk to of further injury in doing so, then follow the procedure outlined below;
   - Send the pupil to the front office – do not send them to their House,
   - Ring the office to inform them who is being sent to them.
A nurse will be called.

Assessing and Recording

Aims

The aim of this section is to provide clear guidelines to the teachers on assessment and recording. Both formative and summative assessment data is to be recorded in the School's database system (3Sys) so that pupil attainment can be tracked.

End of Michaelmas Term Test

End of Michaelmas Term examinations will take place in the penultimate week of the term. Pupils in Years 9 and 10 will sit these examinations. Lessons will continue as normal for Years 11, 12 and 13.

End of Year Test

End of Year Examinations will take place in the penultimate week of the Trinity Term. Papers are to be set with the same guidelines as given above. All modules/topics covered need to be assessed. Pupils in Years 9 and 10 will sit these examinations.

Mock Examinations

Mock Examinations will take place in the second and third week of the Hilary Term. Papers are to be set with the same guidelines as given above. All modules/topics covered need to be assessed, and papers must reflect the structure of the external examination. Pupils in Years 11, 12 and 13 will sit these examinations. Lessons will continue as normal for Years 9 and 10.

IGCSE Examinations

Pupils sit all IGCSE examinations at the end of Year 11 in the Trinity Term; except for some Mathematics pupils, who may sit the examination early, in the Hilary Term of Year 11, and some native- language speakers who may sit their examinations in Year 10. Pupils are graded from A* to G; or from 9 to 1 depending on the subject.

A Level Examinations

Pupils sit all AS and A Level examinations at the end of years 12 and 13 respectively, in the Trinity Term; the only exception to this is that some Mathematics examinations are taken in January. Pupils who need to resit their AS examinations, will do so at the end of the Upper VI in Trinity Term, along with their A2 examinations. AS and A Levels are mainly assessed through examinations, with the practical subjects of Music, Physical Education, Computing and Art using some coursework elements. Pupils are graded from A* to E.

Grading

The school uses the following grades for IGCSE end of topic tests, end of year examination and mock examinations: A*, A, B, C, D, E, F, G and U. The grade boundaries are defined by the HoF of each faculty, and should be based on examiners reports analysed over a number of years. Some new IGCSEs will be graded 9–1, rather than A*–G. Grade 9 is the highest grade, set above the current A*. The new system is intended to help provide more differentiation, especially among higher achieving pupils.

The school uses the following grades for AS and A Level end of topic tests, end of year examination and mock examinations: A, B, C, D, E and U. The grade boundaries are defined by the HoF of each faculty, and should be based on examiners reports analysed over a number of years.

Recording Assessment Data

Assessment data on all pupils should be recorded in hard copy in a mark book, in an MS Excel spreadsheet or an online learning management system. The latter two are recommended as data can be shared more easily with other teachers.

Reporting Procedures

Quarterlies

The school operates a unique system of monitoring the progress of pupils. We believe in setting high standards and by having a regular system of reporting on pupil progress whereby we can monitor their overall progress.

Every pupil receives a Quarterly Gradesheet that indicates an effort grade for each subject and an achievement grade set on the standards expected for that particular teaching set and the work produced. This means that a report is completed at the end of every two to three weeks (depending on the length of the term); this enables staff to provide feedback to their pupils on specific pieces of work and on their performance in class over a short period of time. When errors have occurred or pupils have encountered difficulties we can quickly address the problems and support the pupil to return to a more active or productive work pattern. It also enables praise to be swiftly provided and allow a consistent sense of achievement.

Effort Grade

This is awarded based on the effort made in class and in preparation work during the quarterly period. Both grades 1 and 2 are considered to be good and demonstrate a good attitude towards their studies in that particular subject. Lower grades would suggest that more attention is required, preps have been poorly done or the expected standard of effort has not been met.

Achievement Grade

This is based on the actual performance of the pupil in comparison with the academic expectations of their set during the quarterly period. It is not intended to an IGCSE, AS or A level prediction or guide. A grade A and B would suggest that the

performance is creditable and that the material covered during that period of time has been understood. Lower grades would suggest that errors have been made or topics have not been fully understood.

Examination Grade

Formal examinations for Years 9 and 10 take place at the end of Michaelmas and Trinity Terms. The examination grades given will be based on the grade indicators and grade boundaries suggested by the external examination boards, with allowance made for the age and experience of the pupils. The grade will indicate the academic potential of pupils in IGCSE examinations.

Mock IGCSE, AS and A2 examinations take place in Hilary term. These are marked using CIE and Edexcel marking criteria and the grade given will reflect the grade their performance would have been awarded by an external examining body.

End of Term Report

At the end of term all pupils will receive a Report. This will include:
>   A front page that includes the following details:
>   - Age and attendance,
>   - Cards – including detail about the nature of the card,
>   - Merits – number,
>   - Commendations – this should include detail of the work nominated and award given.
>   Tutor's Report, in the form of a letter – written to parents (not pupil) and contain the following detail:
>   - Subject by subject commentary where needed – particularly in areas of concern but also celebrating some good work. Where there is no concern – this should be said and not assumed,
>   - A summary of the tutor's feelings of how the term has gone – looking at grades only (examination detail can come later),
>   - A summary should be included commenting on the activities that the pupil has taken part in during that term. This should be positive and not negative – unless appropriate (eg areas of improvement, discipline on the field of play etc), comments on PA, MUN and other activities,
>   - General discipline in school.
>   Housemaster's Report, which can be much shorter than the tutor's.
>   Examination Report, a list of percentage results and grades awarded. There will be a tutors comment on examination performance.
>   Crane Report – by Head of the Crane Faculty.
>   Music Report – by instrumental and voice teachers.

Tracking

The aim of this section is to provide clear guidelines to the teachers on tracking. Information collected by the admissions process, The Crane, independent educational psychologist, previous schools, external examination data, internal examination data, cognitive ability assessment and both formative and summative assessment data is to be recorded in the School's database system (3Sys). This is then to be used to monitor and track pupil progress, leading to the setting of specific and realistic targets for each pupil.

3Sys

The School's database system stores all grades and reports. Teachers are expected to review this data for each and every pupil that they teach, so that they are well aware of the strengths and weaknesses of pupils. Numerical data from the system can be exported and manipulated to track pupils to a greater degree. This is generally conducted by the DoS and shared with teachers at tracking and monitoring meetings.

The Crane

At Peponi School the learning support faculty (The Crane) is staffed by two learning support assistants, and led by the Special Education Needs Coordinator (SENCO). The SENCO is responsible for:
- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers

- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including educational psychology services

The two learning support assistants are responsible for giving in-class support to pupils who have severe learning difficulties and for providing support to pupils who are timetabled for 'Crane' lessons. During the 'Crane' lessons, pupils are to be given specific

Evaluating

Lesson Observations

Members of the SLT, particularly the Director of Teaching and Learning, HoFs, members of the same faculty and members of the teaching body will conduct observations. It is expected that regular observations will:

- encourage good teaching practice;
- engage the teaching body and SLT in dialogue about effective practice;
- link staff improvement efforts with staff needs;
- allow for the assessing of areas that require improvement;
- provide a forum for the SLT to express their appreciation for the work that teachers do; and
- prepare teachers for the accreditation process

Pupil Feedback

Both the Director of Teaching and Learning and the Director of Studies will regularly conduct pupil feedback sessions. However, teachers are encouraged to prepare pupil feedback forms and circulate them regularly in order to inform and improve teaching. Pupil feedback is seen as crucial for identifying both strengths and weaknesses, and meeting the needs of the pupil.

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