



2a Curriculum Policy

UCS
HAMPSTEAD



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This policy should be read in conjunction with the whole-school Assessment Policy, the whole-school Homework Policy (both included here as appendices), the Learning Support and EAL Policies, the Safeguarding Policy, and the whole-school Development Plan.

Aims and Objectives

UCS was founded to promote the Benthamite principles of liberal scholarship and education. Intellectual curiosity, breadth of study and independence of mind combine to achieve academic excellence; they are not subordinate to it.

To that end, we aim to

- provide an outstanding academic education that promotes achievement and intellectual curiosity, and prepares highly able pupils for the future beyond school
- foster a stimulating academic environment based on exciting and inspirational classroom teaching
- emphasise the importance of subject enrichment and the possibilities offered by independent learning throughout the age range, allowing pupils to become increasingly self-directed in their study as they progress through the school
- sustain and develop a diversity of academic experience beyond the classroom that allows all pupils to engage with their academic work through a range of high-quality extra-curricular activities

To meet these aims, the UCS curriculum provides

- a broad education, based on the fundamental British values of mutual respect and tolerance of those with different faiths and beliefs
- a wide range of subject choices, which allows pupils to keep options open for as long as possible
- opportunities for subject specialism where and when appropriate
- a range of suitable subject options in order to stretch, challenge and engage highly able pupils
- subject content and delivery that upholds and reinforces the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- opportunities for academic enrichment at all levels that permit pupils to develop academic curiosity and to go beyond what is taught and learned in the classroom
- an extensive programme of sporting, artistic and other co-curricular activities

The UCS curriculum addresses the needs of SEND in all areas.

Teaching and Learning at UCS are based on the principles enshrined in our Learning Values. These are key characteristics, based on the founding principles and current aims of the school, that serve as a common reference point for pupils and teachers in guiding and developing outstanding teaching and learning. The UCS Learning Values are:

- Resilience
- Responsibility
- Resourcefulness
- Relationships

Linguistic Aspects (including Literacy)

Aim: to develop pupils' communication skills in English, and in Modern and Classical languages

Curriculum features:

- English is a compulsory subject throughout the Lower and Middle Schools, and all boys take English Language and English Literature IGCSEs at the end of Y11
- French and Latin are compulsory in the Lower School
- In Y9, all boys must study at least one Modern Language (French, Spanish, German, Italian or Mandarin), plus two more options from Latin, Greek, or any Modern Language not taken as the compulsory language
- We also offer a Gratin option, combining Latin and Greek and allowing access to GCSE in both, as an additional Y9 language option
- All boys must study at least one Modern Language for GCSE
- Pupils have a free choice in Y12 and Y13; French, German, Spanish and Mandarin are offered, as well as Latin and Greek
- Special provision is made for pupils who are bilingual in one of the languages that we teach; these boys usually sit the IGCSE in the relevant language at the end of Y9 or Y10
- For a small number of pupils, English is not the language normally spoken at home. The majority are able to cope perfectly well with tuition in English, and do not require additional help. EAL provision for a very small number is coordinated by the Head of Learning Support in line with our EAL policy
- If required, 16+ entrants are screened and evaluated for EAL assistance

Co-curricular and Enrichment opportunities:

- Modern Languages Society, Classics Society and Lower School Classics Club, Model United Nations, Lower School Modern Languages Clubs, Linguistics and Translation Competitions, Book Clubs, Minimus Scheme (pupils from Y11 upwards teach Latin to pupils from local primary schools)
- Regular overseas trips, including an annual Classics Dept. trip, and various Modern Languages trips (including a long-standing exchange with a school in Hamburg, and study visits to Antibes, Montpellier, Buenos Aires and Valencia)

- Middle School and Senior Debating
- Annual Poetry Competition and Poetry Anthology
- Bocca, a Classics/Art History Journal, published termly

Mathematical Aspects (including Numeracy)

Aim: to develop pupils' ability to calculate, to think logically, to understand patterns in number, and to be able to apply a wide range of mathematical concepts to real-life situations

Curriculum features:

- Mathematics is a compulsory subject from Y7 to Y11
- Mathematics is taught in ability-related sets in Years 9, 10 and 11
- Mathematics IGCSE is taken by all boys at the end of Y11
- In addition the top two sets also study for the OCR Additional Mathematics qualification
- Mathematics and Further Mathematics are offered as A level options, along with Core Maths as a fourth subject option equivalent to an AS, and taught over two years
- A number of Entry and Shell boys are identified to work with pupil mentors from senior years in order to provide additional one-to-one support
- Specific support is given to pupils who wish to sit STEP, MAT, TMUA or other university entrance examinations, aside from the school's higher education preparation programme

Co-curricular and Enrichment opportunities:

- Lower School Mathematics Club
- Maths Jams, hosted in the AKO Centre Classroom
- Competitions and challenges (JMC, IMC, SMC, BMO, Team Challenges, Hans Woyda, Caribou)
- After-school Maths Drop-In support sessions

Scientific Aspects

Aim: to develop pupils' scientific knowledge, skills and understanding, with a particular focus on practical skills

Curriculum features:

- All boys take General Science in Y7, and separate Sciences in Y8 and Y9
- All boys must study at least one Science for GCSE (Biology, Chemistry and Physics are on offer)
- These three Sciences are also on offer as A level subject options, plus Psychology
- Computer Science is a subject choice in Y9, and is then subsequently offered as a GCSE and A level option
- Scientific concepts are encountered through Earth Sciences in Geography, and are practically applied within Design and Technology through the manufacture of products and subsystems

Co-curricular and Enrichment opportunities:

- Olympiads and CREST Awards
- Arkwright Scholarship programme and university essay competitions
- Lower School clubs, including Dissection Society and Lower School Science Club
- Drones & Robotics Club
- Space Society, Medical Ethics Society and Biology Club, Pyrotechnics Club, Physics and Chemistry Breakfast Clubs, and Physics Jams, all run by pupils
- Shell Coding Club, AI Society and Games Programming Club

Technological Aspects

Aim: to develop pupils' resourcefulness and expertise in applications of technology, including ICT skills, as well as their ability to develop, plan, manufacture and evaluate high-quality products, and their ability to show creativity and imagination in problem-solving

Curriculum features:

- Design and Technology is a compulsory subject in Years 7 and 8, is available as an optional subject in Year 9, and is also available as a GCSE and a Sixth Form option
- ICT skills are taught through all curriculum subjects

Co-curricular and Enrichment opportunities:

- Drones & Robotics Club
- Summer Design Exhibition
- Arkwright Scholarship programme
- Entry and Shell Coding Clubs

Human and Social Aspects

Aim: to develop pupils' awareness of human beings' interaction with their environment, and how this interaction has influenced events; to study and analyse a wide range of cultural, social and ethical issues, and to consider how human beings may respond to these

Curriculum features:

- All boys study English Literature, History and Geography in Years 7-9, and have PSHE lessons in Years 7-11
- In Years 12 and 13, pupils have compulsory PSHE and enrichment lessons, known as t7 (Y12) and Six1 (Y13)
- All boys in the Entry follow a course known as Dialectics, while all boys in the Shell follow a PPE (Philosophy, Politics and Economics course), both of which are cross-curricular courses which aim to make connections between subject areas, and apply subject-specific concepts to a wide range of contemporary discursive issues
- English Literature IGCSE is taken by all boys in Y11, and History and Geography are also on offer as GCSE options
- In the Sixth Form, English Literature, History, Geography, Philosophy, Politics, Economics, History of Art, and Psychology are all offered.

Co-curricular and Enrichment opportunities:

- Amnesty Society, Debating, Gunn Club (English Literature Society), History Journal, Model United Nations, Community Action (and a wide range of charity and fund-raising activities), Jewish Society, Gender Politics Society, Economics Society, Economics Journal, The Geographer (Geography journal), Chess Club, Environmental Society, Wellbeing Society and Green Impact (Sustainability)
- Debating, including weekly in-house debates and workshops, House and Deme Debating competitions, and participation in a number of external competitions, including ESU, Imperial Schools, Cambridge Schools and inter-school debates
- Regular overseas trips in a wide range of subjects, including annual residential Geography trips and History trip, Y9 trip to the Battlefields and an annual History of Art trip
- Annual fieldwork opportunities in Geography and Biology across the key stages including field trips in the Shell, Remove, Upper Remove, Transitus and Sixth.
- Participation in a range of competitions, including Young Enterprise, Bank of England 2.0, the annual ARTiculation History of Art competition and the Hugo Chapman Art History Essay Prize Competition, and participation in a number of external essay competitions in History and Politics
- Regular library visits by guest speakers and authors

- Staff Morris Lecture series, open to all year groups
- Collaborative reading programmes jointly run by the AKO Centre and the English Department - Lower School Core Reading and "16 by 16" for the Middle School
- Library book clubs

Physical Aspects

Aim: to develop pupils' awareness of fitness and health, and to enable them to develop basic skills of physical control and coordination, as well as to develop skills and aptitude in specific sports

Curriculum features:

- The Sports provision is split into Physical Education and Games for those in the Entry, Lower Remove, Remove and Upper Remove. The PE programme develops a pupils understanding of fitness, swimming, functional movement and Game understanding (Game IQ).
- The Games programme gives the pupils the opportunity to develop with a chosen sport.
- The Entry & Shell year groups have two Games afternoons, with all others having one. The Shell year group are taught functional movement and fitness within their Games sessions.
- The Upper Remove have two games afternoons and the Transitus and Sixth have one each, plus additional training sessions throughout the week for those involved in senior sports teams.
- A full programme of inter-school fixtures is offered in a wide range of sports, with many fixtures taking place on Saturdays, and others on Games afternoons.

Sports offered:

Athletics, Badminton, Basketball, Bouldering, Cricket, Cross Country, Dance, Fitness, Fives, Football, Golf, Hockey, Horse Riding, Netball, Pilates, Rowing, Rugby Union, Squash, Swimming, Tennis, Volleyball

Co-curricular opportunities:

- Duke of Edinburgh Award Scheme
- Deme Competitions
- A range of additional sports clubs, such as the well-established Running Club and also Badminton Club, that take place before school or during lunchtimes

Aesthetic and Creative Aspects

Aim: to develop pupils' aesthetic, creative, performance and critical skills

Curriculum features:

- Music, Drama, Dance, Art and Design Technology are compulsory in the Lower School
- In Y9 pupils choose three subjects from Music, Drama, Dance, Art, Design and Technology, and Computer Science
- All of these subjects are all available as GCSE (Dance from September 2021) and Sixth Form subject options

Co-curricular and Enrichment opportunities:

- A great number of musical ensembles, including various chamber ensembles, jazz ensembles, orchestras, bands and choirs, and extensive participation in a wide range of concerts and competitions
- Annual pupil-led Deme Song competition
- Extensive provision of tuition in a broad range of musical instruments
- A great number of dramatic productions throughout the age range, including one keynote senior production each term, pupil-led productions and the Deme Drama, House Drama and Deme Dance competitions
- A wide range of clubs and societies, including Tap Club, Entry and Shell Dance Companies, Ballet Club, and a creatives club for DT (Makerspace)
- A programme of LAMDA teaching, working towards various LAMDA qualifications
- Various opportunities for pupils to involve themselves in technical theatre and backstage roles
- Regular trips, including regular theatre trips and a biennial residential trip to Stratford-upon-Avon, Music tours, an annual Drama performance at the Edinburgh Festival, Art excursions to various galleries and an annual Art trip, Classics theatre trips and an annual joint History of Art and Classics trip to Rome
- The annual Summer Art and DT exhibitions

Safeguarding

In accordance with the school's Safeguarding Policy, the school regularly and actively considers how pupils may be taught about safeguarding through the curriculum and PSHE lessons. This is in accordance with statutory guidance and ISI requirements and includes matters pertaining to safety online. This is delivered through PSHE lessons, in accordance with the schemes of work designed by the school's Coordinator of PSHE acting under direction from the Deputy Head (Pastoral), who is the school's Designated Safeguarding Lead.

Further details are given in the school's Safeguarding Policy.

Learning Support

Aims:

- To recognise and support the specific requirements of those UCS pupils with special educational needs, including pupils with EHCPs
- To maintain the school's Learning Support list, and to take responsibility for updating this list on a regular basis, and for its circulation to, and implementation by, all subject teachers
- More broadly, to promote active learning, the development of good study skills and habits, and to develop pupils' positive engagement with their studies
- To provide screening and assessment of pupils who may show signs of having a special educational need
- To identify specific areas of difficulty within such pupils' current work, and to work individually with pupils and subject teachers to address these
- To provide ongoing and more formalised one-to-one support for those pupils with SEN whose needs transcend the limits of any individual subject area
- To advise on word-processor use when appropriate in lessons, homework and examinations
- To assess and decide on access arrangements for public examinations in accordance with JCQ regulations
- To maintain close liaison with parents regarding the specific needs and progress of individual pupils with SEN

UCS is a highly-selective school, and accepts all pupils with strong academic potential, regardless of any specific learning difficulty or educational needs. All SEN at the school would therefore be objectively classified as "mild," and it is entirely our expectation that pupils identified with SEN would make academic progress in line with their potential, and the progress made by their peers without SEN. All teachers therefore are required to be aware of the particular needs of individual pupils in their teaching groups, and this information is circulated regularly via Learning Support Profiles.

However, we recognise that a small group of pupils may require more specific support with study skills and organisation in order to make the excellent academic progress we require of all of our pupils. The Head of Learning Support takes responsibility for coordinating this additional provision, liaising closely with subject teachers, form tutors, Deme and Year Wardens and parents in the process, whilst proactively monitoring the level, nature and frequency of support required.

Further details can be found in the school's Learning Support and EAL Policies.

The Head of Learning Support meets regularly with a group of link teachers, one from each

subject department, in order to ensure that best practice in supporting pupils with SEN is shared across all subject departments and teachers.

In addition, the Sixth Form Team oversees a programme of academic mentoring, in which Sixth Formers are given training to act as learning and subject mentors to members of the Lower and Middle Schools.

Academic Enrichment

Aims: to develop pupils' subject knowledge beyond the curriculum; to enable them to make links between subject areas; to develop their ability to work independently and take advantage of the opportunities afforded by independent academic research; to develop their critical thinking skills; to promote a love of learning for its own sake

Curriculum opportunities:

- Lower School cross-curricular Dialectics and PPE courses
- Extended Project Qualification (EPQ) available as an option to all Transitus students
- Transitus (Y12) and Sixth (Y13) subject enrichment/university preparation courses on Friday afternoons throughout the Autumn and Spring terms
- Academic Symposium; all students prepare and deliver a presentation at this annual event at the end of the Summer Term
- The t7 (Transitus) and Six1 (Sixth) programmes
- Middle School Academic Enrichment Programme

Co-curricular opportunities:

- Subject enrichment weeks that run each half-term throughout the year
- The staff-led Morris Lecture series, covering a wide range of subjects and topics related to the particular academic interests of academic staff
- Lower School joint Symposium with Henrietta Barnett
- Transitus and Sixth lectures

Each year the Head of Academic Enrichment compiles an Academic Enrichment Review that documents the many opportunities for enrichment offered to pupils.

Assessment

Aim: to provide a formative, positive, transparent and clearly intelligible framework, catering for all subject areas and all year groups, by which pupils, teachers, parents, form tutors, Deme Wardens and others can monitor pupils' progress and improve their learning and attainment

Banding

All pupils in Years 7 to 11 are placed into a four-tier banding system, with Band A being the highest and Band D being the lowest. This UCS Band is a holistic assessment of a pupil's overall ability based on past performance.

A guide to the banding definitions is given on the following page.

The UCS Band is allocated within 6 weeks of entry to the school, usually by October of Year 7 and, for those joining at 13+, by October of Year 9.

For pupils joining the Senior School in Year 7, banding is based on MidYIS baseline testing, reading age assessments, and entrance examination scores or Junior Branch Y6 examination results. The band is reviewed for all pupils at the start of Year 9, based on Shell exam scores and a fresh set of MidYIS baseline tests and reading age assessments.

For pupils joining the Senior School in Year 9, banding is based on MidYIS baseline testing, reading age assessments, and Common Entrance scores.

The banding placement lapses at the end of Year 11 and there is no such system in place for pupils in Years 12 and 13. For pupils in those year groups, GCSE results act as the baseline judgement.

The Assistant Head (Academic) takes responsibility for this banding process, liaising as and when appropriate with Year and Deme Wardens and the Head of Learning Support. He also has responsibility for making this information visible to pastoral staff, as it forms a vital part of the tracking and reporting system.

In doing so, he liaises closely with the Head of Learning Support to help identify those boys who show possible signs of SEN.

For reasons of sensitivity and potential misinterpretation banding information is confidential to staff and not communicated to pupils or parents.

In all cases, the allocation of a pupil to a UCS Band is intended to ensure that teachers' expectations of that pupil are never too low. Therefore, this process is not designed to "cap" expectations; rather, the banding system is designed to be a positive yet realistic judgement about pupils' likely future performance.

Further details can be found in the whole-school Assessment Policy.

Year Group	UCS Band Definition
Entry & Shell (Y7/8)	A. Excellent performance across a wide range of subjects.
	B. Good or excellent performance across a range of subjects
	C. Good performance across a range of subjects, with some areas of comparative weakness.
	D. Relatively low performance in many areas in the UCS context.
Lower Remove (Y9)	A. Excellent performance across a wide range of subjects. Should be able to attain six or more 9/ 8 grades at GCSE, with the remainder at Grade 7.
	B. Good or excellent performance across a range of subjects; should be able to attain GCSE Grade 7 in most subjects, with a few at Grade 8.
	C. Good Performance across a range of subjects, with some areas of comparative weakness; should be able to attain a mixture of GCSE Grades 6 and 7.
	D. Relatively low Performance in many areas in the UCS context; likely to attain GCSE Grade 6 or lower in most subjects.
Remove & Upper Remove (Y10/11)	A. Should be able to attain six or more 9/ 8 grades at GCSE, with the remainder at Grade 7.
	B. Should be able to attain GCSE Grade 7 in most subjects, with a few at Grade 8.
	C. Should be able to attain a mixture of GCSE Grades 6 and 7.
	D. Likely to attain GCSE Grade 6 or lower in most subjects.

Grades

At most tracking points all pupils are graded in every subject on their performance and their study habits. Performance Grades (PGs) refer to attainment on a five-point scale, with 5 (the highest) reserved for exceptional performance in a given subject. Learning Habits Grades (LHG) are awarded on a four-point scale, with 4 as the highest. LHGs are holistic grades that refer directly to our UCS Learning Values. Therefore they take into account pupils' approach to learning, and in homework, their contribution in class, their organisation and ability to meet deadlines.

When mock examinations take place, however, teachers are not required to report PGs and LHGs.

Heads of Department are asked to provide an Internal Predicted Grade for every pupil in their subject at TP5 in the Remove (Y10) and then at all key assessment points throughout Upper Remove, Transitus and Sixth (Y11-13), plus Tracking Point 1 for the Upper Remove and Sixth Form. These grades are used alongside the PGs and LHGs to provide a wider context to form tutors' and Deme Wardens' discussions with individual pupils.

Generally speaking, there are two tracking points per term, with one tracking point in the Summer Term. Each TP for each year group is followed up either by a written report home to parents (sent through Firefly), or a parents' evening, and/or individual consultations between pupils and tutors or Deme Wardens. After the first tracking point of the year form tutors inform subject teachers of any broad academic issues relating to an individual pupil by entering details into SIMS; this information is regularly updated by form tutors throughout the year. Taking this and any relevant pastoral concerns into account, certain pupils are identified by pastoral staff for compulsory and specific comments from staff at each subsequent TP. In addition, any pupil who is attending Learning Support lessons is identified for compulsory and specific comments from staff at each TP.

The Assistant Head (Academic) has responsibility for the scheduling and management of the tracking and reporting system, and publishes the schedule half-termly.

Internal examinations

Internal examinations for the Remove (Y10) are taken in the first two weeks of the Summer Term, whilst for the Shell and Lower Remove (Y8 and 9) end of year examinations are taken in the week before half-term in the Summer Term.

Mock GCSE examinations take place in the first two weeks of the Spring Term, in January, whilst mock A level and Pre-U examinations for the Sixth (Y13) are usually taken in the week immediately after the February half-term, although in 2020-21 they will take place in the two weeks either side of the February half-term break.

For the Transitus (Y12), progress tests in all subjects usually take place in late January during lessons, although in 2020-21 they will take place in early December. In addition, the Transitus have end of year examinations in the first half of the Summer Term, with resit examinations immediately after the Summer Half-Term holiday.

Homework and Marking

Setting and marking of work should be regular, and according to the homework timetables published each September for the Entry to Upper Remove (Y7-11).

All homework, as a matter of course, is set using Firefly, and is visible to parents.

Further details on the setting of homework, and on marking, can be found in the relevant whole-school policies. In addition, all departments are required to have their own specific policies which reflect the whole-school principles.

Commendations

Although in theory commendations are available to pupils at all levels of the school, in practice, they are particularly awarded to Lower School pupils. Commendations are awarded on the basis of the four UCS Learning Values. All teachers are strongly encouraged to give commendations. Pupils keep individual records of their commendations, which are also logged by their Year Warden or Deme Warden, who will award prizes to pupils achieving over a specific number of commendations in a given term.

Higher Education Advice, Careers and Subject Guidance

Aim: to provide pupils and their parents with impartial and appropriate university advice and careers and subject guidance throughout the school so that they can make informed decisions about subject choices in the Middle and Upper Schools, and applications to their preferred higher education institutions

Almost all pupils continue to university or equivalent, with the vast majority going to their first-choice institutions. University guidance and careers advice are coordinated by the Higher Education Team, under the direction of the Head of Sixth Form and Head of Higher Education.

This guidance and advice consists of a programme of activities and presentations designed to help pupils in the Transitus (Y12) and Sixth (Y13) to make informed decisions about their futures beyond UCS. These include formal meetings with parents and pupils, visits to universities and the hosting of university admissions tutors to advise on applications. The annual Higher Education Day (known as BeyondUCS day) comprises seminars, a university fair, one-to-one talks with former pupils studying at universities and presentations on internships. BeyondUCS also provides visits to appropriate institutions at the end of the Transitus (Y12) for those applying to read subjects not taught at school.

Beyond UCS: Higher Education Advice

The HE team, supported by the Transitus and Sixth Senior Tutors, Form Tutors, Deme Wardens and subject teachers, advise on applications to UK universities, with designated members of the team who advise on applications to US, EU and other overseas universities.

Information on how Sixth Form subject choices relate to potential university courses is included in our Sixth Form Courses booklet for existing and prospective pupils and their parents.

Subject guidance for Lower Remove (Y9) pupils embarking on GCSE courses and for Upper Remove (Y11) pupils moving to Sixth Form courses is handled through one-to-one interviews with Form Tutors and Deme Wardens and through parents' consultations.

In addition pupils and parents are issued with the relevant subject guidance booklets for GCSE and for Sixth Form courses at the appropriate time, and ahead of subject choices deadlines.

Academic Management

Aim: to provide opportunities for Heads of Department to discuss and consider issues relating to the school curriculum, to keep SLT and Governors informed about the academic life of the school, and to facilitate discussion regarding the evaluation and strategic future planning of the UCS curriculum

There are two main curriculum policy committees, namely Academic Board (made up of all Heads of Department, the Directors of Teaching and Learning, plus selected others, chaired by the Assistant Head (Academic)) and the Academic Strategy Group (made up of the Director of Studies, the Director of Teaching and Learning, Heads of Section, senior Heads of Department, plus other HoDs representing curriculum cluster groups on rotation and representatives of pastoral management, chaired by the Vice Master). Academic Board meets twice each term, and Academic Strategy Group usually once a month. Meetings of both committees are minuted, with minutes circulated to HoDs, SLT and pastoral staff.

In addition, the Governors' Education Committee, which has a pan-foundation remit, meets once a term.

In order to ensure close liaison between the academic and the pastoral management structures, the Deputy Head (Pastoral) attends Academic Board, while the Assistant Head (Academic) and attends Pastoral Committee.

Academic Board

Academic Board is the central forum for the management of curriculum issues, with a particular emphasis on the sharing of good practice between HoDs and their departments. It interacts with the Academic Strategy Group by identifying particular issues for further consideration; in turn, policies proposed and sketched out by Academic Strategy Group will as a matter of course come to Academic Board for further input.

Academic Strategy Group

Academic Strategy Group exists in order to filter, assess and examine proposed changes or developments in school academic policy for further consideration and discussion by HoDs. It can also act as a working group charged with generating recommendations on whole-school academic issues. As such, it is a smaller group than Academic Board and in order to perform its function effectively includes heads of section and a Deme Warden representative. Minutes of ASG meetings are circulated to all Heads of Department.

Governors' Education Committee

The Governors' Education Committee is a sub-committee of Council, and is chaired by a governor. Its membership comprises SLT members from the three schools that make up the UCS Foundation. It has a monitoring function, and SLT members make representations to the Governors' Education Committee on matters to do with the school's performance in public examinations, and in university admissions.

More Able and Talented Pupils

Aim: to ensure that full provision is made for able, gifted and talented pupils, in accordance with the overall aim of this policy to provide an education that stretches and challenges, as required to cater for the narrow ability range of our pupils

- A significant number of UCS pupils would be classed as “more able and talented” based solely on their MidYIS scores. In accordance with this, and given the highly selective nature of our admissions procedure, there are many high-achieving pupils in every teaching group. Therefore, all teachers routinely endeavour to stretch the most able within curriculum lessons, and the vast majority of subjects are taught in mixed-ability groups.
- In Mathematics, however, we have setting according to ability in the GCSE cycle, starting in Year 9.
- Enrichment is a distinctive feature of the UCS curriculum, and details of our approach are given elsewhere in this policy. Pupils compete in a wide number of competitions, both nationally and internationally, and subject societies and enrichment events provide many opportunities for pupils to hear and interact with a range of people eminent in their own particular academic and professional fields.

Transition from UCS Junior Branch

Aim: to ensure smooth transition from UCS Junior Branch to Entry (Y7) in the Senior School

Around half of the Entry (Y7) come directly from UCS Junior Branch (JB). As such, the Senior School works very closely with the JB to ensure a smooth transition for all of these boys.

- Heads of Department liaise regularly with their JB subject coordinator counterparts to inform and to advise on curriculum changes, and to coordinate schemes of work.
- In addition, the Deputy Head (Curriculum) from the Junior Branch and the Assistant Head (Academic) from both schools liaise regularly to discuss a wide range of academic issues.
- Another Senior School Assistant Head also has responsibility for curriculum and co-curricular links between the three schools of the UCS Foundation.
- The Head of Learning Support at the Senior School meets weekly with his JB counterpart to discuss pertinent issues, and individual pupils.
- All pupils on the Junior Branch Learning Support list are given individual Learning Support Plans before they leave Year 6 in order to ensure continuity of support as they transfer and transition to the Senior School
- All Y6 boys sit the Senior School 11+ examination in January each year in Maths and English. Together with other summative assessment data from the Junior Branch, results are used to construct and put in place for specific pupils APPs (Academic Progress Plans), which are focused on particular areas for development so as to ensure an effective

transition to the Senior School for those boys. The appropriateness of APPs for each boy is reviewed through the remainder of the academic year, and if necessary the APP supplemented by input from the Senior School English and Mathematics Department, who set focused work for the summer vacation between Y6 and Y7. APPs are, as a matter of course, shared with parents.

- In the Summer Term each year, there is a handover meeting between the Deputy Head (Academic) from the JB, the relevant Senior School Assistant Heads and the Head of Lower School from the Senior School, and the appropriate Senior School Year Warden to go through the academic performance, and discuss any pastoral issues, of each individual pupil.

Teaching and Learning

Aim: to ensure high standards of teaching and learning through departmental development planning based on curriculum considerations, through the sharing of good practice and through CPD and appraisal

- Teaching at UCS has, as a fundamental intention, the desire to allow pupils to acquire new knowledge, make excellent progress and to acquire the key skills necessary to facilitate effective learning. It intends to foster self-reliance and a love of learning for its own sake, as well as having a strong sense of pragmatic rehearsal that helps UCS pupils to achieve highly in public examinations.
- Teaching and Learning at UCS are guided by the fundamental British values (democracy, rule of law, individual liberty and tolerance and respect towards those of different faiths and beliefs), and our UCS Learning Values. These four key characteristics (see Appendix C) are a focus for pupils' academic growth, for effective teaching, and for the sharing of good practice amongst teaching staff.
- Whole-school Teaching and Learning initiatives are evidence-based to ensure a meaningful and positive impact on pupil progress and wellbeing. The Directors of Teaching and Learning work closely with the Head of Research in this regard.
- All teachers are required to plan lessons thoroughly, to use effective teaching methods and manage pupil behaviour appropriately, and to show in their teaching a detailed understanding of the aptitudes, needs and potential of all pupils.
- To underpin this, all teachers must demonstrate excellent subject and curriculum knowledge, use quality resources effectively to enhance learning, and use assessment to inform lesson planning and delivery.
- In addition, and separately from staff appraisal, each member of the teaching staff designs and conducts an individual project, guided by a peer mentor, which enables them to focus in depth on a specific aspect of their classroom practice, pastoral work or career development.
- All staff new to UCS follow an in-house induction programme over their first half-term

at the school, and they are formally reviewed over the course of their first three half-terms at the school.

- NQTs follow the national ISTip programme for teacher induction.
- Unqualified teachers can opt to gain Qualified Teacher Status through the Apprenticeship Programme (run by eQualitas), with a second placement at a partnership school.

An Overview of the UCS Curriculum

The school week at UCS runs from Monday to Friday, with nine periods per day, each lasting thirty-five minutes, although owing to operational restrictions in place in 2020-21, lessons are thirty minutes in length with five minutes of travel time in between lessons. Pupils have one or two compulsory sessions of Games and/or PE per week, depending on year group.

Whole-school assembly is usually held on Thursday. Lower and Middle School assemblies are held on Mondays, Transitus and Sixth Form assemblies on Tuesdays, with Deme assemblies are held on Wednesday.

Pupils in all years are allocated to forms. In the Lower School, each year group is under the responsibility of a Year Warden, who in turn is overseen by the Head of Lower School. On arrival in the Lower Remove (Y9), all pupils are allocated to a Deme, and they then stay in that Deme for the duration of their time at UCS. Each Deme is overseen by a Deme Warden, who gets to know the pupils in her/his care exceptionally well over the five-year period. In addition, each pupil has a form tutor, and the form groups are horizontal, and all contain pupils from the same Deme. Girls who join UCS in the Sixth Form join one of the six Demes, albeit in single-sex form groups within the Deme. Ordinarily, pupils in each section stay with the same Form Tutor throughout their time in that section.

The Assistant Head (Head of Middle School) oversees the academic and pastoral progress of all boys in the Lower Remove, Remove and Upper Remove (Years 9-11) and the Assistant Head (Head of Sixth Form) does likewise for all pupils in the Transitus and Sixth (Years 12 and 13).

Lower School

Boys in the Lower School follow a broad curriculum, comprising:

Art, Biology, Chemistry, Design and Technology, Drama and Dance, English, French, Geography, History, Dialectics (Y7)/PPE (Y8), Latin, Mathematics, Music, PSHE, Physical Education and Physics (NB Biology, Chemistry and Physics are delivered together as Science in the Entry (Y7))

Middle School

Boys in the Lower Remove (Y9) study all of the subjects above. However, they choose three language options from French, German, Spanish, Italian, Mandarin, Latin, Greek and Gratin (one Modern Language is compulsory) They also choose three "creative" options from Music, Drama, Dance, Art, Design and Technology, and Computer Science.

At GCSE, the core curriculum comprises English (Language and Literature), one Modern Language, Mathematics and one Science.

Boys choose another five subjects entirely according to their own interests and preferences. Boys in sets 1 and 2 for Mathematics study for the Additional Mathematics course alongside the IGCSE.

We have a "hurdle" for entry into the Sixth Form from the Middle School, details of which can be found in our Admissions Policy. In addition to this hurdle pupils are expected to achieve grade 7 (or equivalent) in any subject they wish to study in the Sixth Form (grade 8 in Mathematics). In the case of subjects offered in the Sixth Form and not offered at GCSE, we stipulate the qualifying GCSE subject and grade, e.g., Mathematics for Psychology.

Sixth Form

All pupils entering the Sixth Form choose four subjects. At various points throughout the Transitus (Y12) year they have the option to drop one subject and either continue to the end of the Sixth (Y13) with three subjects. For those who drop a subject, the Extended Project Qualification is offered as an additional option; EPQ lessons start in the Summer Term of the Transitus year.

Internal end of year examinations are held in the first half of the Summer Term of the Transitus, and play a very significant part in determining UCAS predicted grades. UCAS predicted grades in all subjects are one grade higher than a pupil's Transitus end of year examination grades.

All final A level and Pre-U examinations take place at the end of the Sixth (Y13).

The following subjects are on offer in the Sixth Form:

Art, Biology, Computing, Chemistry, Design and Technology (Pre-U), Drama and Theatre Studies, Economics, English Literature (Pre-U), French (Pre-U), Geography, German (Pre-U), Government and Politics, Greek, History, History of Art (Pre-U), Latin, Mandarin (Pre-U), Mathematics (and Further Mathematics), Music, Philosophy and Theology (Pre-U), Physics, Psychology and Spanish (Pre-U)

These courses are supplemented by various enrichment opportunities, encompassing the weekly t7 and Six1 sessions, and the Friday afternoon subject enrichment/university preparation courses.

The curriculum is reviewed regularly. A whole-school curriculum review took place in 2014-15, with a Middle School curriculum review in 2017-18 and a Lower School curriculum review planned for 2020-2021.

Appendix A: Whole-school Assessment Policy

- All departments must have an assessment policy specific to their department, setting out their methods for assessing pupils' work, providing details of common assessments and tests, and setting out mark schemes for teachers where necessary
- In every year group assessment criteria for a given subject should be applied uniformly across teaching sets
- Marking criteria and/or feedback should take into account effort as well as attainment
- All assessment should, as a principal feature, include formative feedback; this should take precedence over the award of a grade or numerical mark
- Typically, but not exclusively, the work of pupils on courses leading to a public examination should be marked according to exam board criteria
- Assessment criteria should be shared with pupils at all levels, so that marking is transparent and easily understood
- It is not the case that every piece of work should be marked. However, marking should be regular, comprehensive, logical and consistent with departmental policy and practice
- Where appropriate and possible, teachers could and should make constructive use of pupil self-assessment and, if appropriate, peer assessment
- Where teachers use electronic or oral feedback and evaluation, this must be recorded clearly in a potentially visible format
- Pupils' work should be neatly and clearly presented
- Every teacher should keep a clear and coherent record of their pupils' marks and grades
- HoDs will undertake to carry out regular work audits to ensure that teachers adhere to departmental and school policies; in addition, a work audit is carried out as part of every teacher's Teaching Performance Review
- Under no circumstances should pupils ever be put in rank order according to their marks in tests and/or homework, and under no circumstances should one pupil's test or homework marks be divulged to another –great care must be taken by teachers to avoid conveying the impression that UCS promotes academic competition amongst pupils; test and homework marks should never be read aloud to a teaching set
- As a general rule, all work should be returned to pupils either face-down, if on file paper, or with exercise books closed

Banding

All pupils in Years 7 to 11 are placed into a four-tier banding system, with Band A being the highest and Band D being the lowest. This UCS Band is a holistic assessment of a pupil's overall ability based on past performance.

Definitions of UCS bands for all year groups	
Year Group	UCS Band Definition
Entry & Shell	A. Excellent Performance across a wide range of subjects
	B. Good or excellent Performance across a range of subjects
	C. Good Performance across a range of subjects, with some areas of comparative weakness.
	D. Relatively low Performance in many areas in the UCS context.
Lower Remove	A. Excellent Performance across a wide range of subjects. Should be able to attain six or more 9/ 8 grades at GCSE, with the remainder at Grade 7.
	B. Good or excellent Performance across a range of subjects; should be able to attain GCSE Grade 7 in most subjects, with a few at Grade 8.
	C. Good Performance across a range of subjects, with some areas of comparative weakness; should be able to attain a mixture of GCSE Grades 6 and 7.
	D. Relatively low Performance in many areas in the UCS context; likely to attain GCSE Grade 6 or lower in most subjects.
Remove & Upper Remove	A. Should be able to attain six or more 9/ 8 grades at GCSE, with the remainder at Grade 7.
	B. Should be able to attain GCSE Grade 7 in most subjects, with a few at Grade 8.
	C. Should be able to attain a mixture of GCSE Grades 6 and 7.

D. Likely to attain GCSE Grade 6 or lower in most subjects.

The UCS Band is allocated within 6 weeks of entry to the school, usually by October of Year 7 and, for those joining at 13+, by October of Year 9.

For pupils joining the Senior School in Year 7, banding is based on MidYIS baseline testing, reading age assessments, and entrance examination scores or Junior Branch Y6 examination results. The band is reviewed for all pupils at the start of Year 9, based on Shell exam scores and a fresh set of MidYIS baseline tests and reading age assessments.

For pupils joining the Senior School in Year 9, banding is based on MidYIS baseline testing, reading age assessments, and Common Entrance scores.

The banding placement lapses at the end of Year 11 and there is no such system in place for pupils in Years 12 and 13. For pupils in those year groups, GCSE results act as the baseline judgement.

The Assistant Head (Academic) takes responsibility for this banding process, liaising as and when appropriate with Year and Deme Wardens and the Head of Learning Support . He also takes responsibility for making this information visible to pastoral staff, as it forms a vital part of the tracking and reporting system.

In doing so, he liaises closely with the Head of Learning Support to help identify those boys who show possible signs of SEN.

For reasons of sensitivity and potential misinterpretation banding information is confidential to staff and not communicated to pupils or parents.

In all cases, the allocation of a pupil to a UCS Band is intended to ensure that teachers' expectations of that pupil are never too low. Therefore, this process is not designed to "cap" expectations; rather, the banding system is designed to be a positive yet realistic judgment about pupils' likely future performance.

Appendix B: Whole-school Homework Policy

At UCS we see homework and home learning as important parts of the learning process. It allows our pupils to consolidate material and develop thinking skills and independent study habits; it allows our pupils to check their understanding of concepts encountered in class, and to broaden their intellectual horizons by applying existing knowledge and methods to unfamiliar contexts and materials; it helps our pupils revise for tests, examinations and assessments; finally, it allows pupils to explore subject areas further, and to undertake their own reading and research.

Homework at UCS is purposeful and focused, set in line with homework timetables for the Lower and Middle Schools, varied and interesting, and never set as a chore. Homework should always be relevant to work done in lessons, and able to be completed to a high standard within the time constraints set down by this homework policy.

To sustain these objectives, we work to pupils to enable them to develop the necessary skills of organisation. We want them to manage their workload well and maintain a healthy work/life balance. Where required, we help pupils through monitored private study periods, or by providing a supportive environment after school for pupils to work in a focused way, such as classrooms and the Enav Library.

- All homework, written or otherwise, for all year groups must be set both in lessons and on Firefly (no later than 6.30 pm)
- Homework timetables for each year group from Entry to Upper Remove are published in September, circulated to staff and shared with pupils and parents via Firefly. Homework must only be set on the day allocated and must adhere to the specific time limit for the relevant year group
- Homework should be set on all occasions; however, this does not always have to comprise written work, and it is perfectly acceptable to set guided reading, individual research into a topic and learning as homework tasks
- Where teachers share sets, e.g. in the Sixth Form, they should consult regularly regarding the setting of homework and be clear as to how this is to be organised and shared
- If a pupil consistently submits homework late, or consistently does not do homework that has been set, it is the teacher's responsibility to apply an appropriate sanction and to inform the pupil's form tutor and Deme Warden. This is particularly important for those year groups involved in public examinations, and should be done promptly
- Commendations should be awarded for work of exceptional quality in the Entry, Shell and Lower Remove
- Shell and Lower Remove will have one night per week set aside as a "READ ('Read, Extend and Develop') night," to undertake independent extension reading from a list designed to accompany the Ideas course (Shell) or made up of departments' suggestions (Lower Remove) or to catch up with any outstanding or incomplete homework from other nights

- Written holiday homework should only be set for the Upper Remove, Transitus and Sixth, although some beginners' subjects in the Lower Remove (e.g. Modern and Classical Languages) may wish to set some written holiday work from the February half-term onwards
- No written homework should be set for the Entry in the first week of the Autumn Term
- No homework should be set for the Upper Remove in the last two weeks of the Autumn Term; instead they will begin revision for their GCSE mock examinations
- No homework should be set for the Transitus and Sixth during progress tests
- Other "homework holidays" may be applied throughout the academic year, as decided by the relevant Head of Section, the Director of Studies or the Deputy Head (Academic)

The appropriate time to be spent on homework is as follows:

Entry	40 mins	2 x 20 minutes
Shell	1 hr 15	Max. 3 x 25 minutes (plus one READ night)
Lower Remove	1 hr 30	Max. 3 x 30 minutes (plus one READ night)
Remove and Upper Remove	2 hrs	Max. 3/4 x 40 minutes*
Transitus and Sixth	4-5 hrs per week per subject	

*The Remove and Upper Remove have two homeworks per subject per week, and eighteen in total timetabled across the week.

Appendix C: UCS Learning Values

UCS LEARNING VALUES



UCS provides a distinctive, liberal education focused on the individual. It aims to foster intellectual curiosity and independence of mind by encouraging students to develop as lifelong learners. Key to this is becoming an effective learner through our four UCS learning values.

RESILIENCE

Approaching your learning with confidence. Never giving up and always motivating and challenging yourself to become a better learner.

Resilient learners:

- Focus in lessons and manage distractions, thinking before acting
- Deal with difficulty positively
- Show self-belief
- Persevere when completing a task

RESPONSIBILITY

Taking charge of your learning, starting with outstanding punctuality and organisation.

Responsible learners:

- Are prepared for lessons and bring the right equipment.
- Meet deadlines
- Organise their notes
- Respond to marking to improve learning

RESOURCEFULNESS

Knowing how to develop your own academic identity and interests; capitalising on the resources available to you.

Resourceful learners:

- Pay attention to detail so that they understand issues accurately
- Apply their existing knowledge to other subjects and contexts
- Think on their feet, so they stay calm when put under pressure
- Conduct research by selecting appropriate sources and prioritising information

RELATIONSHIPS

Treating others' views with kindness and consideration, and working with your peers so that you can help others learn as well as learning from those around you.

Positive learning relationships are based on:

- Actively listening to others
- Respecting others' right to learn
- Understanding other people's thoughts and opinions
- Communicating your own thinking to help others'