TEACHING, LEARNING AND THE CURRICULUM
IN THE SENIOR SCHOOL

Reviewed August 2015

1. INTRODUCTION

The aim of the policy is to provide information about:

- The Senior School's philosophy on teaching, learning, assessment, evaluation and reporting.
- Definitions for certain terms used regarding teaching, learning and assessment.
- Guidelines and procedures for assessment, evaluation and reporting.

2. TEACHING AND LEARNING

At St. Paul's all pupils are entitled to the highest standard of education and support. The curriculum provision is designed to ensure they achieve their full potential and gain the necessary skills and understanding to become successful in the future. The role of the teacher at St. Paul's is to promote at all times and in every possible way the pupils' intellectual and social development and learning, including independent learning skills.

Teaching

To achieve this it is expected that all lessons should be appropriately structured with the aims and objectives of the lesson clearly stated ensuring the pupils know what they're doing, why they're doing it and what's expected of them. These must be related to the assessment criteria and standards.

How lessons are specifically structured will naturally depend on the class, the teacher and the activity being planned, but there are common ideas that one would expect to see on a regular basis. These offer a starting point upon which to build their lessons and ensure both the pupil and the teacher have the highest expectations of each other.

St. Paul's believes that good quality teaching is reflected in the following:

1. High quality learning which leads to high standards of pupil achievement.
2. An agreed range of good practice across the school which is shared and supported by colleagues.
3. Regular assessment that is reflected in planning and used to ensure pupil progress.

Characteristics of good teaching

There is no simple explanation or description of what makes a good teacher but there are characteristics that are commonly shared by good practitioners. While it is not expected that staff exhibit these all the time a good teacher will work them into their routine on a regular basis and aim to develop these characteristics into their general practice.

1. **High expectations** and **clear objectives** conveyed to pupils in simple language: 'What I am looking for is pupils who can …'
2. **Challenging and engaging tasks** to interest all pupils and help them to:
   a. Learn independently.
   b. Integrate new learning with prior learning.
   c. Solve problems on their own and in groups.
   d. Reflect on their successes and failures, and accept that learning can involve uncertainty and difficulties that can be overcome through perseverance.
3. **Manageable differentiation** based on work common to all pupils in a class, with targeted support to help those with less experience or ability, and really challenge the more able.
4. **Effective questioning** giving pupils time to think, air views and hear the views of others, with an expectation that they explain and justify decisions and reasoning.
5. **Demonstrating** in a well-structured way using a range of appropriate resources and visual displays.
6. **Explaining and illustrating** by giving accurate, well-paced explanations, and referring to previous work or methods.
7. **Exploring and investigating** by asking pupils to pose problems, suggest a line of enquiry to investigate for themselves, or identify anomalous results; equipping pupils with the skills required to plan and carry out tasks, including opportunities to extend the range of hardware and software they can use successfully in their work.
8. **Consolidating and embedding** through the practice and development of newly learned skills using a variety of activities in class and well-focused homework; asking pupils either with a partner or as a group to reflect on and talk through a process, inviting them to expand their ideas and reasoning, or to compare and then refine their methods and ways of recording their work.
9. **Reflecting and evaluating** pupil work with the class by giving them oral feedback, identifying errors, using them as positive teaching points and talking about any misconceptions that led to them.
10. **Summarising and reminding** the pupils of the main points they have learned; Identifying and correcting misunderstandings, inviting pupils to present their work and picking out key points and ideas, making links to other work and other subjects and giving pupils an insight into the next stage of their learning.

Learning

At St. Paul's the pupils are encouraged to become independent, open-minded, well rounded individuals who embrace life-long learning and leave with the skills and the sense of responsibility to enable them to make a difference to the globalised world in which they live.

Alongside the IB Learner Profile and the Senior School's Code of Honour we recognise that good quality learning is reflected in the following:

1. Pupils who are curious and ask questions.
2. Pupils who take responsibility for their own learning.
3. Pupils who are engaged and interested in their learning.
4. Pupils who are aware of the progress and always strive to improve.

3. DIFFERENTIATION[1]

Good differentiation starts with good assessment, knowing where the pupils are and building upon this to ensure progress. It is not something that only applies to pupils who are having difficulties or need extending; it applies to all pupils all the time.

By accepting that we all learn differently and require different types of assistance in our learning we also accept that differentiation applies to all our pupils.

4. ASSESSMENT

Assessment serves the purposes of learning in addition to serving the purposes of accountability. We aim to ensure that assessment focuses on the on-going improvement of learning for all pupils through effective feedback and the development of peer and self-assessment skills and also provides an overall measure of the performance of individual pupils and cohorts. Assessment data also informs curriculum planning in the short and longer term.

According to Wiliam[2] (2011) assessment is the central process of instruction:

> The teacher's job…is to engineer effective learning environments for the [pupils]. The key features of effective learning environments are that they create [pupil] engagement and allow teachers, learners, and their peers to ensure that learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.

The contents of this document are based on thorough educational research, best practice and information obtained from assessment workshops attended by senior managers within the school. This document fulfils the accreditation requirements set by the UK Government for British Schools Overseas as well as the standards, principles and practices prescribed for the International Baccalaureate Organisation (IBO) and the University of Cambridge International Examinations (CIE).

The Senior School's assessment and reporting systems are designed to help parents and pupils

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[1] Staff should look at differentiation on the Senior School section of staff.stpauls.br for more information written by the Assistant Head (Academic).

[2] Wiliam, D. (2011). Embedded Formative Assessment. Bloomington.

measure and monitor academic progress. Pupils and teachers use information gained from assessment to identify the next steps to be taken and develop strategies to achieve them. As such it is the crucial link between learning outcomes, content and teaching and learning activities.

At the same time St. Paul's will use this information to ensure professional development needs are identified and met as required and that staff are fully supported in developing their teaching and the pupils' learning.

Principles of effective assessment
1. To clarify, share and provide means for the pupil to understand the learning intentions and success criteria.
2. To enable the active involvement of pupils in their own learning by providing effective feedback to close the gap between current performance and future standards aimed for.
3. To enable the teacher to adjust the teaching to take account of assessment information and focus on how pupils learn.
4. To draw upon a wide range of evidence by using a variety of assessment activities and tools.
5. To track pupil performance and identify pupils at risk or underachieving as well as those who need extending in particular areas.
6. To provide information for the school (management and teachers) to plan for both individual pupils and cohorts.
7. To provide information for parents about their child's progress, strengths and weaknesses.
8. To provide information which can be used by other interested parties as necessary.

The types of assessment and feedback
The Senior School recognises the role of both **formative** and **summative** assessment in the learning process.

Formative assessment is recognised as assessment **for** learning where it is used as an integral part of the learning process recognising where progress has been made and well as identifying how further progress can be made in the future. The purpose of formative assessment is to provide the pupil with guidance for future.

Summative assessment is recognised as assessment **of** learning where it is used to determine how well a pupil can perform at the end of the learning process. Summative assessment provides teachers and pupils with information regarding the effectiveness of the teaching process at the point of assessment.

For reporting purposes summative assessment is used to formulate the reporting grade only. All other pieces of work should be formative in nature and feedback given to the pupil accordingly. In this context marks or grades are not necessary but should be used to give reference to where the pupil is in their learning. When assessing work all teachers are expected to give written feedback

that sets a target, giving formative advice on how to make progress. In addition to this St. Paul's recognises that feedback can be given in a variety of other forms. Such feedback may include:

1. oral feedback
2. self-assessment
3. peer-assessment
4. group/whole class assessment
5. written marking of work
6. teacher/pupil questioning
7. assessment of exemplar work of different grades/levels
8. use of assessment criteria and examination materials

The leadership and management of assessment

The management of the Senior School aims to use assessment procedures and processes to drive whole school improvement by:

1. Ensuring that all teachers know what is expected of them in assessing pupils.
2. Helping teachers make well-founded judgements about pupils' attainment and progress.
3. Monitoring that assessment for learning is a key factor in planning for teaching and learning.
4. Monitoring the accuracy of the information provided to parents about their child's attainment and progress.
5. Tracking the attainment and progress of individual pupils and groups of pupils over time.
6. Using assessment information when planning training and professional development.
7. Comparing the progress made by different groups of pupils to ensure that no group is disadvantaged.
8. Ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject.
9. Ensuring pupils are supported in making informed curriculum choices.
10. Using assessment and monitoring to ensure that the curriculum meets the needs of pupils.
11. Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

The Heads of Department

With the support of the Assistant Head (Academic) and the Assistant Head (Head of Sixth form), Heads of Department will ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess pupils' progress which are relevant to their subject:

1. Periodically monitor the assessment of work by pupils work in their subject through constant auditing of the department's performance.
2. Ensures assessment informs knowledge of pupil progress and raises concerns where appropriate.
3. Ensures schemes of work allow for assessment for learning to become an integral part of teaching and learning.

4. Ensures all teachers are involved in the moderation of work so that assessment is valid and consistent.

The role of teachers

All teachers should:

1. Adopt a range of methods to ensure that they can assess the progress of all pupils accurately.
2. Encourage pupils to actively engage in assessment for learning.
3. Ensure that assessment builds motivation, confidence and self-esteem for pupils.
4. Ensure that lessons begin with clear expectations and pupils are aware of how progress will be made.
5. Ensure that all pupils know how they will be assessed and have assessment rubrics for each piece of grade sheet work.
6. Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
7. Reward good progress as appropriate through Benes or otherwise.
8. Use information from Individual Education Plans to inform the assessment process;
9. Ensure assessment opportunities that promote literacy, numeracy and ICT skills are embraced.
10. Encourage pupils to take responsibility for their own learning through self/peer assessment and the setting appropriate of targets (with guidance).
11. Adopt creative approaches to assessment for learning in order to maximise pupil engagement.
12. Share concerns or praise arising from assessment information with the relevant form tutor as appropriate.
13. Ensure books are monitored and returned to pupils at least every three weeks.

The role of pupils

All pupils should:

1. Participate actively in assessment opportunities in lessons.
2. Take responsibility for their learning and act upon written and oral feedback.

The role of parents

All parents should:

1. Discuss with their child the information contained within each grade sheet.
2. Liaise with teachers and form tutors about concerns regarding their child's progress as identified through assessment.

5. HOMEWORK

Homework is an integral part of the educational programme at the school. It complements, supports and reinforces the work that is done in the classroom. Parents are expected to support this policy. Regular and properly completed homework helps pupils to acquire the valuable habits

of independent study, meeting deadlines and presenting effective and well-ordered assignments, which are an important part of their academic development.

It is of great value if a pupil can be made to sit down to do his or her homework in a quiet place at a regular time each day. Ideally pupils should complete their homework as soon as possible after they have arrived home.

If a pupil is consistently spending an unreasonably long or short time on a particular subject, then parents should contact their child's tutor or subject teacher.

Senior School pupils are issued a homework timetable at the start of the academic year. This is designed to help pupils to manage their time and balance their workload.

Every week, pupils in forms 1 to 5 will have their school diaries checked and signed by their tutors.

Pupils in forms 1, 2 and 3 are set homework in all the academic subjects that they study. In any week, this amounts to two or three 30-minute homeworks each evening (Monday to Friday inclusive). Pupils in these years may sometimes also be expected to complete Music/Art/Drama assignments during the week.

FORM 1						
Set:	All	1	2	3	4	5
Monday	Portuguese	Geografia	História	Computer Studies	History	Geography
Tuesday	Science					
Wednesday	MAD English	History Geography	Geografia History	História History	Geography Geografia	História History
Thursday	Mathematics	História	Geography	Geography	Computer studies	Computer studies
Friday		Computer Studies	Computer Studies	Geografia	História	Geografia

N.B. Homework for MAD, Computer Studies, História and Geografia should be set once every two weeks

FORM 2						
Set:	All	1	2	3	4	5
Monday	Science English	História	History	Geography	Geografia	Geografia
Tuesday		Geografia Computer studies	Geography História	História History	History Computer Studies	Geography História
Wednesday	Portuguese MAD Mathematics English					
Thursday	Science Portuguese	History	Computer studies	Geografia	Geography	Computer studies
Friday	Mathematics	Geography	Geografia	Computer studies	História	History

FORM 3						
Set:	All	1	2	3	4	5
Monday	Portuguese	Geografia Biology	French Biology	French Chemistry	Computer studies Physics	História Physics
Tuesday		Computer studies Geography History	History Geography Computer studies	História History Geography	History Geografia French	French Computer studies Geography
Wednesday	English Mathematics	French Physics	Geografia Chemistry	Geografia Physics	História Biology	History Biology
Thursday	MAD	História	História	Computer studies	Geography	Geografia
Friday	Portuguese English Mathematics	Chemistry	Physics	Biology	Chemistry	Chemistry

Pupils in forms 4 and 5 are set two to four 40-minute homeworks each evening (Monday to Friday inclusive).

FORM 4						
Set:	All	1	2	3	4	5/6
Monday	Mathematics English	Chemistry	Chemistry	Biology	Biology	Physics
Tuesday	Portuguese Options (French, Geography, History, Music or Spanish)	Biology	Physics	Biology	Chemistry	Chemistry
Wednesday	Options (ICT, Geography or History) Mathematics	Physics Biology	Chemistry Biology	Physics Chemistry	Chemistry Physics	Biology Physics
Thursday	MAD Portuguese	História/Geografia		História/Geografia		ExPo
Friday	English	Physics Chemistry	Biology Chemistry	Chemistry Physics	Biology Physics	Biology Chemistry

FORM 5						
Set:	All	1	2	3	4	5/6
Monday	English MAD	Chemistry Physics	Chemistry Physics	Chemistry Biology	Chemistry Physics	Physics Chemistry
Tuesday	Mathematics Options (French, Geography or History)	Chemistry	Biology	Physics	Physics	Chemistry
Wednesday	Portuguese	História/Geografia		História/Geografia		ExPo
Thursday	English Options (ICT French, Geography History, Music or Spanish)	Biology	Biology	Physics	Biology	Biology
Friday	Mathematics Portuguese	Physics Biology	Chemistry Physics	Chemistry Biology	Chemistry Biology	Physics Biology

LOWER SIXTH				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Group 3 subjects	English	Mathematics	Portuguese French Spanish Mathematics	English Group 6 subjects
Portuguese French Spanish	Group 6 subjects	Group 4 sciences	Group 4 sciences	Group 3 subjects

Group 3 Individuals and Societies (humanities)
Group 4 Experimental sciences
Group 6 The Arts + electives

Sixth Form pupils are expected to do the homework for 2½ - 3 hours per evening. A homework guide is given to the Lower Sixth.

Pupils who fail to complete an assigned homework task can be given a homework detention in room 322 (Thursdays, 3.15-4.00) and will be required to complete the task during that time. The Assistant Head (Academic) oversees this sanction. The sanction should be served in the same week that the homework was due to be handed in.

In addition the school recommend 15-20 minutes reading as a minimum each evening for every child. Pupils are encouraged to make full use of the library for their own leisure reading as well as for research for projects, class work and homework. Pupils may borrow four books at a time for a two-week period. At least once a week, pupils will be expected to read within their morning registration period and so must bring a reading book to school.

6. THE CURRICULUM

The school provides a carefully structured, integrated and diversified curriculum in which the skills of independent learning and collaboration are developed, and children's individual needs are of prime concern. St. Paul's School follows both the English National Curriculum and the Brazilian National Curriculum to prepare pupils for the International General Certificate in Secondary Education (IGCSE) and the International Baccalaureate (IB), and to ensure that pupils are able to achieve success in Brazilian examinations. See below the table that explains the equivalence with the Brazilian education system:

Age	St. Paul's	English National Curriculum year groups	Stage	Current Form 5 (2015-16)		For pupils in the Sixth Form
11-12	F1	Year 7	Key Stage 3	6º ano	Ensino Fundamental II	6º série
12-13	F2	Year 8		7º ano		7º série
13-14	F3	Year 9		8º ano		8º série
14-15	F4	Year 10	Key Stage 4 (IGCSE)	9º ano		1ª série
15-16	F5	Year 11		1ª série	Ensino Médio	2ª série
16-17	Lower 6	Year 12 (Lower Sixth)	Sixth Form (IB)	2ª série		3ª série
17-18	Upper 6	Year 13 (Upper Sixth)		3ª série		

Academic programme

Responsibility for each curriculum area is taken by a head of department and implemented by the teacher. The Senior School provides a broad and balanced curriculum and to do this we teach skills, knowledge, concepts and attitudes in all curriculum areas using carefully designed guidelines. The programmes for all the subjects (schemes of work) are available online through our Firefly portal for parents and pupils.

If parents have any concerns regarding academic issues then please contact either the head of department or Mr. Diver who is the Assistant Head (Academic).

The curriculum offered to pupils at St. Paul's is intended to:
- Facilitate the successful transition from the Preparatory School to the Senior School;
- Develop academic independence and good study habits through a wide range of subjects;
- Prepare pupils for the demands of the international examination courses.

Pupils study the following subjects:

Forms 1 and 2

English, Portuguese, mathematics, science, geography, history, história, geografia, computer studies (building on the ICT taught in Prep School), art, drama, music and physical education (PE).

Form 3

The list is the same as above; however, instead of science they study the separate sciences: biology, chemistry, and physics. In addition they all study French.

Forms 4 and 5

IGCSE English as a Second Language, IGCSE English language, IGCSE English literature, IGCSE Portuguese, IGCSE mathematics and IGCSE biology, IGCSE chemistry and IGCSE physics. They can also opt to study IGCSE French, IGCSE Spanish, IGCSE ICT, IGCSE geography, IGCSE history and IGCSE Music. All pupils will continue to study história, geografia, art, drama, music and physical Education.

Sixth form

All pupils follow the IB Diploma programme choosing 6 subjects from the following list

Group 1

English Literature

English Language and Literature

Group 2

Portuguese A

(to qualify for the bilingual diploma)

Portuguese B

Spanish B

French B

Group 3

History

Geography

Economics

Business & management

Group 4

Physics

Biology

Chemistry

Computer Science

Group 5

Mathematical Studies (Standard Level)

Mathematics (Standard Level)

Mathematics (Higher Level)

Group 6

Theatre studies

Visual Art

Music

Film

(An elective from Groups 2, 3 or 4)

In Lower Sixth pupils will also have classes in história and geografia.

All sixth form pupils have PE (one double period) and one tutorial period per week in which they follow a programme related to personal, social and health education (PSHE). In the Lower Sixth each subject has six periods a week at both standard and higher level alongside two periods of ToK, and one period of história and geografia each. In the Upper Sixth the higher level courses are then timetabled for seven periods each and the pupils don't study história or geografia.

The CAS hours have to be found in the pupil's own time as well as the work required by the extended essay. As a result a typical pupil's timetable is full of activities and study time as shown overleaf.

Setting

Subject	Setting	F1	F2	F3	F4	F5
English	Mixed-ability:	(4)	(3)			
	Set by ability:	(1)	(2)	(5)	(5)	(5)
Mathematics	Mixed-ability:	(4)	(4)			
	Set by ability:	(1)	(1)	(5)	(5)	(5)
Portuguese	Mixed-ability:	(6)	(6)	(6)	(6)	(6)
	Set by ability:					
Science and Bi/Ph/Ch	Mixed-ability:	(5)	(5)			
	Set by ability:			(5)	(5)	(5)
History/ Geography	Mixed-ability:	(5)	(5)	(4)	(3-4)	(3-4)
	Set by ability:					
História/ Geografía	Mixed-ability:	(5)	(5)	(5)	(5)	(5)
	Set by ability:					
French	Mixed-ability:			(5)	(2-3)	(2-3)
	Set by ability:					
Music/Art/ Drama/PE	Mixed-ability:	(3-6)	(3-6)	(3-6)	(4-6)	(4-6)
	Set by ability:					
Spanish	Mixed-ability:				(1)	(1)
	Set by ability:					
Computer Studies	Mixed-ability:	(5)	(5)	(5)	(1)	(1)
	Set by ability:					

(*x*) Indicates the number of sets

F1 English - Set 1 is a top set but the remaining four sets are mixed ability (under review).

F2 to F5 English – Set 1 (highest ability) and Set 5 (lowest ability) are set by ability with the remaining pupils in mixed ability groups

F1 to F3 (history, geography, história, geografía and computer studies, also French in F3). These subjects are blocked and pupils are taught in the same mixed ability sets for all subjects.

PE All groups are single sex and put into 2-3 sets

Science – F3 and 4 (1 top set, sets 2-3 – parallel ability, sets 4-5 – parallel ability); F5 (sets 1, 2 and 3 – triple award – 2 and 3 (parallel ability); sets 4 and 5 – Coordinated Science Dual Award – (parallel ability).

In the **Sixth Form** subjects can be divided according to higher or lower level status although this is at the discretion of the head of department.

The position of pupils within sets is constantly reviewed in relation to performance in each reporting session.

Brazilian national requirements

The school is legally constituted as the Fundação Anglo-Brasileira de Educação e Cultura, which is a non-profit making foundation approved by the educational authorities of the State of São Paulo. The day-to-day management of the school is delegated to the Head, assisted by the Diretora Oficial. Every year the school will submit their education plan to *Ministério da Educação*. This plan is called the *Proposta Pedagógica* and it outlines what is expected from the pupils in order to progress to the next year. It also outlines how the School will prepare pupils for the successful completion of their academic studies for the award of the *Certificado do Ensino Fundamental* and the *Certificado do Ensino Médio*, the IGCSE and the IB Diploma.

6. REPORTING

The purpose of reporting in the Senior School is to provide pupils and parents with a clear picture of current attainment as well as constructive advice for future improvement. Reporting is a vital part of homes-school communication but is complementary to the written feedback in the pupils' books which provide constant and up to date information on progress.

In addition to this feedback St. Paul's recognises there are four main types of reporting:
1. **Interim reports**: Subject grades with a tutor comment.
2. **Grade and target reports**: Subject grades with a written target, no tutor comment.
3. **Parent evenings**: Subject grades only, followed by a parent teach evening.
4. **End of year reports**: Subject grades, comments and tutor comment.

The structure of the reporting year is outlined overleaf. In addition to the school reports all pupils receive continuous guidance and feedback through formative comments written in the notebooks. Parents and pupils alike are expected to read and take note of the comments contained within. All pupils in the Senior School receive a formal school report at four intervals throughout the year. Each subject grade contributes to the end of year grade according to the following weightings (see below). Pupils who fail a grade sheet enter recuperação and have the opportunity to acquire the necessary knowledge to pass (see section 6).

Forms 1-4 & Lower 6
Q1 10% (2+ pieces of assessed work from that period plus an attitude and effort grade)
Q2 20% (2+ pieces of assessed work from that period plus an attitude and effort grade)
Q3 20% (2+ pieces of assessed work from that period plus an attitude and effort grade)
Q4 50% (2+ pieces of assessed work from that period + end of year exams 50/50)

Form 5 and Upper 6 (pupils on study lead in Q4))
Q1 15% (2+ pieces of assessed work from that period plus an attitude and effort grade)
Q2 70% (mock grade)
Q3 15% (2+ pieces of assessed work from that period plus an attitude and effort grade)

ST. PAUL'S SCHOOL – SENIOR SCHOOL   **ASSESSMENT AND REPORTING STRUCTURE 2015-16**

	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	LOWER SIXTH	UPPER SIXTH
Grade sheet 1	**INTERIM REPORT** Reporting grade 1-7 Average of achievement grades (1-7) and an attitude and effort grade (1-7) Tutor comments	**INTERIM REPORT** Reporting grade 1-7 Average of achievement grades (1-7) and an attitude and effort grade (1-7) Tutor comments	**INTERIM REPORT** Reporting grade 1-7 Average of achievement grades (1-7) and an attitude and effort grade (1-7) Tutor comments	**INTERIM REPORT** Reporting grade 1-7 Average of achievement grades (1-7) and an attitude and effort grade (1-7) Tutor comments	**GRADE & PARENT TEACHER MEETING** Reporting grade 1-7 followed by Parent Teacher Meeting No tutor comments	**INTERIM REPORT** Reporting grade 1-7 Average of achievement grades (1-7) and an attitude and effort grade (1-7) Tutor comments	**GRADE & PARENT TEACHER MEETING** Reporting grade 1-7followed by Parent Teacher Meeting No tutor comments
Grade sheet 2	**GRADE & TARGETS** Reporting grade 1-7 Written target focusing on strategies for a specific area of improvement No tutor comments	**GRADE & PARENT TEACHER MEETING** Reporting grade 1-7 followed by Parent Teacher Meeting No tutor comments	**GRADE & TARGETS** Reporting grade 1-7 Written target focusing on strategies for a specific area of improvement No tutor comments	**GRADE & TARGETS** Reporting grade 1-7 Written target focusing on strategies for a specific area of improvement No tutor comments	**GRADE & TARGETS** Reporting grade 1-7 Written target focusing on strategies for a specific area of improvement No tutor comments	**GRADE & PARENT TEACHER MEETING** Reporting grade 1-7followed by Parent Teacher Meeting No tutor comments	**GRADE & TARGETS** Reporting grade 1-7 Written target focusing on strategies for a specific area of improvement No tutor comments
Grade sheet 3	**GRADE & PARENT TEACHER MEETING** Reporting grade 1-7followed by Parent Teacher Meeting No tutor comments	**GRADE & TARGETS** Reporting grade 1-7 Written target focusing on strategies for a specific area of improvement No tutor comments	**GRADE & PARENT TEACHER MEETING** Reporting grade 1-7followed by Parent Teacher Meeting No tutor comments	**GRADE & PARENT TEACHER MEETING** Reporting grade 1-7followed by Parent Teacher Meeting No tutor comments	**FULL REPORT** Reporting grade 1-7 Full written comments from subject teacher. Tutor comments	**GRADE & TARGETS** Reporting grade 1-7 Written target focusing on strategies for a specific area of improvement No tutor comments	**FULL REPORT** Reporting grade 1-7 Full written comments from subject teacher. Tutor comments

Grade sheet 4	FULL REPORT	FULL REPORT	FULL REPORT	FULL REPORT		FULL REPORT	
	Reporting grade 1-7	Reporting grade 1-7	Reporting grade 1-7	Reporting grade 1-7		Reporting grade 1-7	
	Full written comments from subject teacher.	Full written comments from subject teacher.	Full written comments from subject teacher.	Full written comments from subject teacher.		Full written comments from subject teacher.	
	Tutor comments	Tutor comments	Tutor comments	Tutor comments		Tutor comments	

Grading for reports

St. Paul's academic grading system for all year groups works on a scale of 1-7 as follows:

Forms 1 to 3

Grade	Descriptor	Pass/Fail
7	Excellent	Pass
6	Very good	
5	Good	
4	Satisfactory	
3	Poor	Fail
2	Achievement is a concern	
1	Achievement is a grave concern	

Forms 4 & 5

Grade	Equivalent IGCSE grade	Pass/Fail
7	A*	Pass
6	A	
5	B	
4	C	
3	D	Fail
2	E	
1	F-U	

Sixth Form

Grade	Equivalent IB grade	Pass/Fail
7	7	Pass
6	6	
5	5	
4	4	
3	3	Fail
2	2	
1	1	

A minimum of two academic grades must be used for each grade sheet. These are combined with a grade for attitude and effort (see overleaf) the average of which forms the reporting grade.

On each report the attitude and effort grade is also given as a separate grade.

Attitude and Effort	
7 **Excellent**	The pupil is dedicated to their learning and applies themselves fully in all areas, making an excellent contribution to lessons. The pupil is an excellent example to other pupils and is a positive influence on learning, behaving appropriately in all lessons and having a mature and respectful attitude towards their teachers and peers. The pupil demonstrates a high level of independence in organising themselves, always being punctual and having the correct materials. Work is presented with excellent care and attention to detail.
6 **Very good**	The pupil has an enthusiastic attitude to their learning and works hard, making very good contributions to lessons. The pupil is a positive influence on their peers, behaving appropriately in lessons and showing a mature attitude towards their teacher and their peers. Pupil shows independence with regard to organisation and in class; is nearly always punctual to lessons and arrives with the correct materials. Work is presented with very good care and attention to detail.
5 **Good**	The pupil has a good attitude to their learning and works hard, making a good contribution to lessons. The pupil behaves appropriately in lessons and shows maturity towards their teachers and peers. The pupil is developing independence and is mostly punctual to lessons and has the correct materials. Work is presented with good care and attention to detail.
4 **Satisfactory**	The pupil often pays attention in class but occasionally has a mediocre attitude towards their studies. Although their behaviour is generally good the pupil sometimes behaves inappropriately in class and a lack of maturity can be a problem. A lack of independence is a concern and sometimes leads to problems with punctuality and the pupil may occasionally arrive without the correct materials. Work is presented with care and attention to detail.
3 **Poor**	The pupil regularly fails to pay attention in class. The pupil is a poor influence on their lessons and their poor attitude often disrupts their own learning and that of their peers. Behaviour is often characterised by a lack of maturity and disrespect towards their teachers and peers. The pupil is often late to lessons and arrives without the correct materials and needs to develop independence skills. Work often shows a lack care and attention to detail.
2 **Attitude and effort** **is a concern**	The pupil's failure to pay attention in class is a significant concern. The pupil is a negative influence on their lessons and their poor attitude regularly disrupts their own learning and that of their peers. Behaviour is often characterised by disrespectful and confrontational attitude towards their teachers and peers. The pupil is often late to, and absent from, lessons and regularly arrives without the correct materials. Work regularly shows a lack care and attention to detail.
1 **Attitude and effort** **is a grave concern**	Despite regular intervention and encouragement the pupil's failure to pay attention in class is a continuing concern. The pupil is a long term negative influence on their lessons and their poor attitude is well below what is expected at the school. Behaviour is regularly characterised by disrespectful and confrontational attitude and the pupil has continually failed to respond to intervention. Punctuality and absence continues to be a concern. Despite intervention work continues to show a lack care and attention to detail.

The four quarterly grades are then weighted to give a final year grade. All grades are rounded up or down from .5.

All work that produces the academic reporting grade must be accompanied by a marking rubric and grades should be awarded according to requirements set out in the rubric. These may be linked with the IGCSE or IB standards but this is not always appropriate. As such reporting grades from Form 4 onwards are not predictive or target grades but reflect how well the pupil has met the requirements of the work set.

To ensure our grading process is valid heads of department should moderate assessment in four ways:

- **Analysis the level of the assessment**
  Ensuring it is appropriate and grades achieved are in line with expectations. To measure this Heads of department should use the IGCSE data to graph their results against IGCSE historical data.
- **Year group analysis**
  Using CEM data to measure the results achieved against expectations for the year groups based on their over-all CEM profile. To achieve this Heads of Department should correlate IGCSE historical data with the CEM data to highlight relative strengths and weaknesses between year groups.
- **Departmental auditing**
  Ensuring that teaching and learning across the department is consistent across classes.
- **Assessment moderation**
  Ensuring grading is consistent and valid across the department.

Report writing (guidance)

Subject reports
The following information should be included where appropriate:
1. Comment on strengths and weaknesses in skills, knowledge and understanding.
2. Comment on general approach to the lessons.
3. Provide a target for future improvement, something the pupil can actively do to improve.

Tutor reports
The tutor's comments should normally include the following:
1. General progress.
2. Attendance and punctuality.
3. Strengths and weaknesses.
4. Behaviour (with total of Bene and Non Satis awards).

5. Any other special contribution or achievement not already mentioned (e.g. prefect, school council representative, house captain, debating, lunch committee, sporting success, etc.).

Tutors are also required to report on personal presentation using the following rubric:

Personal presentation	
7 **Excellent**	Excellent personal presentation. Extremely neat and tidy. Takes great pride in their appearance and always follows the school's dress code. A role model.
6 **Very good**	Very good personal presentation. Takes very good care of their appearance. Takes very good pride in their appearance and follows the school's dress code for the most part.
5 **Good**	Good personal presentation. Generally takes care of their appearance but may have had to be reminded of the school dress code on occasion.
4 **Satisfactory**	Satisfactory personal presentation. Reasonably neat and tidy but has frequently had to be reminded to follow the school dress code.
3 **Poor**	Unsatisfactory personal presentation. Appearance at best is fair only. Has had many reminders of how they need to dress for school.
2 **Attitude and effort is a concern**	Continuous unsatisfactory presentation. Untidy, takes almost no pride in their school uniform/dress and has had constant reminders of how they need to dress for school.
1 **Attitude and effort is a grave concern**	Despite direct intervention, personal presentation is continuously unsatisfactory; blatant disrespect of the school dress code.

Checking reports

Heads of Department have access via SchoolBase to subject reports of members of their department and are responsible for ensuring reports are checked for quality, content, spelling, grammar and errors.

Once the reports have been entered by subject teachers, tutors will proofread them once again to check for errors that may have been missed. However, it is the Head of department's responsibility, should a subject report not be up to standard, to return it to the subject teacher concerned and request that it be rewritten.

Heads of Year are responsible for checking tutor comments and should liaise with the relevant Heads of Department should there be a cause for concern regarding the subject reports.

The Assistant Head (Academic) overseas and supports this process.

7. RECUPERAÇÃO

Definition and purpose

Recuperação is a legal obligation set out in the principles and rules of St. Paul's Regimento. Recuperação, by definition, is a process by which a pupil gets the help and support they need, **to gain the understanding they require** to pass to progress to the next the year. It should not simply be a second chance to pass a test or a part of the school's disciplinary procedures. As such it should neither be seen nor used in this way.

Recuperação types:
- **Continuous** assistance with learning on a daily basis during the lessons (through formative assessment and differentiation), as soon as learning difficulties are identified.
- **Parallel** - a more focused form of assistance based upon previous work, running parallel to (and outside of) regular lessons throughout the year.
- **Final** – a summative assessment at the end of the year to assess whether sufficient progress has been made to progress to the following year, when previous recuperação was not sufficient.

The Recuperação process should only address the areas that the pupil has not understood as indicated by their previous work- in class or during assessed work. Each time a pupil makes progress, the following work should reflect this, continuing to focus only on the areas that are still not understood. Recuperação, therefore, becomes a form of differentiated teaching in order to support a pupil's learning NOT merely an opportunity to re-submit work or re-sit a test. Summative assessment should be kept to a minimum and only as a means of assessing understanding and whether or not a pupil has passed.

Methods of Recuperação

There is no prescribed method by which a pupil must be assessed in order to pass. Methods used can range from a simple *viva voce* (oral exam in which the teacher poses questions to the pupil), to a simple written exercise or practical assignment. Whatever method is used written/documented evidence is essential and must be recorded and kept by the head of department.

Recuperação workshops

A recuperação workshop staffed by specific members (in lieu of a club or society) would guarantee an element of permanence to the structure. It is key to note here that these workshops do not take the place of regular department workshops. A record of attendance is required and subject teachers must identify targets and the extent to which these have been reached. In all cases, parents should be made aware of provision and their son/daughters participation levels.

To facilitate this, a recuperação card would be given to each pupil outlining the requirements, logging attendance to workshops and tracking progress. This should be counter signed by parents and kept on the pupil file once Recuperação has been completed.

The recuperação process
- **Stage 1: Parallel recuperação**
  Once in recuperação they have until the following grade sheet to pass. As such no pupil can be in recuperação simultaneously for the same subject across two or more grade sheets. Once the recuperação process has been completed the new grade replaces the previous grade but cannot exceed a 4. When the recuperação grade is lower than the previous grade then the higher grade remains. For pupils who fail to attend the parallel or the final recuperação, the failing grade remains.
- **Stage 2: Year average**
  A pupil who achieves an average of 4 for all four quarters passes the year, even if there are one or more failing grades.
- **Stage 3: Final recuperação**
  The pupil who, after the parallel recuperação, does not show the expected performance (final average of 4) they will have an opportunity to sit a final recuperação at the end of the year. If the pupil then achieves a 4 in the final recuperação they pass the year. A pupil who fails the 4th quarter, but achieves the year average of 4, passes the year. In this case recuperação for the 4th quarter should still be offered in the usual way.
- **Stage 4: Conselho de Classe**
  Conselho de Classe should meet at the end of each term to monitor progress and alert parents to concerns.

A pupil, who does not achieve grade 4 in final Recuperação and is still failing the year, can be approved by Conselho de Classe if it in their best interests to progress to the following year. This information should be reported in the transcript as "Approved by Conselho de Classe".

Conversely, Conselho de Classe may recommend that a pupil repeats the year or, in extreme cases, is asked to find alternative schooling which could better suit his/her needs.

All pupils will be issued with a recuperação booklet that will detail areas that need improving, targets and continuous feedback as well as a record of attendance for the recuperação workshops.

British Schools Overseas (BSO) Standards
This policy has been written to meet the requirement of Part 1 of the UK Government's BSO standards regarding the curriculum.

Policy review

This policy is to be reviewed, at least, annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Signed:

_____   _____

Graham Nye, Chairman   Louise Simpson, Head

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