

Curriculum Policy 2011-12

Introduction

Rossall promises an innovative and challenging environment in which the pursuit of excellence is balanced by Christian kindness to produce a well-rounded individual fit to take his or her place in the world of tomorrow.

Rossall School key values

Rossall provides a 'Distinctive Educational Opportunity' with the following key values:

- The pursuit of excellence
- The importance of innovation
- An education based on challenge
- The dualism of formal academic education and personal education in the widest sense
- A belief in Christian kindness

Pursuit of Excellence

Rossall believes all children can excel in something and fosters this belief among its pupils and staff. We will constantly strive for continuous improvement in examination results and add value through extra-curricular activities.

The Importance of Innovation

Rossall promotes discovery in both academic and personal terms. We regard personal discovery and free thought highly. Rossall seeks to be at the forefront of educational innovation.

Challenge

Rossall holds fast to the concept of encouraging robust individualism; it promotes self-reliance but not self-interest. It provides a grounding for the challenges of adult life.

Academic Education and Personal Education

Rossall provides for the pursuit of academic excellence without compromising the importance of life skills and recognises that a school should promote both education and self-fulfilment.

Christian Kindness

Rossall was founded as a Christian community and recognises the virtues of toleration, human friendship and charity that go beyond disability, gender, religion and race. Rossall fosters the vision of a community where each may care for all and all may care for each.

Aims

The school's curriculum is balanced, broadly based and promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

The curriculum is challenging and it caters for all pupils in every year group and by offering a wealth of extra-curricular activities to balance the high demands placed upon the pupils in the classroom.

The school provides fulltime supervised education for pupils up to the age of 18 which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes.

Pupils are expected to acquire high-level skills in speaking and listening, literacy and numeracy.

The school sets out to:

- Ensure that pupils develop the essential literacy and numeracy skills
- Provide pupils with a full and rounded entitlement to learning
- Foster pupils' creativity and develop essential skills, including independent learning skills and maturity in decision making
- Inspire pupils to a commitment to learning which will last a lifetime
- Promote highest standards in all learning and teaching
- Ensure that all pupils have the opportunity to learn and make maximum progress

As pupils progress through Rossall School they should be able to:

- Develop a positive self image
- Be effective users of skills of numeracy, literacy and oracy
- Make a positive impact on the environment
- Be independent, self-motivated and self-disciplined
- Appreciate human aspirations and achievements
- Work together in co-operative groups
- Acquire the competences and attitudes needed for adult life.

Entrance Policy

We seek to ensure all those children admitted to Rossall School are able both to benefit from the rounded education provided and to be happy within the school community. We recognise our duty to embrace diversity and to work to overcome prejudice. We do not discriminate on the grounds of gender, race or religion.

All pupils at Rossall School are expected to co-operate with the teaching and support staff to promote the greater good. We also wish to establish a full partnership with parents in order to promote the interests of the pupil body. This partnership must be based upon mutual honesty and respect. We have the right to expect full disclosure of any Learning Support

requirements or medical circumstances known to parents at the point of entry, and thereafter.

We cannot offer places at Rossall School to those whom we cannot safeguard or uphold within our own pastoral and learning support systems.

Where appropriate we administer our own entrance tests that are designed specifically for the age group in question. Where the age group is not appropriate for such testing, parental disclosure of any relevant previous educational report will be sought: this should include formal proof of prior testing and examination grades. We reserve the right to make direct contact with any other previous school or educational establishment. Progression from one part of the school to another is expected but cannot be guaranteed: there are occasions when such progression is not in the interests of the child or of a wider community. In such circumstances we would inform parents of relevant circumstances well in advance and offer guidance as to future options for schooling.

All those joining the School must agree to abide by the Standard Terms and Conditions of Rossall School and to promote adherence to relevant school rules and policies.

Equal Opportunities

Rossall intends that all present and prospective pupils and staff shall enjoy equality of opportunity and shall not be disadvantaged by any condition or requirement that cannot be shown to be justifiable.

Pupils, staff, parents, governors and all external agencies who support the work of the School are aware of the aims of the School and its expectations of behaviour that reflect the commitment to a policy of equal opportunity.

All information and publicity that is disseminated will reflect the policy of equal opportunity.

All aspects of the curriculum will reflect the School's commitment to equal opportunity and will respect the dignity and value of all individuals.

Grouping of pupils will not be affected by conscious or unconscious stereotyping.

The School's Code of Conduct will strongly reflect the commitment to combating prejudice.

The Curriculum

The timetable is divided into twenty-five lessons spread over five days. This corresponds to a five period day on Monday and Friday. A six period day on Tuesday and Thursday and only 3 periods on Wednesday to accommodate a games afternoon. The lessons are all 55 minutes in length.

The School primarily offers A Levels, IB and GCSE subjects although some students are also prepared for IELTS examinations and STEP papers. Choice of exam board and specification is left to the professional judgement of the individual Heads of Departments and the Director of Studies.

All students from overseas for whom English is not a first language benefit from specialist EFL tuition leading to IELTS or other relevant examinations.

Where possible pupils in all year groups are taught in sets according to their ability. This enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. Careful monitoring takes place through regular awarding of assessment grades, tests, exams and MidYIS/YELLIS etc scores.

Appraisal of all academic departments by a member of the Senior Management Team takes place. This helps to ensure that lessons are well planned, effective teaching methods and suitable activities are used and that there is wise management of class time takes place. A variety of teaching and learning methods and materials are used to suit pupils' different needs. Scrutiny of exercise books/files and pupil feedback helps to ensure they have interest in their work and they are developing the ability to think and learn for themselves. Every department must have a departmental marking policy and this scrutiny of exercise books will reveal if it is being adhered to. Departmental handbooks and schemes of work must be submitted to the Director of Studies at the beginning of each academic year along with a report on the external exam results for the previous year. A meeting between the Director of Studies and each Head of Department will then take place to review these results and plan for the new academic year. Departmental schemes of work are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded through the school reporting and assessment grades procedures.

Personal, Social and Health education is provided through the PSHE programme. Appropriate careers guidance is provided initially through PSHE and Tutor periods. In the Sixth Form, Careers and University guidance is offered to all pupils.

Years 7, 8 and 9

Pupils will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education through the core and extended curriculum.

All pupils in years 7 – 9 follow a Core Curriculum of English, Mathematics, Science, Modern Language, PE, Games and PSHE. They have twenty five 55 minute lessons during the course of each week, including three lessons of English, Maths and Science and either one or two lessons of all other subjects.

Most pupils in years 7 – 9 study a second Modern Language, History, Geography, Religious Studies, Music, Art, Design Technology and Information Technology.

Pupils acquire communication skills and increase their command of language through listening, speaking, reading and writing through the core curriculum of English and the Modern Foreign Language. Mathematics lessons help to develop their numeracy and logic skills. Science helps to increase their knowledge and understanding of nature, materials and forces and it also helps to develop the skills associated with science as a process of enquiry (eg observing, forming hypotheses, conducting experiments and recording findings). DT and ICT provide the opportunity to develop planning and communicating of ideas, working with tools, equipment, materials and components to produce good quality products and then evaluating the processes and products. History and Geography cover the human and social aspect of the curriculum. This covers the area concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. PE and Games provide the opportunity to develop physical control and co-ordination as well as tactical skills and imaginative responses, and to help them evaluate and improve their performance.

In years 7 and 8 pupils are taught in two sets according to their ability for English, Maths, Science, French and German. They are taught in two sets (R and S) for the other subjects. These sets are agreed by the History, Geography and RS departments. In year 9 pupils are taught in two sets according to their ability for nearly all subjects. For DT and IT the sets are the same as the French sets.

Pupils for whom English is a second language or who have a special education need may follow an amended curriculum that is adjusted to suit their individual needs.

Support is given throughout these early years to enable pupils to develop and establish learning and study skills. Where learning difficulties are evident, the nature of these is carefully assessed and additional support is provided, on an individual basis if necessary, to help pupils acquire the appropriate learning skills, strategies and knowledge. Pupils who have learning difficulties will usually only study one modern foreign language, as opposed to two, and the time thus made available will usually be given over to learning support.

Overseas pupils will receive tuition in English as Foreign Language as their needs require, and structure of the timetable allows. This is taught either in small groups or individually.

Years 10 and 11

At the end of Year 9 pupils have a considerable element of choice over the subjects they wish to study during the two years which culminate in the GCSE examinations. The GCSE years are of great significance to pupils' development. It is the time when they focus upon major public examinations for the first time and make choices about future study, which affect the rest of their lives.

At Rossall, we believe that it is in our pupils' best interests to provide a base of study, which offers sufficient breadth to enable considered decisions to be made about which routes to follow in the future, whilst allowing them to be intellectually challenged and empowered to achieve to their full potential.

The courses on offer at Rossall enable pupils to complete Year 11 with nine GCSE awards (although some pupils may achieve the equivalent of significantly more). In addition to the core curriculum of English, Mathematics, Science and a Modern Foreign Language pupils choose three additional subjects, one from option blocks A, B and C. Only one subject can be taken from each block, as subjects within the same block are taught at the same time. EFL is additional for pupils who study English as a Foreign Language, and it can also be ticked as a fourth option, or in some cases the third option.

Option Blocks for 2011 – 12

Option A	Option B	Option C	Option D
Design Technology	Geography	Art	French
ICT	History	Business Studies	German
PE	Religious Studies	History	Spanish
Psychology		Music	ILU
			EFL

The placing of subjects within the blocks will vary from year to year.

The aim is to guide our pupils to a broad based curriculum whilst taking individual strengths and preferences into account. In most subjects parents and pupils will already have the evidence of reports and grade cards from Years 7, 8 and 9 on which to base their choice. In addition Year 9 pupils will be provided with the GCSE Information booklet which gives details of the specification requirements of all the subjects on offer GCSE.

The choice of subjects which pupils make at the end of Year 9 should not involve irrevocable decisions which determine their whole future. Therefore, before finalising their choice, an extensive programme of consultation involving the pupils, parents, subject teachers, tutors and Houseparents takes place. This ensures that the courses are appropriate to individual pupils and their career aspirations. Throughout this process the emphasis will upon retaining flexibility and breadth of choice in the future.

Some GCSEs are offered at two tiers (Higher and Foundation) with separate examinations for each. Pupils will be entered for the tier of entry most appropriate to their level of ability. This decision will be made by the Head of Department and subject teacher in consultation with the pupil concerned.

Pupils continue to be taught in sets according to their ability for Maths, English and Science in Years 10 and 11 but this is not the case for the option blocks where there is generally only one set. If there is sufficient take up of a subject for two groups then these may be in the same option block so they can be arranged according to ability or the subject may be placed in two option blocks.

Members of the GCSE cohort of Rossallians are expected and required:

- To fulfil all of their school commitments and give their best efforts in all subjects;
- To complete at least 40 minutes prep in each of three subjects per evening and hand these in on time;
- To use and maintain their Prep Diary;
- To prepare appropriately for internal and external examinations;
- To seek academic help from teachers when it is needed;
- To complete coursework tasks by the specified deadlines (see following section);
- To be a good example to younger pupils and a positive ambassador for the school.

Academic and disciplinary sanctions exist to support the above expectations.

The Sixth Form

At Rossall there are two major routes to choose from: the **A Level** route, where pupils normally study four subjects at AS Level in Lower Sixth and then three at A2 in the Upper Sixth; and the **I.B.** route where pupils study six subjects (three at the higher level), a Theory of Knowledge exam, and complete an Extended Essay, and CAS section which demonstrates their commitment to service and extracurricular life.

The School is able to offer a high degree of flexibility in the choice of courses available in the Sixth Form. The subjects on offer will be reviewed each year.

Teaching time for AS and A2 subjects is four and a half lessons per week, IB Standard Level is two and half lessons per week and IB Higher Level is four and a half lessons per week.

Option Blocks

A Level

One subject from four of the five option blocks must be selected.

2011 – 12

Option 1	Option 2	Option 3	Option 4	Option 5
Music	Geography	Business Studies	Design Technology	Art
PE	Graphic Communications	Chemistry	Economics	Biology
Physics	Mathematics	English Literature	French	Economics
RS (Ethics)	Law	Geology	Further Mathematics	History
German	EFL	EFL	ICT	Spanish
EFL			Philosophy	EFL
			Psychology	
			EFL	

IB

All candidates must study an A1 Language (Group 1), a second language (Group 2), Mathematics (Group 5), a Group 3 subject (Economics, History, Geography, Business & Management or Psychology), a science (Biology, Chemistry, Physics or DT), plus one additional elective subject, including Art, Music or a free choice from Group 3 or Sciences. A third language might also be possible.

Three of these subjects should be at Higher Level (HL) and three at Standard Level (sl). DT, self study languages and *ab initio* languages are at sl only.

2011 – 12

Group 1	Group 2	Group 3 (Option P)	Group 3 (Option Q)	Group 3 (Option R)	Group 5
English A1	English A2	Biology	Physics	Biology	Maths Studies (sl)
German A1	English B	Geography	History	Chemistry	Maths (sl)
Self Study (sl)	Business and Management	Psychology	French B	DT (sl)	Maths (HL)
	Economics	Spanish ab in (sl)	Spanish B	Economics	
	German B		Visual Arts	Philosophy	
	Spanish ab in (sl)			Music	

The placing of subjects within the blocks will vary from year to year.

In addition to taking into account an individual's strengths and preferences subjects should be chosen with future careers in mind. For certain career paths subject choices are prescribed, for others some subject combinations are more appropriate than others.

The Sixth Form Information Evening during the Michaelmas Term and the Year 11 Parent-Teacher meeting during the Lent Term will provide parents with the best opportunity to discuss subject choices with teachers and Heads of Departments, and they will be given the Sixth Form Information booklet which gives details of the specification requirements of all the subjects on offer. Reports and school examination results should also help to inform the choice. As a general rule a prospective candidate should have been predicted/have achieved at least a grade B in a subject which they intend to study (Grade A at GCSE would be preferred for the IB Higher Level choices).

English Language Support

We provide extra English language support for all our overseas pupils who require it. This tends to be A-Level students rather than IB students who must study English as part of their programme. Language support for A-Level comes in two forms. Firstly, the students are given grammar and 'Use of English' lessons which eventually leads to pupils sitting the IELTS examinations which they need to gain entry to university. Secondly, conversational English lessons are given to improve overall confidence in oral communication.

Study Schools

In the Sixth Form students will have a number of free lessons (at Rossall these are known as Study Schools) when they are not being taught and are therefore expected to undertake private study. They can choose to study either in the Library or in their studies back in the boarding house. If at any stage a Houseparent, tutor or subject teacher thinks that an individual is wasting their study time then they can be put into Supervised Study Schools in the Library. Supervised Study Schools are supervised by members of the Common Room.

Prep

Prep set in lessons is an important part of all courses. It provides the opportunity for the pupil to consolidate and extend the material covered in a lesson. As a general rule prep should be a pupil's own work and should be done under conditions that allow for complete concentration. Pupils will benefit from a regular routine in a stable and quiet environment.

In Years 7 – 11 a prep timetable operates.

In Years 7 – 9 up to 3 x 30 minute preps may be set on week-nights.

In Years 10 – 11 up to 3 x 40 minute preps may be set Monday to Friday but Coursework might require further time allocations.

In Years 12 – 13 there is no timetable but it is envisaged that each student will spend on average 20 hours per week on prep and academic research, including during study periods. If pupils are not doing approximately three hours work each day other than contact teaching time, then something is wrong. Preps may be set over a longer period and it is the student's responsibility to organise his or her time to ensure deadlines are met.

Once external examinations begin many pupils find they have to commit more time at the weekend to complete their work.

Every member of the School has his or her own space within the House where they can keep their books and files and where they can study. During the day, certain times which are published throughout the School, are set aside for private study. There should be silence during these times. There are some supervised prep sessions available at School in the Activities programme. It is strongly recommended that day pupils with long journeys should attempt to use some of these. Other day pupils may opt for the 'Extended day' and remain at school until the end of prep time.

Each pupil in Years 7-11 carries a Prep Diary in which to write his/her preps. It is also a vehicle by which parents can comment on the work set. Parents should contact their son's or daughter's House Tutor if they are unhappy about the amount of prep being set or done, or if there are significant problems emerging with preps.

Members of teaching staff should mark and return preps promptly: in Years 7-9 this will probably be by the following lesson; examination work may take longer.

Prep Timetables for 2011 - 2012

Year 7

Monday	English Art (S) History RS (R)
Tuesday	Maths French RS (S)
Wednesday	Science German Art (R)
Thursday	English Geography
Friday	Science Maths

Year 9

Monday	Science History Maths
Tuesday	Science Art German
Wednesday	English Maths
Thursday	Science French RS (R)
Friday	RS (S) English Geography

Year 8

Monday	Science Art (R) RS (R)
Tuesday	English Geography RS (S)
Wednesday	German Maths
Thursday	Science History
Friday	English Maths French Art (S)

Year 10

Monday	English Maths Option 2 Option 4
Tuesday	Science Science Option 1 Option 3
Wednesday	English Option 4
Thursday	Science Maths Option 2 Option 3
Friday	Science Science Option 1

Year 11

Monday	Physics Chemistry English Option 1
Tuesday	Physics Maths Option 3 Option 4
Wednesday	Biology English Option 2
Thursday	Biology Option 2 Option 3 Option 4
Friday	Chemistry Maths Option 1

Learning Support

Specialist Learning Support, tailored to individual needs, is available to all pupils at Rossall via the Independent Learning Unit. Staff provide support in the curriculum and work on boosting language skills, on memory and study skills. Help may be available for pupils with dyslexic-related mathematical difficulties. The aim is to enable the individual to cope as effectively as possible with the normal curriculum.

Pupils are usually taken for one, two or more sessions per week, depending upon need, missing an agreed subject, usually a second language. If it is preferred, another time may be found.

It is essential that parents submit, in advance, a current Educational Psychologist's report to enable the School to gauge the level of support required.

The School's philosophy is that expert tuition should be complemented by participation in timetabled lessons so that the individual pupil does not feel detached from the School community.

Support lessons in the Independent Learning Unit are an extra cost and billed termly.

Mrs Ann Jurczak is the Head of the ILU and SENCO

Provision for Gifted and Talented Students

Introduction

The target group for the DfES gifted and talented children programme are the most able 10% of pupils in national terms. However, the traditional concept of 'Gifted and Talented' in educational psychology terms is restricted to a much smaller percentage of pupils - possibly as low as 1 or 2%. The 10% figure therefore must be seen to include those pupils previously designated as bright/able and many of these children need no special attention in a good broad, balanced and differentiated curriculum. Much of this policy can therefore be seen as being specifically relevant to the top 2% of the school pupil population and their parents and teachers. The following criteria can be used to distinguish between the bright/able child and the truly gifted or talented child:

Bright Child	Gifted and Talented Child
Is interested	Is highly curious
Usually has good ideas	Always has good ideas and sometimes lateral ideas which may appear at first to be silly
Knows most of the answers	Knows most of the answers and starts to ask questions
Answers questions appropriately	Answers questions but then tends to elaborate
Needs several repetitions for mastery of a skill	Needs only one or two repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peer company	Prefers company of adults
Grasps meanings	Draws inferences
Copies accurately	Creates original work and designs
Technician/operator	Creator/Inventor
Absorbs information	Manipulates information
Good at memorising	Good at memorising and making informed guesses
Makes observations when shown how	Is keenly observant
Pleased with own work	Highly self critical and sets exceedingly high standards.
Enjoys straightforward sequential problems	Thrives on complexity

In order to achieve this aim the true nature and potential of a gifted or talented child need to be identified before appropriate provision can be made. However, not all gifted and talented are easily identified. For identification and support purposes gifted and talented pupils can be grouped as follows:

1. Broadly gifted – excelling in all they do and enjoying their success - easy to identify.
2. Talented – possessing a particular ability in one area, e.g. maths or music – relatively easy to identify as they also tend to be academically able and successful.
3. Rebellious gifted – possess a range of behavioural problems which manifest themselves in disruptive behaviour and under-achievement – often incorrectly identified as purely disruptive and/or low ability.
4. Creatively gifted – deep thinkers who are often unpopular with their peers due to a perceived lack of social skills and 'things in common' - often incorrectly identified as disruptive.
5. Concealed gifted – under-achievers who do not want to be different to their peers and so they merge into their peer group – often incorrectly identified as underachievers or simply less able.

Aims

The School aims to:

- ensure that we focus on the needs of gifted and talented children;
- develop effective school-wide strategies to identify, educate and support the gifted and talented so as to nurture their capacity for unrestricted learning and creative thought;

The Need For Early Identification

Gifted children have a great thirst for knowledge and it is vital that this need is identified as early as possible so that parents and teachers can give them the required level of support in order that they may develop their talents. Pupils who are thought to be gifted or talented are identified and assessed as early and as thoroughly as is possible and necessary.

Like many other children, gifted and talented children can often fail to achieve their potential, and may be unable to cope with their abilities and can suffer from many difficulties. Early identification, assessment and provision is therefore very important for any gifted/talented child for the following reasons:

1. It can minimise the difficulties that can be encountered when intervention and provision occur.
2. It can maximise the likely positive response of the child, e.g. gifted and talented children who are underachieving may be given a much needed boost by realising their potential by achieving a high IQ rating.

Strategic Provision

To ensure that pupils who have been designated as 'gifted' are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. In addition, such pupils are encouraged or required to read, write and talk about their work, and to engage in discussions and/or to work with similarly 'gifted' pupils.

The Curriculum

There is not a detailed, standard curriculum for gifted and talented children, because their needs are very individual. The emphasis is on the development of an enrichment-based programme in order to:

- meet individual children's needs;
- build upon their individual strengths;
- encourage development in areas in which they need support.

For all pupils, a well structured curriculum that incorporates differentiation gives them an environment in which they can flourish. However, it is vital to remember that gifted and talented children may be academically several years ahead of their peers but some may still be emotionally and socially at their chronological age.

Roles And Responsibilities

The co-ordinator, Headmaster, SENCO, Librarian, Parents and council all have distinct roles and responsibilities for gifted and talented children. In addition the following responsibilities have been identified within the Department:

The role of the co-ordinator

1. To ensure that gifted and talented pupils are considered and mentioned in departmental policies concerned with teaching and learning and in schemes of work and development plans.
2. To evaluate the school's provision for gifted and talented children in the annual planning and development cycle.
3. To help departments plan policies that encourage pupils to review their learning, explore thinking and problem solving and foster success.
4. Implement best practice educational techniques for gifted and talented children in the school and bridge the gap between educational requirements and technical capabilities.
5. To refer cases of gifted and talented pupils to the SENCO.
6. To ensure that gifted and talented pupils are discussed at HOD's and HOF's and that best practice and experiences are shared amongst staff.
7. To retain a portfolio of outstanding work and to integrate this with the work on display throughout the school.

If adequate provision is not made for them, gifted and talented pupils may tend to:

- become bored because not enough is demanded of them.
- appear lazy, lethargic, inattentive, daydream, switch off or appear to have a short attention span.
- disrupt lessons with truculence or by 'clowning around'.
- be uncooperative, difficult to motivate and critical of the teachers and the peer group.

- have handwriting and presentation skills which may lag behind their reading and other skills.
- dislike producing work on paper because of the frustration caused when they are unable to live up to their own impossibly high standards in handwriting and drawing. This is where ICT can help..
- under perform in tests and even I.Q. tests – the relevance of the tests is not immediately apparent to the child.

At all times members of CR are willing to share their enthusiasm and knowledge and pupils can feel free to approach them to discuss any issues that arise from the teaching.

Reports and Grade Cards

As in all schools careful monitoring of academic progress is essential. Enough written work will be set and marked to produce meaningful subject assessments during each term. As a result of effort and attainment in class, prep work and internal examinations, all pupils are given grades for effort and attainment Dates for grade cards and reports will be published each term.

After the first four weeks of the Michaelmas term teachers will write an internal report for the Sixth Form. These are to ensure that correct subject choices have been made and that the Sixth Formers are working well.

Reports are studied carefully by most parents and comparison with previous terms is frequently made. Many parents set great store by our comments and judgements and will not understand that reports are often written against a background of fatigue and deadlines. Nevertheless, reports are an extremely important part of our relationship with parents.

The primary objective of the reporting system is to inform parents about how their son or daughter is progressing academically but, in most instances, the report will also be read by the pupils. To meet these different needs the report should provide an objective assessment of a boy or girl's progress as well as constructive criticism and encouragement. Additional comments on particular strengths and weaknesses should be made as appropriate.

Reports and grade cards are all completed electronically by teachers and where possible they will be e-mailed to parents. All members of the Common Room should report on every pupil they teach. In addition tutors will need to check the grade card or report for mistakes

Year Group	<i>During Michaelmas Term</i>	<i>End of Michaelmas Term</i>	<i>During Lent Term</i>	<i>End of Lent Term</i>	<i>During Summer Term</i>	<i>End of Summer Term</i>
7	Grade card	Report card	Grade card	Report card	Grade card	Report card
8	Grade card	Report card	Grade card	Report card	Grade card	Report card
9	Grade card	Report card	Grade card	Report card	Grade card	Report card
10	Grade card	Report card	Grade card	Report card	Grade card	Report card
11	Grade card	Report card	Grade card	Report card		
12 AS	4 week review	Report card	Grade card	Report card		Report card
12 IB	4 week review	Report card	Grade card	Report card		Post exam report
13 A2	4 week review	Report card	Grade card	Report card		
13 IB	4 week review	Report card	Report card			



Rossall School

ROSSALL SCHOOL FLEETWOOD LANCASHIRE FY7 8JW
Tel 01253 774201 www.rossall.co.uk

GRADE CARD

Name:	Year: 7 - 9	House:
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Subject	Teacher	Effort	Attainment	Comment
Mathematics				
English				
Science				
French				
German				
Geography				
History				
R.S.				
Art				
Music				
D.T.				
I.T.				

Effort: 1 = Excellent, 2 = Very good, 3 = Good, 4 = Satisfactory, 5 = Not satisfactory

Attainment: A= Outstanding, B = Good Progress, C = Satisfactory, D = Unsatisfactory/insufficient evidence

Comment	Tutor:



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GRADE CARD

Name:	Year: 10 - 11	House:
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Subject	Teacher	Effort	Attainment	Comment
Mathematics				
English				
Biology				
Chemistry				
Physics				
French				
German				
Spanish				
Geography				
History				
Business Studies				
R.S.				
Art				
Music				
D.T.				
I.T.				

Effort: 1 = Excellent, 2 = Very good, 3 = Good, 4 = Satisfactory, 5 = Not satisfactory

Attainment: A* - U - Based on GCSE grade descriptors

Comment	Tutor:



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REPORT CARD

Name:	Year: 7 - 9	House:
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Mathematics	Teacher	Effort	Attainment
English	Teacher	Effort	Attainment
Science	Teacher	Effort	Attainment
French	Teacher	Effort	Attainment
German	Teacher	Effort	Attainment
Geography	Teacher	Effort	Attainment
History	Teacher	Effort	Attainment
R.S.	Teacher	Effort	Attainment
Art	Teacher	Effort	Attainment
Music	Teacher	Effort	Attainment
D.T.	Teacher	Effort	Attainment
I.T.	Teacher	Effort	Attainment

Effort: 1 = Excellent, 2 = Very good, 3 = Good, 4 = Satisfactory, 5 = Not satisfactory

Attainment: A= Outstanding, B = Good Progress, C = Satisfactory, D = Unsatisfactory/insufficient evidence

Comment	Tutor:

Comment	Houseparent/Head of Year:

Headmaster's Comment



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REPORT CARD

Name:	Year: 10 - 11	House:
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Mathematics	Teacher	Effort	Attainment
English	Teacher	Effort	Attainment
Biology	Teacher	Effort	Attainment
Chemistry	Teacher	Effort	Attainment
Physics	Teacher	Effort	Attainment
Option Subjects	Teacher	Effort	Attainment
	Teacher	Effort	Attainment
	Teacher	Effort	Attainment

Effort: 1 = Excellent, 2 = Very good, 3 = Good, 4 = Satisfactory, 5 = Not satisfactory

Attainment: A* - U - Based on GCSE grade descriptors

Comment	Tutor:

Comment	Houseparent:

Headmaster's Comment



Rossall School

ROSSALL SCHOOL FLEETWOOD LANCASHIRE FY7 8JW
Tel 01253 774201 www.rossall.co.uk

REPORT CARD

Name:	Year: Sixth Form	House:
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Subject	Teacher	Effort	Attainment
Subject	Teacher	Effort	Attainment
Subject	Teacher	Effort	Attainment
Subject	Teacher	Effort	Attainment

Effort: 1 = Excellent, 2 = Very good, 3 = Good, 4 = Satisfactory, 5 = Not satisfactory

Attainment: A* - U - Based on A Level grade descriptors or 1 – 7 Based on IB level descriptors

Comment	Tutor:

Comment	Houseparent:

Headmaster's Comment

Parents' Evenings

A Parents' Evening for each age group is scheduled at an appropriate time throughout the year. These are primarily academic discussions between teacher and parent. The Headmaster or Director of Studies may make a brief presentation on academic matters. Parents' Evenings are normally held in Big School at 6.00 pm.

Dates for 2010 – 11

Year 7 Thursday 1st March 2012

Year 8 Thursday 8th March 2012

Year 9 Thursday 26th January 2012

Year 10 Thursday 10th November 2011 and Thursday 5th May 2011

Year 11 Thursday 29th September 2011 and Thursday 2nd February 2012

Year 12 Thursday 17th November 2011

Year 13 Thursday 17th November 2011

Weekly Routine

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7.50 – 8.10	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8.15 – 9.00	Surgery	Surgery	Surgery	Surgery	Surgery	
8.30	Registration	Registration	Registration	Registration	Registration	
8.45 – 8.55	Assembly	Congers			Chapel	8.40 – 9.40 Sc 1
9.00 – 9.55	Sc 1	Sc 1	8.45 - 9.40 Sc 1	Sc 1	Sc 1	9.45 – 10.45 Sc 2
10.00 – 10.55	Sc 2	Sc 2	9.45 – 10.40 Sc 2	Sc 2	Sc 2	
11.00 – 11.20	Break	Break	10.45 – 11.00 Break	Break	Break	10.45 – 11.00 Break
11.20 – 12.15	Sc 3	Sc 3	11.05 – 12.00 Sc 3	Sc 3	Sc 3	11.00 – 12.00 Sc 3
12.20 – 1.15	Sc 4	Sc 4	12.05 Chapel 12.30 Tutor time	Sc 4	Sc 4	
1.20 – 2.10	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1.15	Registration	Registration	Registration	Registration	Registration	
1.45 – 2.45	Sc 4	Sc 4	Games	Sc 4	Sc 4	
2.25 – 3.20	Sc 5	Sc 5	Games	Sc 5	Sc 5	
3.25 – 4.20	Activities	Sc 6	Games	Sc 6	Activities	
4.25 – 5.20	Activities	Activities	Games	Choir	Activities	
5.30	Day pupils home					
5.55 – 6.20	Tea					
6.20 – 8.30	Prep					
9.00	House rolls					
9.30 – 10.30	House quiet					

Timetable

Individual timetables will be provided for all members of the Common Room and all pupils. A master copy of the timetable will be available on the intranet and on the Common Room notice board.

Extra Curricula Activities

In addition to academic subjects, Rossall offers a wide selection of extra-curricular opportunities and pupils are encouraged to take a full part. These activities give pupils new interests and skills, which serve as a basis for the enjoyment of leisure time later in life. They also bring opportunity to mix with a different group of pupils and with the staff under very different circumstances and this helps to build a very special sense of community. These activities are all coordinated by Mr Josh Roberts. Pupils of all ages (including those above the compulsory school age) are expected to take part in a number of activities and a careful watch is kept on each individual's commitments. Many pupils also represent themselves or clubs outside school and this is encouraged wherever possible.