THE PERSE
UPPER SCHOOL
CAMBRIDGE

Upper Curriculum Policy

Introduction

This document should be read in conjunction with the over-arching Perse 3-18 Curriculum Overview and together with the policies, procedures and documents referenced below. This policy gives more details on the Upper implementation of the 3-18 curriculum overview for Years 7-13.

Contents

Curriculum overview & objectives 2
Access, Equality and Anti-discrimination 5
Opportunity to learn and make progress for all pupils 5
General overview on pupil aptitude, needs and learning support provision 6
Meeting the needs of able children 7
Learning and Teaching 7
Health and Safety 8
Educational Visits 8
Upper Curriculum Structure Overview 9
Core education coverage spectrum: Years 7-11: 12
Departmental expectations: documentation and planning 13
Curriculum organisation, differentiation and progression 14
Homework, marking and assessment 15
Departmental assessment, monitoring and review 16
Pupil assessment, monitoring and reporting procedures 16
Cross-curricular content and skills development 18
Extra-curricular development 18
Resourcing and use of digital technology 19
Emotional development 20
Physical development 20
Spiritual, moral, social & cultural development: 21
Religious education 21
Progression and Careers Overview 22
The School Library 23

Curriculum overview & objectives

The Upper curriculum is designed to implement the aims of a Perse education, as specified in the 3-18 curriculum overview. At its heart, lies our school's vision and values:

Our purpose: **We make the future better**

We do this by being:

- An inspiring school that promotes intellectual curiosity, nurtures scholarship, and fosters a lifelong love of learning through outstanding teaching, a stimulating curriculum and by making the most of our Cambridge location.

- A caring school that supports pupils, staff, volunteers, the wider community, and the environment by maintaining high professional standards, being kind and considerate, valuing diversity and acting sustainably.

- A balanced school that harmonises the academic, pastoral, and extra-curricular to enable the growth and flourishing of young people equipped with the agency, life skills, character, responsibility, resilience and perspective needed to lead fulfilling lives.

- A philanthropic school that through fees assistance, partnerships, community projects and charitable giving, creates opportunities and provides support to those in need.

- An ambitious, innovative and reflective school that is pupil focussed and committed to high standards and continuous improvement.

Our Values

A common set of values has been agreed which define the behaviour expected of all Perse students and staff.

We value **Endeavour**



Which means we	So we
Aim high and challenge ourselves	Aim to be the best we can reasonably be
	Set high standards and value the efforts people make to reach them
Try our best and are not afraid to make mistakes	Are organised and punctual
	Develop the resilience needed to embrace setbacks as learning opportunities
	Win and lose honourably and graciously
	Lead by example

We value **Intellectual curiosity and scholarship**



Which means we	So we
Love learning, thinking deeply and being creative	Develop a lifelong love of learning, acquiring the qualities and skills needed for successful study
	Go beyond the curriculum and exam specifications
Welcome reasoned debate	Celebrate original thought, research and creativity
	Learn to communicate well both orally and in writing
	Invite challenge; listen to and value other perspectives
	Reflect on our learning to become more effective learners

We value **Breadth and balance**



Which means we	So we
Are involved, engaged and committed	Take on personal responsibility
	Learn to play our part in a team
Take full advantage of the opportunities we are given	Honour our commitments
	Broaden our horizons by trying new activities
	Find enjoyment and personal development in extra curricular learning
	Keep a sense of perspective

We value **One another and our environment**



Which means we	So we
Each play our part in creating a kind and considerate community	Are honest, kind, courteous, and caring in all we do
	Balance the needs of the individual and the community
Care for ourselves, each other, and those in need	Act responsibly to keep ourselves and others safe and healthy
	Look after the school and wider environment
	Acknowledge and appreciate the contributions of others, treat all fairly, and recognise that diversity is a strength

Qualities and Characteristics

The Perse is Cambridge's oldest and most successful 3-18 school.

Our success is rooted in our commitment to:

a. deliver an inspiring education through a stimulating curriculum, outstanding teaching and learning, independent research, our Cambridge connections, and an international outlook which promote intellectual curiosity and scholarship. These facilitate excellent public exam and university application outcomes

b. provide high quality pastoral care to meet individual needs, and support the development of happy, balanced, and considerate pupils

c. offer a rounded education, rich in rewarding extracurricular activities which provide enjoyable opportunities for pupils to develop agency, character, life skills, responsibility, resilience, and perspective

d. maintain a safe, caring, and flourishing community in which pupils develop a positive moral framework, recognise the importance of wellbeing, develop an understanding of the law, and an appreciation of the spiritual dimension to life

e. value one another through a commitment to high professional standards, integrity, kindness, care, consideration, inclusion, equality and diversity.

f. value the environment by caring for our sites, the wider environment, and by acting sustainably

g. provide high quality training, support, and encouragement for all staff to ensure ongoing personal and institutional development

h. provide means tested fees assistance to ensure The Perse is accessible, and support those outside the School through community, partnership and charitable works

i. maintain strong and sustainable finances to fund all of the above

To be at The Perse is to care. We care for our pupils, we care for each other, we care for our School, we care for the wider community and the environment, and we care about all that we do.

The Perse is an ambitious school. We encourage pupils and staff to aim high, challenge themselves, and try their best.

Our objective is to provide a curriculum which is consistent with this vision and these values, particularly with regard to three core curriculum aspects of challenge, breadth and independent thinking.

Challenge - The Upper School curriculum is designed to be broad, stimulating and demanding. Pupils are taught by subject specialists, using specialist classrooms and laboratories where appropriate, and establish good learning habits which they will take with them into further education. We aim to encourage a love of learning and the confidence and curiosity to rise to new intellectual challenges.

Breadth - A broad-based curriculum is essential for balanced intellectual development. The Upper therefore provides a wide core of GCSE subjects, including three separate sciences and at least one

modern foreign language for almost all pupils. Pupils complete language studies in German, Italian and Mandarin alongside French and Spanish in Year 8, make guided subject choices in Year 9 alongside the study of all three core humanities and then normally choose four optional subjects for Years 10 and 11 as part of a broad ten GCSE selection.

Pupils are valued as individuals who progress at different rates and require increasingly flexible learning opportunities. These include, for example, extra-curricular History, Ancient History, Art or Music GCSE qualifications for some and a range of other academic extra-curricular extension options including additional subsidised language provision, ICT certification or Drama RADA Shakespeare certification and a range of Enrichment activities. In addition, a flexible curriculum through pastoral discussion incorporates provision for pupils that would benefit from a different number of core GCSEs.

Independent Thinking **-** Perse pupils are trained to think independently and to engage constructively with a diverse and complex world. They may be reflective thinkers in one lesson and collaborative team-workers in the next. The Perse is an exciting place full of energy and ideas; we are firmly committed to embedding and developing research skills from an early age with opportunities for mini-investigations in independent year 7 study through to the Higher and Extended Project Qualifications in Year 10 and the Sixth Form.

Access, Equality and Anti-discrimination

The school's commitments and policies are outlined in:

- Admissions Policy & Procedure
- Equal Treatment Policy - Pupils
- Disability Policy – Pupils
- Inclusion, Equality & Diversity Policy

Reasonable adjustments are also covered in the following policies: Behaviour and Discipline, Educational Visits, Safeguarding and Child Protection, Anti-Bullying, Permanent Exclusion and Removal (Review procedure).

Opportunity to learn and make progress for all pupils

The school is committed to a high-quality educational provision for all of its pupils in order to facilitate continual progress and learning whilst at the school. Pupils' needs are individually assessed and, in the instances, where individual circumstances or needs are suspected of impeding or challenging pupils' progress and learning, support is provided by the Learning Support team under the Head of Learning Support. Individual Learning Support Profiles with a description of the difficulty and guidelines for support are shared with teachers and tutors to ensure appropriate support is given to those pupils through implementation of suitable teaching strategies. English as an Additional Language (EAL) provision is also included in this support framework. Lessons are conducted in English; where English is not a pupil's first language then tests are conducted on entry point to ensure that the pupil is able to benefit from the curriculum provision.

Related Documentation:

- Policy on Special Educational Needs (SEN) (or SEND) and English as an Additional Language (EAL) policy
- Learning Support Charges Policy (internal)
- Able, Gifted and Talented provision overview
- 3-18 Accessibility Plan

Extended support planning and assistance are provided through the school's pastoral structures in the event of individual circumstances disrupting a pupil's educational provision. Examples might be where a pupil is hospitalised, is unable to participate/attend all lessons or has extenuating home circumstances.

Child protection and well-being, together with the provision of a safe and ordered learning environment are central to all pupils' opportunity to learn and make progress. Related documentation includes:

- Behaviour and Discipline Policy
- Anti-Bullying Policy (Pupils)
- Safeguarding and Child Protection Policy

General overview on pupil aptitude, needs and learning support provision

The school is both selective and academic. Our intake is very able and high-achieving as demonstrated consistently by the school's baseline data alongside its annual public examination results. The school considers all Perse pupils to be *gifted* in line with a "top 5% of the national population" definition. Perse pupils have differing specific *talents* which the school seeks to nurture with particular monitoring through our pastoral framework with its low ratio of one tutor to every eleven to thirteen pupils in a tutor group. Within each taught class, staff individually identify and support the *more* and *less able* pupils (interpreted relative to that group) to cater for individual needs and ensure progress within each classroom.

Individual learning and pastoral needs present themselves across the whole of the ability spectrum: the learning support and pastoral structures at the school aim to identify and, where possible, address those needs as outlined in the respective documentation and policies.

The tutor and tutor-group system (two tutors to one form group with split tutee responsibility) is the lynchpin of the school's pastoral structure and is central to maintaining the 'personal' ethos of the school where every pupil is treated as an individual with individual strengths and needs. To further support specific pupil situations, the school has two school counsellors, providing a bookable service to pupils. There is also a strong peer-listeners scheme made up of Year 10-12 pupils who provide pupil support for a range of pastoral issues alongside staff guidance and suitable training provided and within the wider oversight and pastoral framework of the Deputy Head Pupils Development and Welfare.

School systems are in place to encourage close communication between the teachers of each pupil and corresponding pastoral or learning support staff. These systems include use of MyConcern, email notifications to tutors of merits/demerits/detentions and termly updates of academic progress.

To further support what is taught in the classroom and to allow individual pupils the opportunity to revise and review topics already covered, a number of academic subjects offer surgeries alongside revision sessions for examination years (usually during the lunch break). The sixth form also have a structured support (timetabled) lesson for those who require help with recent topics and the class teacher will 'sign' pupils up to these timetabled periods where a need is identified. Furthermore, year 12 pupils provide further support to *less able* pupils through the one to one scheme of academic mentoring.

Related Documentation:

- Policy on Special Educational Needs (SEN) (or SEND) and English as an Additional Language (EAL) policy
- Learning Support Charges Policy

Meeting the needs of able children

The Perse curriculum is designed to meet the needs of able pupils and to provide appropriate stretch and challenge for all its ability groups. Setting is used in some year groups for some subjects, where deemed beneficial, to aid differentiation by ability. The Perse curriculum often goes well beyond nationally expected levels in scope, depth and expectation. The curriculum is constantly evolving to accommodate the needs of our pupils and to add extension and enrichment opportunities. Examples of this extension can be found in:

- Departmental schemes of work and handbooks
- Year group Curriculum booklets with academic enrichment/extension opportunities

Learning and Teaching

The school ultimately judges the quality of education through consideration of the achievement & progress of its pupils. Our over-arching quality of education overview including teaching aims & expectations is outlined in the staff handbook:

Related Documentation:

- Quality of Education (Teaching) Policy.

The school monitors the implementation of this policy through:

- Annual departmental reviews (including public exam results analysis)
- Appraisal and professional development
- New staff induction programme and probationary review

Formal lesson observations (often as part of the appraisal cycle) use the National Teaching Standards as the main lesson observation criteria for forming lesson judgements:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

Related documentation:

- Teaching lesson observation and planning forms

Health and Safety

Our curriculum provision is risk-assessed with all departments considering health and safety issues in curriculum planning. Specific health and safety procedures and risk-assessments are in place throughout the curriculum where activities are individually risk-assessed and additional health and safety guidelines, regulations and procedures exist for laboratories and practical work. Educational visits are subject to separate health and safety, consent form and risk assessment procedures.

Related documentation:

- Health and Safety Policy statement

Educational Visits

The school recognises the real value to pupils of participation in educational visits including local and day trips, national residential and international residential opportunities. The school undertakes an extensive programme of educational visits each year for all year groups.

The school's aims in all conducted educational visits are to:

- Enhance pupils' understanding of curricular activities (for example, language or history studies);
- Provide opportunities to practise skills;
- Develop pupils' social skills (for example, meeting pupils from other countries and cultures).

To maintain the highest standards of health and welfare, educational visits are planned and operated in accordance with the Educational Visits Policy.

Upper Curriculum Structure Overview

Year	7	8	9	10	11
Core	English and Drama		English		
	Maths				
	Biology				
	Chemistry				
	Physics				
	PSHE (Y7-11) and Emotional Wellbeing (Y7-9)				
	PE and Games				
	Geography			Geography	Options
	History			History	
	Philosophy, Ethics and Religion (PER)			Philosophy, Ethics and Religion (PER)	
	Art and Design		Art and Design		
	Computer Science		Computer Science		
	Design and Technology		Design and Technology		
	French		French		
	Latin		Latin		
	Music		Music		
	Spanish		Spanish		
	Local Studies	Language Studies	German		
			Greek and Latin combined (Gratin)		
			Choice of 5	Drama (Short course)	
				HPQ	
				Choice of 4	

Notes

- Maths is set from Michaelmas half term in Y7 and Y9 and reviewed regularly throughout Y7 to Y11
- Language set based on prior experience: French (7-11), Spanish (7-11) and Latin (7-8)
- Some subjects are taught in half form groups: Design and Technology (7-8), Art & Design (7-8), Emotional wellbeing (7-9) and PSHE (7-11)
- In Years 7-9 pupils are provided with a list of key ICT skills/competencies to acquire. Departments cover a large number of these in integrated, allocated scheme of work activities and a feedback ICT skills assessment is completed at the end of each year
- In Year 7 there is a short weekly timetabled ICT period to help pupils adjust to and become familiar with the various School ICT systems and then develop their competencies in a range of software.
- In Year 8 Language Studies is a 3-part carousel of German, Italian and Mandarin Chinese.
- From Y10 onwards, pupils can opt-in to study Level 2 certificate in Further Maths
- In Year 11 sciences are taught in sets

Related documentation:

- Curriculum engagement booklets
- Option choices booklets

Subjects taught off timetable, Years 7 – 11

These subjects are offered through a weekly 'twilight' / lunchtime period as either an additional qualification or as a means of leveraging some flexibility for specific individuals, for example selecting two out of the three Sciences.

1. Music GCSE (one-year course completed in Y10)
2. Mandarin (for heritage speakers), Japanese and Italian GCSEs
3. History GCSE
4. Ancient History GCSE
5. 3D Art and Design GCSE

Qualifications offered at GCSE

The school offers exclusively Ofqual regulated qualifications, GCSEs, as these are subject to robust regulations which ensure standards are maintained and allow for complaints to be raised with Ofqual if the school has concerns about a qualification itself or would like to challenge the results.
The full list of available subjects and associated qualifications can be found on the school website: Academic Curriculum - The Perse School Cambridge

Sixth Form

1. Pupils are able to choose up to four L6th and U6th subjects with many pupils moving to three subjects at some point during the 6th form (those who study maths plus further maths will normally continue on a four-subject pathway). The full list of available subjects is maintained on our school website Academic Curriculum - The Perse School Cambridge
2. In addition, some pupils study AS further Mathematics, AS Greek, AS German, DELF French, DELE Spanish, GZ German, HSK Mandarin or Extended Project Qualification (EPQ) as an additional subject. A very few pupils study five subjects in the L6th including Further Maths, which designed to prolong some flexibility and breadth for the most able pupil and is achieved through reduced maths periods.
3. A grade 7 at GCSE is set as the minimum target for those nominating a subject for sixth form study although rare exceptions are sometimes made in the case of extenuating circumstances or narratives. For the study of Science and Maths, pupils are normally expected to achieve an '8' in the corresponding GCSE and for Further Maths a grade '9' at Maths GCSE is desirable.
4. In addition, some pupils elect to complete an EPQ whilst others complete a Rouse Award Independent Study Project (internal).
5. Sixth Form subjects have 14 x 40-minute periods of teaching per fortnightly cycle (15 in the U6th), normally shared between two teachers. The timetable normally delivers these in blocks of 40, 60 or 80-minute lessons.
6. Subjects follow an A Level syllabus, except for Biology which will have its last cohort sitting Cambridge International A-level exams in June 2023. After that point, all subjects will be following Ofqual regulated A level qualifications.
7. PSHE is timetabled for all 6th form pupils. This is on a fortnightly carousel where in one week each tutor group discusses a topic with a designated PSHE teacher; in the other week there is a timetabled session with the tutor for follow-up discussion or more general tutorial support.
8. Support (timetabled) periods run each fortnight and teachers can request (after pastoral discussion) that pupils attend this extra period to get assistance with consolidation and revision in their subject.

Related documentation:

- Curriculum engagement booklet
- Detailed curriculum diagram including period allocations

Core education coverage spectrum: Years 7-11:

Linguistic	English Y7-11 Drama embedded into English provision Communication, presentation and literacy skills developed in all subjects --- At least one MFL taken to GCSE French and Spanish Y7-8 (and optional Y9-11 GCSE) German (optional Y9-11 with Y9 beginner option) Language studies: Y8 introduction to culture and language in German, Italian, Japanese Extra-curricular subsidised 2-year GCSE available in Chinese, Italian and Japanese Latin Y7-8 (and optional Y9-11 GCSE) Greek (optional Y9-11)
Mathematical	Mathematics Y7-11 Numeracy & mathematical skills are encouraged in all subjects and particularly developed in sciences, computer science and design & technology.
Scientific	Three separate sciences Y7-11 Computer science Y7-8 (and optional Y9-11 GCSE)
Technological	Design & Technology Y7-8 (and optional Y9-11 GCSE) Computer Science Y7-8 (and new optional Y9-11 GCSE) Core ICT skills programme embedded cross-curricular Y7-9
Human and social	Geography Y7-9 (and optional Y10-11 GCSE) History Y7-9 (and optional Y10-11 GCSE) Philosophy, Ethics and Religion Y7-9 (and optional RS Y10-11 GCSE) Ancient History (optional Y9-11 GCSE)
Physical	Games Y7-11 PE Y7-11 PE Year 10 elective (optional)
Aesthetic and creative	Art Y7-8 (and optional Y9-11 GCSE) Music Y7-8 (and optional Y9-11 GCSE + optional extra-curricular GCSE option) Drama embedded into Y7-11 English provision Drama (Y9 one-year optional course) Drama (Y10/11 optional RADA Shakespeare certificate)
PSHE	PSHE curriculum lessons in Y7-11

Departmental expectations: documentation and planning

All academic departments maintain a departmental handbook which cover the following aspects listed below. This documentation is reviewed (often with a particular annual focus) in the annual departmental reviews between the head of department, and a member of the ELT.

Department handbooks contain, amongst other items:

- Aims and objectives
- Teacher planning and record-keeping overview
- Detailed schemes of work
- The departmental policy on pupil assessment including marking and feedback
- The departmental policy on pupil monitoring and tracking
- The departmental policy on public exam matters including controlled assessment / coursework / assessed practical or oral/listening components (as applicable)
- Extension & enrichment opportunities (often SOW embedded)
- Summary of rooms and resourcing
- Summary of past and present examination results including analysis
- The departmental development plan (linked to school development plan)
- Learning support integration
- Use of ICT in teaching
- Departmental integration with wider cross-curricular skills development or content for example literacy, numeracy, digital, cognitive, SMSC
- Departmental liaison (including primary partnerships, Prep and Pelican, HMC, open days/evenings)
- Budget proposals
- Health and safety (as applicable)

In addition, departmental handbooks may contain a range of other material including for example a departmental diary, staff biographies and roles, staff development logs, trip/visiting speaker activities, university progression, ISI report excerpts or annual review notes.

Curriculum organisation, differentiation and progression

Departments review schemes of work annually to ensure consistency and progression of content and learning. Annual or biennial 3-18 meshing meetings are arranged between related subject representatives in the Pelican, Prep and Upper schools to give particular attention to wider 3-18 subject discussion together with meshing and continuity matters in scheme of work content.

Setting is used in some subjects and year groups *where determined to be beneficial* as outlined in the curriculum notes below to facilitate more particular differentiation.

Teacher-led differentiation is encouraged and expected within every classroom as outlined in our quality of education policy. This differentiation can often be flexibly and subtly administered within every lesson and teachers are encouraged to regularly reflect on the range of simple methods that are available to deploy this within their teaching. Schemes of work are particularly designed, suiting the nature of our school, to support top-end differentiation and extension, giving teachers a range of extension opportunities, questions, material and links to stretch and challenge all pupils.

Parents are also encouraged to play a role in homework differentiation by advising pupils when a homework has taken more than 10 minutes longer than the allocated time with the parental option to ‘sign off’ the homework at that point or assist the pupil in fixing on a pragmatic conclusion.

The Perse curriculum is particularly designed to stretch the most able pupils, and to provide appropriate challenge and high expectations for all its ability groups. This often goes well beyond nationally expected levels of achievement. The school aims for academic *enrichment* alongside *extension* and we integrate opportunities into all departmental schemes of work. Parents are also provided with new curriculum enrichment booklets which outlines extension ideas to further facilitate opportunities outside the classroom.

Pupils have increasing curriculum choice as they progress through the Upper school, but virtually all pupils study Maths, English, three separate sciences and at least one modern foreign language to GCSE.

Homework, marking and assessment

Homework plays an essential role within the curriculum as a means of reinforcing, extending and enriching work done in class, as well as encouraging pupils to develop self-discipline, good study habits and the desire to extend and enrich their own learning and creativity. A homework timetable is constructed for Years 7-11 which is available on request.

Year 7*	Two pieces of homework most nights, each 30 minutes in length including a weekly Independent Study slot for a choice of mini-investigations or other options.
Year 8	Two pieces of homework per night, each 30 minutes in length alongside an option to complete an internal research programme (PPQ).
Year 9	Two pieces of homework per night, each 40 minutes length. In addition, Geography, History and RS set one longer piece of homework per fortnight (up to 1 hour) with pupils given a week to complete these.
Year 10	Two pieces of homework per night, each 45 minutes length. In addition, there is the opportunity to complete an HPQ research qualification.
Year 11	Three pieces of homework most nights, each up to 40 minutes in length but with departments encouraged to set concise pieces of work where possible.

*A carefully constructed Year 7 homework programme inducts pupils into good homework practice over the first half-term of the year with reduced homework length (20 minutes) and one less slot per fortnight in Maths and English. After half-term the full homework timetable begins. One weekly homework slot in Year 7 is provided for independent investigation in which pupils decide with their parents how best to use that time by choosing from a range of options including a mini-investigation research project, wider reading or general subject consolidation / revision.

In the Sixth Form pupils are expected to spend a total of four hours a week per subject in year 12 and five hours a week per subject in year 13 on set homework assignments and background reading and preparation.

Related Documentation:

- Staff Handbook: Homework
- Parent Handbook: Homework overview
- Current Y7-11 homework timetables

The school approach to feedback and assessment policy is complemented within department handbooks by compliant departmental policies.

Related Documentation:

- Feedback and assessment, and additional academic support

Departmental assessment, monitoring and review

The teaching & learning team construct annual subject-based tracking data of public examination results which includes year on year comparisons which cover:

- Absolute grade tracking (numbers & percentages)
- Relative grade tracking (relative to average grades received by that year group)
- Value added measurements (including use of CEM subject-breakdown data)

These are reviewed by senior management and circulated in a spirit of open discussion within heads of department, forming an important part of the discussion within the annual departmental review meetings.

Subject performance is also usefully benchmarked against corresponding subject performance by comparable school groups, in particular Magdalen and St Paul's cluster group, Haileybury, LIDS and HMC Cluster school groups, all of which share aspects of collated performance data for the purposes of mutual awareness and improvement.

Departments produce an annual development plan which includes reflection on all aspects of departmental performance, of both quantitative and more qualitative aspects.

Regular HOD meetings are used to discuss and share departmental systems, progress and initiatives.

External 'critical friends' are used, as helpful, to constructively review particular departments and provide some external opinions and input into particular or more general departmental arrangements.

Pupil assessment, monitoring and reporting procedures

Annual reviews of overall public exam data are conducted and discussed at the senior management and governor level including detailed analysis and scrutiny which takes place within the governors' Education Committee.

Analysis conducted includes:

- Overall GCSE and A-level performance (including in relation to national and independent school performance)
- Value-added performance measures (inc. CEM baseline data)
- Individual subject scrutiny
- University and progression data
- Examination procedures and appeals statistics
- Cohort analysis (sex / entry point / scholarship / SEND)

Baseline analysis is also conducted each year and scrutinised by the governors' Education Committee:

- CEM Midyis and Alis baseline data is collected through pupil testing in Years 7,9 and L6
- Baseline data is collated internally to construct and monitor year group
- Baseline individual pupil feedback is made available to teachers, tutors, pastoral and learning support staff to assist in promoting pupil awareness and differentiation needs
- Staff attention is drawn to those pupils scoring >125 and those scoring <105 in the standardised baseline results. These are not intended to act to define pupils or groups but are a useful highlighting tool to further promote differentiation and extension.

Internal end of year examination is conducted in each of Years 7-10 and Year 12 with subject tests running over the course of a week in the summer term. Results are collated centrally (into SIMS) and summaries are collated and distributed to tutors/pastoral staff to show overall:

- achievement relative to the year group cohort
- achievement relative to previous year's achievement
- achievement relative to baseline measurement

The latter assessment ensures that 'good' progress can be judged according to ability and not simply by the year group relative norm. A similar process is completed for GCSE mock exams although public exam equivalent grades are also awarded based on the marks achieved in the GCSE mocks and the end of year 10 exams which are distributed to pupils and parents.
Departments conduct continuous monitoring assessments and use the results to inform pastoral team about the progress of pupils and to facilitate pastoral discussion.

Individual pupil school reports are completed three or four times a year for most year groups and consist of a range of mediums through the year including full written reports (usually twice), subject grades, pastoral comment & self-assessment. In addition, internal grades are collated for the purposes of tracking and monitoring pupils' progress. The grading structure is integrated closely with the school values and assesses on three criteria: organisation, engagement and initiative and standard of work. The former two are colour coded and presented first on the page to stress the importance and priority of these two (which in turn, in due course, naturally develops the level of achievement). Standard of work is age dependent with a qualitative scale used at KS3, and KS4 and KS5 grading being aligned to the GCSE and A level grading scales.

Each year group has an annual Parents Evening for academic discussion between parents and subject teachers. Year 7 and the sixth form have two such evenings. Pupils, in the main, attend these evenings from Year 8 onwards to encourage a healthy 'triangle' of discussion. A separate tutorial evening is also provided for parents to listen to a talk relevant to that particular year group and to meet with their child's tutor.

Together, school reports and parent/tutorial evenings form an important part of pupil and parent progress and well-being communication.
Related Documentation:

- Upper School reporting grade descriptors
- Reports: Guide to teachers
- Master planning schedule for the academic year which includes the reporting schedule
- Pupil tracking annual overview schedule

Cross-curricular content and skills development

All departments are asked to look to contribute, where possible and beneficial, to wider cross-curricular skill development within the following identified base skill areas:

- literacy and oral communication/presentation skills
  (the latter being a specific element of literacy, including speaking and listening)
- numeracy and data
- digital and ICT
- cognitive & learning

The development of research and independent investigation skills are also considered to be a high-order element of a Perse education and the school is developing a range of embedded initiatives to build cross-departmental cohesion in this area. Alongside many subject-based exercises and competitions, examples of current opportunities also include Y7 mini-investigations, Y8 Perse Projects Qualification, Y9 research award, Y10 HPQ research and L6 EPQ / Rouse research projects.

The school appoints staff-leads with responsibilities to coordinate and develop the school-wide approach to:

- literacy & communication (Director of English & Drama with responsibility for literacy)
- digital development (Director of Digital Learning)
- research (Head of Research)

Meta-cognitive and learning skills are actively developed through the tutorial programme, the pastoral framework, emotional wellbeing and PSHE content.

Extra-curricular development

This vital aspect of school life is actively promoted within all curriculum and pastoral structures as an essential part of the broad, challenging and self-developing education that the school promotes.

Tutors actively engage with tutees' participation and feedback or encourage through the enlarged tutor comment area on school reports.

All subject teachers are encouraged to draw attention to relevant extra-curricular opportunities whenever possible, many of which also offer further academic engagement or extension options.

Perse pupils derive huge benefit and individual character development from their involvement across the extra-curricular platforms including those of sport, outdoor pursuits, music, drama and art. The school's house system also engages with these areas to add a layer of house-competition which increases pupil involvement and opportunity to participate regardless of the wide range of developed ability.

Years 11 and U6 benefit from an extensive Enrichment programme provision which takes place within curriculum time with an afternoon (2 periods in years 11 and 12 and 3 periods in year 13) per fortnight. The focus for Y11 is on self-enrichment whilst the focus for the U6 is on community and enriching others.

The school runs a mature lecture programme format called The 42 which is organised by the Co-ordinator of the 42 Visiting Speaker Programme and aims to inspire pupils and extend their thinking

by introducing them to some of the most relevant and contemporary matters of thought and research, delivered by experts in their field.

The Deputy Head and Assistant Head (Operations and Outreach) oversees the development and promotion of all extra-curricular opportunities including the school's successful and growing primary partnership scheme which is also closely connected with the Enrichment programme.

Related Documentation:

- The annual clubs and societies booklet
- The Enrichment booklet
- The 42 termly programmes
- Pupil activity and aspiration portfolios (self-logged)
- Pupil self-assessment extra-curricular involvement reflection

Resourcing and use of digital technology

The school aims to realise maximum benefit from the deployment of suitable digital resources whilst remaining judicious in its usage and aware of the need to monitor the real benefit to learning (alongside any possible disadvantages) from all use cases.

The school encourages staff and departments to relate digital deployment to the SAMR model [Substitution – Augmentation – Modification – Redefinition] in order to rationalise the purpose and level of digital engagement.

The school's approach is one of providing suites of tools for teacher and departmental usage, each of which have complementary uses and which can be deployed most beneficially with active sharing of 'what works' between staff and within departments. The school operates a constrained BYOD strategy, where pupils in the 6th form bring their own digital device and pupils in years 9 to 11 have a school-managed device with appropriate filtering and security restrictions. In addition, the Upper school has access to class sets of Chromebook, computer rooms (pc based), and sets of laptops, all of which can be booked through central resource booking utilities.

Pupils have school and home/remote access to a wide range of school services including their email, the school portal, the virtual learning environment, their personal documents area, the school calendar, fixtures and communications.

School written communication with parents is principally through Parent Portal, which integrates our school-wide communication system called PersePost (alongside personal emails or letters where appropriate). The system handles a wide-range of two-way communication ranging from school newsletters, school reports, merit congratulation letters, sports fixtures, visit consent forms and pupil option choices.

The school's lead on digital deployment is coordinated by the Director of Digital Learning in conjunction with the Director of ICT and the Deputy Head Teaching and Learning. The rationale for open engagement with a full range of technology alongside teacher and departmental sharing on route to a longer term likely full-BYOD strategy is outlined in the school's Digital Strategy overview.

The school actively supports and encourages pupil acquisition of ICT and digital literacy skills. The school is a registered Certiport centre and offers ICT accreditation (in Microsoft and Adobe

packages) through an extra-curricular route for all years and also in curriculum engagement options for Y7, Y10, Y11 and L6. In addition, an 'ICT skills' programme exists in Y7-9 in which pupils and parents are provided with a booklet of key skills (with particular departmental integration in Y7) and receive a skills-feedback assessment at the end of each year.

Emotional development

Alongside academic development, wider character and emotional development is of equal importance to the school, as demonstrated by our underlying school values. An underlying resilience alongside a freedom to 'fail' and improve through a process of repeated 'failures' is essential to a healthy education and is particularly important in a high-achieving environment in which all individual successes, often of very different types and magnitudes, need cherishing and celebrating. The school values 'one another' not just because of what we do but because of a fundamental belief in the value and worth of each individual. Emotional development and well-being: the chance to discuss and grow in small groups is firmly embedded in our small tutor-group concept; emotional welfare lessons, morning tutorial time, PSHE and SMSC content, assembly content and as an important strand/backbone to the pupil development work which all teachers partake in.

Physical development

All pupils at the Upper school have three or four Games sessions per fortnight alongside additional PE in years 7-11. Increasing choice in Games activities is added as pupils progress through the school with most pupils participating in a fixed programme for Years 7-8, with the ability to shape their own choices in Y9 upwards. Pupils in the sixth form enjoy a comprehensive programme of games/sporting activities and options which is appropriate to their needs and interests, and which complements and encourages balance and breadth to their main academic study.

Alongside the obvious health benefits that come from participating in games, there are five 'core values' which form an invaluable educational experience for all pupils who take part. These core values are teamwork, discipline, enjoyment, respect and sportsmanship.

Our games programme enables pupils to work within groups outside their regular friendship groups; to stand magnanimous in victory and gracious in defeat; shaking hands and applauding their opponents from the field; offering pupils an invaluable lesson that can be transferred to many aspects of life together with the development of inner confidence and resilience.

The aims of the Sport Department are for pupils:

- to enjoy sport at The Perse School
- to achieve success at county / regional / national levels in a variety of sports
- to have opportunity to be challenged mentally and physically and to have opportunity to compete and represent the school.
- to have the opportunity to participate in competitive sports for as long as possible in a safe way
- to reinforce good sporting etiquette

Related Documentation:

- The Sport Department Handbook
- Sporting provision information and choice requests to pupils/parents

Personal, social, health and economic education

The school's PSHE programme is designed to reflect the school's aims and ethos, educate pupils on a wide range of contemporary and relevant matters, encourage respect for all people and promote respect and a culture of tolerance and diversity.

Curriculum time is currently provided in all year groups together with visiting speaker and additional tutorial content at various points in the year.

Spiritual, moral, social & cultural development:

The school actively promotes pupil development in a wide range of SMSC matters by way of preparation for the opportunities, responsibilities and experiences of life in British society. We aim to provide full and age-adjusted coverage of the nationally identified content including

- fundamental British values
- developing self-knowledge, self-esteem and self-confidence
- learning to distinguish right from wrong and to respect the civil and criminal law of England;
- encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to locality and society more generally
- acquiring a broad general knowledge of and respect for public institutions and services in England;
- furthering tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encouraging respect for other people, paying particular regard to the protected characteristics

The school requires teachers in our quality of education policy to be aware of these wider aims and to challenge discriminatory or extremist opinions or behaviours as a matter of routine whenever or wherever encountered and to report concerns.

Related Documentation for PSHE and SMSC:

- Relationships Education and, Relationships and Sex Education Policy
- Upper School Handbook on Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC)
- PSHE schemes of work and year by year overview
- Related tutorial and visiting speaker content
- Relevant information in pupil handbooks
- Pastoral tutorial programmes
- School council minutes
- Relevant sections from department handbooks

Religious education

The school recognises the importance of a rounded human, social and spiritual education including the promotion of spiritual, moral, social and cultural development within the broadly Christian ethos and heritage of the school.

Core curriculum time is provided in Years 7-9 with a generous timetable allocation. Alongside core content coverage, the subject is also presented as a central humanities subject alongside

Geography, History and Ancient History and pupils have the opportunity to continue it into Years 10 and 11 (and beyond) as a GCSE and then A Level elective.

Religious education coverage continues for all into Years 10 and onwards through a combination of the regular spiritual and moral assembly programme, visiting speakers (including The 42 programme) and tutorial material.

In particular, assemblies are used to explore a range of topical, moral, social, educational and spiritual themes, and these may include hymns or prayers on occasions. In addition, a number of more formal Christian assemblies are held during the year in a more traditional service format including a Remembrance assembly, a Founder's Day assembly and a Carol Service. Exemptions from attending these formal assemblies are granted on the basis of religious conviction on parental request.

Related documentation:

- Upper School Handbook on Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC)
- PER schemes of work Years 7-9 (studied by all pupils in these years)

Progression and Careers Overview

The school is committed to the provision of high-quality progression and careers education and guidance for all pupils. This is most effective when delivered at formative stages as pupils progress through the school to support their higher education ambitions and career aspirations, enabling them to reflect on their options with clear and objective information and advice.

Our principles are:

- to provide impartial up to date and broad information by working closely with higher education institutions and employers, leading towards informed pupil choices which facilitate potential
- to challenge stereotyping and encourage pupils to widen their career consideration, ideas & understanding.
- to give accurate and up to date information about current opportunities
- to regularly review and evaluate to improve careers and progression provision and delivery
- to link effectively with PSHE and curriculum provision to maximise pupil learning and engagement at the right times

Progression education and advice

The Director of University Admissions and Progression together with a wider 10-strong team and the Head of Sixth Form oversees an extensive programme of preparation for progression & university entrance which includes subject choice presentations/guidance, individual subject choice review and open-door assistance for GCSE and A level choices support, university and Oxbridge application support days, parent support evenings and university testing and interview preparation.

Careers education and advice

The school employs a Head of Careers and work-related Learning to administer and coordinate the school's progression and careers provision.

This is provided at the Upper School through:

- the tutorial and PSHE programme in all years
- the school's lecture programme: The 42
- the visiting careers speakers programme: open to all years
- the year 10/11 Morrisby profiling (questionnaire & assessment), feedback and interview process
- the year 11 careers convention which includes a school progression advice stand
- the year 11 work experience placements scheme including a focus on pupil application and PSHE/tutorial preparation for cv/application writing
- the year 11 and sixth form Enrichment Programme which includes some activities which also contribute to careers preparation such as hospital volunteering or primary placements
- the year 12 careers tea which provides an opportunity to discuss various career paths with professionals.

Related Documentation:

- Upper School Careers Handbook

The School Library

The Rouse Library is not merely a physical and staffing resource for the school but is a visible commitment and focus point to the central place of intellectual curiosity and scholarship within the school's ethos and values.

As well as a wide range of books, the library holds a variety of other media and resources for study purposes. The library is open to help pupils with their studies during the School day and provides a quiet environment for homework and other study from 7.45 am until 5.45pm.