

Curriculum Policy



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Curriculum Policy 2020-21

Our values reflect the Christian ethos of the School;

Compassion (*care, concern, kindness, thoughtfulness, sympathy, empathy, love*)

Courage (*resilience, perseverance, determination, bravery*)

Initiative (*creativity, resourcefulness, ingenuity*)

Integrity (*honesty, truth, trustworthiness, reliability, honor*)

Responsibility (*duty, obligation, accountability*)

Respect (*tolerance, understanding, open-mindedness, dignity, patience*)

Lucton School offers;

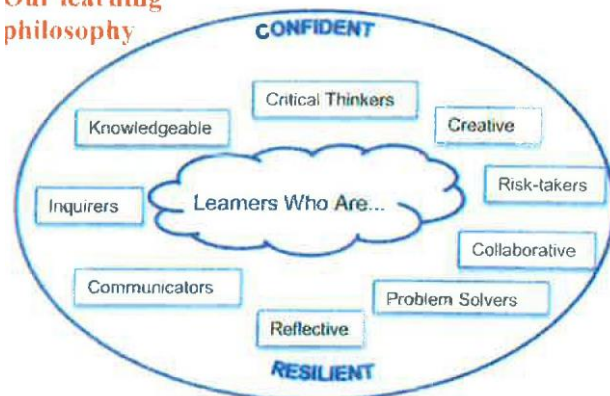
- A caring and supportive environment that nurtures children and means they leave the School as well balanced, considerate, confident and competent individuals.
- An education geared to get the very best from every child- stretching them academically to achieve outstanding academic results for all levels of ability and which even exceed their expectations.
- A full programme of activities, brimming with opportunity and which allows every individual to excel in a wide range of fields.

The School's Aims

We aim to provide an education that enables the children and young people in our care to grow, blossom and flourish in what is a rapidly changing, diverse and increasingly challenging world. We achieve this by having a strong and coherent learning philosophy, underpinned by a clear set of core values which develops children and young people with deep feelings of self-worth.

- To provide a modern, relevant education.
- To instill and promote a life-long love of learning.
- To equip all our boys and girls with a wide range of life-skills: academic, social, technical, vocational, practical, musical, creative and sporting.
- To promote and encourage the fullest possible spiritual development and moral welfare of each individual.

Our learning philosophy



In addition, we recognise that the youngest and oldest in the School have additional needs.

The Nursery's main aims in addition are:

1. To instill a joy of learning
2. To build children's confidence and self-esteem
3. To improve language and communication skills
4. To encourage independence
5. To teach children to show consideration for others

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6. To help prepare children for starting school
7. We never lose sight of the fact that our children are individuals and we work closely with parents to achieve each child's individual potential.
8. Most of all, we know Nursery should be fun.

The Sixth Form's main aims in addition are:

1. To instill in all Sixth Formers a sense of responsibility and an understanding that they are role models and ambassadors for the School.
2. To provide all Sixth Formers with opportunities for leadership, personal development and the honing of key skills valued in Higher Education and by employers.
3. To make sure that all our students understand and appreciate the full range of options available to them when they leave the school at the end of Year 13 and to equip them with the qualifications and skills required to take the next step in their lives.
4. To prepare them more generally for their life ahead as adults within a global community and a world that is dynamic and subject to rapid change.

The Heads, Senior Management and staff work to ensure we deliver the offer made to our pupils and families. We believe that the ethos and aims expressed so clearly in this document provide a clear focus for our work and great strength to our common purpose.

Rationale: we develop children and young people who:

- care and have compassion and respect for themselves, for others and for their environment.
- are loyal to friends, family and those with whom they learn and work.
- take responsibility for themselves, others and for those in the wider community.
- have the courage and confidence to be honest about themselves, and to act when they see others causing harm to themselves, others, or to their school or wider community.
- have the ability to work effectively independently and as part of a team with others.
- are reflective and have a balanced view of their strengths and weaknesses, their achievements and failures and the confidence to face the future with optimism.
- understand, value and uphold British values of democracy, respect for the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our Learning Philosophies.

1. We believe in building learning confidence and resilience. Boys and girls are expected to aim high in all areas, to stretch and challenge themselves to extend their own boundaries and limits, to be proactive in their learning and entrepreneurial. We believe there is merit in failure and a mistake can be a positive *so long as* we accept responsibility, learn from experience, endeavour not to repeat errors and bounce back. Above all, we believe that learning is a life-long activity, and we aim to equip our pupils accordingly.
2. While academic achievement is central to our endeavours, we recognise, value and celebrate non-academic achievements, personal growth and the development of useful skills and abilities in all areas.
3. Education is a collaborative venture. Through meaningful learning conversations, mutual respect and trust and a common sense of purpose, teachers, pupils and, when appropriate, parents collaborate in the teaching and learning within the School.

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In conclusion, the general principle governing the curriculum of the School is that every child shall be entitled to and shall take up a curriculum which is balanced and broadly based, and which meets both their needs and the learning philosophies outlined above.

The School provides for all children access to the areas of experience below, through which to develop and exercise their learning skills

1. Aesthetic and Creative - artistic appreciation, self-expression, empathetic awareness.
2. Ethical - integrity, morality, British values, relationships.
3. Linguistic - the four dimensions of language; listening, reading, speaking and writing.
4. Mathematical - numerical, spatial, scientific and practical.
5. Physical - co-ordination of mind and body, active lifestyle.
6. Scientific - observation, enquiry, technology, environment.
7. Social and political - culture, society and its institutions.
8. Spiritual - values of school, British society and religion.

Our Curriculum Policy requires us as teachers to ensure that we enable each child:

1. To read fluently, with understanding, feeling, discrimination and enjoyment a variety of materials written in different ways for different purposes;
2. To write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;
3. To communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
4. To listen attentively and with understanding;
5. To acquire and evaluate critically information from various sources, and to record information and findings in various ways;
6. To develop awareness of self and sensitivity to others, acquiring a set of moral values (especially those defined as British values) and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self-discipline and acceptable behaviour;
7. To acquire and apply with speed and accuracy computational and wider IT skills;
8. To understand mathematical language and concepts in order: to extend understanding through a process of enquiry and experiment, to successfully manipulate them and apply them in various situations in home, school and local area, to appreciate the structure of mathematics and the nature of number, to be aware of the applications of mathematics in the world, to develop analytical and logical ways of thought;
9. To observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;
10. To master basic scientific ideas and methods;
11. To investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work;
12. To know about geographical, historical and social aspects of their wider environment and the national heritage and culture, to be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their

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- importance for them as an individual within society, to be aware of Christian beliefs and their importance in shaping our current society;
13. To be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas, to be aware of art and design in the environment both past and present;
 14. To be aware of the effects, and able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling;
 15. To develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition; to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs;
 16. To appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments, to be aware of and value great music of past and present and develop a critical sense with regard to music;
 17. To understand the value of achieving happiness for him or herself and others and that both may be achieved by contributing to society and others.
 18. To understand the responsibilities s/he has to ensure they co-operate with those around them and in responsibility; and where their behaviour is incompatible with this, accept the Headteacher has the duty to discipline, suspend and ultimately to exclude them from the School to protect the interests of the remaining pupils in the School.
 19. To understand what is meant by British values, as seen in its language, laws, literature, culture and history. Teachers in all subject and pastoral areas are required to ensure this is enabled through the active promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010 (see also the School's Equal Opportunities Policy).
 20. To understand what is meant by the term 'safeguarding' and to help themselves adjust their behaviours in order to reduce risks and build resilience, including to bullying and radicalisation in line with Prevent, with particular attention to the safe use of electronic equipment and the internet.

Curriculum planning

The school's curriculum plan answers 7 basic questions, both within each curriculum area and across the curriculum. The professional and effective response to these questions ensure that schemes of work offer breadth, balance, coherence, relevance, differentiation and progression and where appropriate in accordance those of examination boards or devised/regulated elsewhere by other agencies.

1. Why? Objectives/aims and policy.
2. What? Policy, guidelines, schemes of work.
3. Who? The staff responsible for the key processes.

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4. How? Delivery; teaching and learning methods and processes.
5. Resources? What is needed in terms of equipment, time, finance
6. Whether? Monitoring, reflection, evaluation.
7. Review? Revision, adaptation to developing/changing needs, quality control.

Assessment for Learning

Schemes of work, internal and external assessments (including GL Assessments, MidYIS and ALIS), teaching and learning incorporate elements which contribute to assessment and comparison over time thereby providing:

1. Information which teachers can use in deciding how a child's learning can be taken forward and in giving the children themselves and clear and understandable targets and feedback about their achievements.
2. Teachers and other stake-holders with the means of identifying the need for further diagnostic assessments for particular children where appropriate to help their education development.
3. Overall evidence of the achievements of a child and of what he or she knows, understands and can do.
4. Aggregated information about children's achievements which can be used as an indicator of where there needs to be further effort, resources, changes in the curriculum etc.;
5. Helpful communication with parents about how their child is doing; and with Senior Management, our various professional associations such as ISA, IAPS, ISC, ISI and the wider community about the achievements of the School.
6. A basis for professional development, in that the process of carrying out systematic assessment, recording attainment, and moderating the outcomes in discussion with other teachers in the school. Moderating groups will be a valuable basis for teachers to evaluate their own work and gain access to new thinking.

In addition, our Schemes of Work take into account the continuous nature of education, having regard to the experiences the children will have had before entering the school, and those anticipated after they leave. Thus, liaison with our own Nursery and between Prep, Middle, Senior and Sixth Form divisions, as well as feeder junior and senior schools informs curriculum design.

Careers

The School takes with the greatest seriousness its duty to provide students with the information they require to help them make choices about their education and their future after leaving Lucton. In Years 7 to 9, a member of staff is designated to provide students with general guidance and, in Year 9, more targeted advice about GCSE options. In Years 10 to 13, two members of staff (currently the Heads of Yr10 & Yr11 and the Sixth Form) work together to provide students with advice on issues such as;

- Vocational and academic routes through HE and FE.
- Apprenticeships.
- A-level choices and how they can affect university options.
- University applications.
- Wider skills valued by universities and employers.

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While this guidance is targeted at those in the upper years with the school, it can be accessed by all students, irrespective of their age.

The work of those charged with giving career guidance is supported by the "Living in the Wider World" strand in the PHSE programme. Also, outside speakers on key issues are regularly invited into school to provide expert guidance and information. All staff involved in careers guidance at Lucton are at pains to be unbiased and impartial in their advice.

The School seeks to meet the needs, specifically, of its children.

The School is responsible not only for the physical safety and well-being of the children, but also for their psychological safety and well-being. This is vital for learning, for all children. When the child's own image of self is counter-productive, when s/he regards her/himself as a failure and feels that others do too, the child will be unhappy and will not learn. The image is thus self-reinforcing. Image building is thus a vital part of the School's work. Thus, we provide a positive, caring, supportive environment in which the children develop poise, confidence and self-assuredness, and are empowered to value themselves and others.

Establishing a good rapport with children, building their self-esteem, encouraging them to express individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum.

Able, Gifted & Talented, Plus plainly enthusiastic (AGT+)

The more able have many successes on which to build, and the School seeks to provide for the particular needs of these children. We make use of GL Assessments, MidYIS and ALIS, as well as public examinations, our ongoing internal assessments, professional judgement and knowledge of our pupils to identify and track the development and progress of all of our pupils. This also assists us in ensuring that we cater appropriately for those more able. Additionally, we have a Middle School Scholarship Day and a Sixth Form Scholarship Examination to identify those who are academically gifted or vocationally talented. Finally, we use transition data, including reports from previous schools, and external references to identify and assess ability and talent in those joining the School from elsewhere. Further information on these can be obtained from the Registrar.

Identification of AGT+ forms part of the School's more general assessment strategy. A variety of benchmark assessments take place throughout the School (including GL Assessments from Year 1, MidYIS for Y7 and 9, ALIS for Year 12), as well as through lessons and marking of work. Provision for AGT+ includes differentiation within lessons, setting arrangements in mathematics, extension in our GCSEs courses in English, Maths and the Sciences, as well as extension opportunities outside the normal routine.

Learning Differences and Difficulties

Pupils whose work and/or behaviour are on the surface less satisfactory are often the ones in most need of support, encouragement and reinforcement. In addition, it is the nature of the School that we have at any time a significant number of pupils whose first language is not English. Thus, teachers must do all they can to ensure that these children are also helped to develop self-confidence and self-esteem. The same assessment processes that identify AGT+ also help to identify those who require additional support. In addition, screenings take place in English and maths upon application to enter the School and at the start of the academic year in Years 7 & 9.

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Children need to be literate and numerate, and the School recognises the need for clear guidelines for the core subjects of English, Mathematics and Science, and for appropriate recovery plans to support those who have fallen behind. To this end, the School curriculum provides for specific EAL teaching, and additional English and maths. The SEN Department will also arrange additional targeted support in discussion with pupils and parents. Screening also occurs to identify pupils who require additional time in internal and public examinations, and the necessary access arrangements are put in place by the School's Examinations Officer in conjunction with the SEN Department. Pupils with SEN needs are clearly identified as such on the School's information system, and all staff must be aware of, and plan for and through differentiated teaching deliver lessons that accommodate these needs.

Those who find the formal curriculum difficult are not to be denied opportunities for personal development either. If the demands made on a child threaten to lessen self-confidence and self-esteem, then it may be time to alter the demands being made. It is vital that learning is seen as essentially useful and enjoyable. It is an important tool for life and if children learn to enjoy it when young, this will stay with them.

Regrettably, there are limits to how far a non-Special school such as ours can accommodate extensive additional learning needs. Additionally, all pupils are expected to behave in such a way to facilitate effective teaching and learning within the School.

Note that this policy statement should be read in conjunction with the various materials produced by the School sections and departments, such as the subject handbooks/schemes of work, and provides the frame of reference within which each section, department and subject can establish its own particular policies and practice.

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LUCTON SCHOOL - MARKING GUIDANCE

Marking	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Presentation of work	Teachers consistently comment on presentation, both to praise students who demonstrate evident pride in their and to warn students about failings before they develop bad habits.	Marking often comments on the quality of presentation and the completeness of work . It specifically comments on occasions when students have taken evident pride in their work.	Marking sometimes acknowledges the quality of presentation. Sp ecific weaknesses in presentation are sometimes highlighted.	Presentation is rarely or never acknowledged. No comments are made to highlight deficiencies (e.g. incomplete work/graffiti/ doodling) and no effort is made to praise students who have taken evident pride in their work.
Organisation of work	The teacher has set a large quantity of work, which is effectively organised in books/folders to provide students with a detailed set of materials to support ongoing learning/ revision . Students are clearly taking responsibility for their work and its organisation. Marking specifically acknowledges these points.	The teacher has set a good quantity of work which reflects the time allocated to the subject. The work in books/folders supports ongoing learning/revision. There is a clear sense that students understand the importance of good organisation. Marking often acknowledges these points.	Teachers have set enough work to support ongoing learning/revision but students will probably need to use supplementary materials e.g. revision guides. There is some evidence that the students take the organisation of their work seriously and this is sometimes acknowledged by the teacher in his/her marking.	Books do not contain enough work to support ongoing learning/ revision . Neither the teacher nor his/her students appear to take the organisation of the work seriously.
Frequency of marking	Marking is frequent and up-to-date. Such marking is very helpful in enabling students to learn and make progress.	Marking is regular and largely up-to-date. Such marking is helpful in enabling students to learn and make progress.	Marking is inconsistent in its regularity and not really up-to-date. Such marking is of limited help in enabling students to learn and make progress.	Marking is either non-existent or too infrequent to have any positive impact on a student's learning and progress.
Quality of teacher feedback	Written feedback is consistently of a high quality. Students are given detailed/specific advice on how to improve their work. Marking makes explicit for example what the pupils have done well, identifies strengths or differentiates (e.g. "You have learned the key facts well", "Well done on having a go at the harder problems" or "You have used the style of language most appropriate to this task"). There is evidence of learning dialogue; the teacher evidently checks that his/her comments are being taken on board and the students clearly respond to advice in their subsequent work .	Written feedback is often of a high quality. It clearly informs students on a regular basis about what they need to do to improve their work. Praise is used to motivate students. The teacher is regularly checking to see if advice/guidance on how to improve is being followed up and this is evidently having a positive impact on learning .	Written feedback is sometimes of a high quality . Feedback is usually timely and encouraging. Students are given some/occasional information about what they need to do to improve. The teacher may be checking to see that marking is having a positive impact on learning but this is not always evident.	Marking is rarely or never of a high quality. It is insufficiently focussed to have much impact on learning and progress. Comments are often purely negative ("This is not good enough"), unfocused praise ("Good work") or solely on presentation. As a result, teacher feedback does not give students meaningful direction on how to maintain or improve the standard of their work.
Quality of Written Communication	In line with the school and departmental marking policies, the teacher consistently annotates work to highlight spelling, punctuation and grammatical mistakes and errors in wider communication. The teacher also suggests improvements e.g. in sentence structure, appropriate use of language etc.	In line with the school and departmental marking policies, the teacher consistently annotates work to highlight spelling, punctuation and grammatical mistakes and errors in wider communication. The teacher also sometimes suggests improvements e.g. in sentence structure, appropriate use of language etc.	In line with the school and departmental marking policies, the teacher usually corrects basic errors in spelling and punctuation, e.g. capital letters, full stops .	The teacher rarely or never corrects even basic errors in spelling, punctuation or grammar.
Self/Peer Assessment	Pupils are specifically instructed to and given advice on how to check and improve their own work. They are often involved in marking or evaluating their own learning . They are given opportunities for peer marking , too.	Students are sometimes involved in marking or evaluating their own learning and/or the learning of others.	Students are occasionally involved in marking or evaluating their own learning and/or the learning of others.	Students are never involved in marking or evaluating their own learning and/or the learning of others.
Pupil engagement and independent learning	The teacher often comments on pupil engagement (e.g. "You clearly paid close attention when we discussed this in class"), the quality of preparatory work, including where appropriate independent/extended research , and the impact of these on the students' work. Teacher comments acknowledge and encourage stretch and challenge for the most able and consolidation for the less able.	The teacher sometimes comments on pupil engagement, the quality of preparatory work, including where appropriate independent/extended research, and the impact of these on the students' work. On these occasions, teacher comments acknowledge and encourage stretch and challenge for the most able and consolidation for the less able.	The teacher occasionally comments on pupil engagement, the quality of preparatory work, including where appropriate independent/extended research, and the impact of these on the students' work. On these occasions , teacher comments acknowledge and encourage stretch and challenge for the most able and consolidation for the less able.	There is little or no comment regarding pupil engagement or the quality/impact of independent learning.

Assessment and Reporting Policy – Middle & Senior School

Phase	Assessment/Report	Year	Autumn Term	Spring Term	Summer Term
Middle School	Internal Assessment	6		Y6 Assessment & Scholarship Day	Internal exams in English, Maths & Science
	External Assessment				
	Report		Half-Term Grade Card End of Term Full Report	End of Term Grade Card	End of Term Full Report
	Internal Assessment	7	Literacy screening		Internal exams in all subjects
	External Assessment		GL assessments (Eng, Mat, Sci)		
	Report		Half-Term Grade Card End of Term Full Report	End of Term Grade Card	End of Term Full Report
	Internal Assessment	8			Internal exams in all subjects
	External Assessment				
	Report		Half-Term Grade Card End of Term Full Report	End of Term Grade Card	End of Term Full Report
Senior School	Internal Assessment	9	Literacy Screening		Internal exams in all subjects
	External Assessment		MidYIS Test		
	Report		Half-Term Grade Card End of Term Full Report	End of Term Grade Card	End of Term Full Report
	Internal Assessment	10		Interim (progress) tests in all subjects	Internal exams in all subjects
	External Assessment		GL assessments (Eng, Mat, Sci)		
	Report		Half-Term Grade Card End of Term Full Report	End of Term Grade Card	End of Term Full Report
	Internal Assessment	11	Mock GCSEs in all subjects	Sixth Form Scholarship Exam	
	External Assessment			GCSE examinations early entries in Maths GCSE Art Exams	GCSE examinations
	Report		Half-Term Grade Card End of Term Full Report	End of Term Full Report	End of Term Achievement Sheet
Sixth Form	Internal Assessment	12		Interim (progress) tests in all subjects	Internal exams in subjects being taken in Y13
	External Assessment		ALIS Test GCSE resits (English)	GCSE resits (English & Maths)	GCSE resits (English & Maths) AS public exams in subjects not being taken to A-level in Y13
	Report		Half-Term Grade Card End of Term Full Report	End of Term Grade Card	End of Term Full Report
	Internal Assessment	13	Mock A-levels in all subjects	Additional mock exams if required	
	External Assessment		GCSE resits (English) University entrance/aptitude tests	GCSE resits (English & Maths) A-level Art Exams	GCSE resits (English & Maths) Terminal AS/A-level exams
	Report		Half-Term Grade Card End of Term Full Report	End of Term Full Report	End of Term Achievement Sheet

Formal Reporting Schedule (Prep School)

	Term 1	Term2	Term3
Reception	Parents' Evening+ Early Years Foundation Stage Profile and school report	Parents evening	Early Years Foundation Stage Profile and school report
Years 1 - 5	Parents' Evening +school report	Parents evening	Full School Report

Formal Assessment Schedule (Prep School)

	Term 1	Term2	Term3
EYFS (Nursery and Reception)	<ul style="list-style-type: none"> • Between 2 and 3 years: Progress Check • End of Reception Year: EYFS Profile • GL Reasoning in Reception during Autumn or Spring 		
Year 1	<ul style="list-style-type: none"> • GL Assessment in Maths and English • Holbom Reading Test or Salford Reading Test A • Schonell Spelling test A 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test B 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test C • Schonell Spelling test B • YI Phonics test
Year2	<ul style="list-style-type: none"> • GL Assessment in Maths and English • Holbom Reading Test or Salford Reading Test A • Schonell Spelling test A • GL Non-Verbal Reasoning test, (or later in year, depending on class) 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test B 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test C • Schonell Spelling test B
Year3	<ul style="list-style-type: none"> • GL Assessment in Maths and English • Holbom Reading Test or Salford Reading Test A • Schonell Spelling test A 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test B 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test C • Schonell Spelling test B
Year4	<ul style="list-style-type: none"> • GL Assessment in Maths English and Science • Holbom Reading Test or Salford Reading Test A • Schonell Spelling test A • GL Non-Verbal Reasoning test, 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test B 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test C • Schonell Spelling test B
Year 5	<ul style="list-style-type: none"> • GL Assessment in Maths English and Science • Holbom Reading Test or Salford Reading Test A • Schonell Spelling test A 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test B 	<ul style="list-style-type: none"> • Holbom Reading Test or Salford Reading Test C • Schonell Spelling test B

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