



# Culford

## Senior School

Fourth Form Curriculum  
2018-2019

Art  
Design & Technology  
Drama  
English  
EAL  
French  
Geography  
History  
ICT  
Latin  
Mathematics  
Music  
Personal Learning & Thinking  
Skills  
PSHCE  
Philosophy, Religion & Ethics  
Science  
Spanish

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# THE ACADEMIC CHALLENGES OF THE FOURTH FORM

## **Opportunities**

Entry into the Senior School is exciting and opens up many opportunities to develop potential and explore new avenues of knowledge. Therefore, we expect Fourth Form pupils to participate wholeheartedly in the academic experiences offered to them in and out of the classroom.

## **Academic Expectations and Support**

Academic expectations and support are outlined fully on pages 30–31. In essence, we expect pupils to be self-motivated and ambitious to achieve to the best of their ability. Organisation is central to this success and therefore we provide pupils with planners to help them with academic self-management.

Attainment grades are extremely important, but as you can see from the effort descriptors outlined on pages 32-33 we put considerable emphasis on the learning journey. In summary, it is important that pupils produce work, Preps and test performances to a high standard relative to ability level; hit deadlines with their Prep; ensure that books/files are always neat, complete and well organised; participate fully in all learning activities; arrive on time to lessons; bring the correct equipment to lessons.

As well as the above, we promote and assess pupils in seven key personal learning and thinking skills (PELTS): independent enquiry; team work; effective participation; self-management; reflective learning; creative thinking and tenacity. For pupils to receive 'excellent' for effort, they must be at a high level in all of these areas and also contribute within and beyond lessons, at least to some degree, beyond specifications.

Parents, tutors and subject teachers provide the necessary support to help pupils achieve the previously outlined expectations. We achieve this by checking the planner each week and by ensuring that Prep is complete and that its presentation is good; untidy work is not acceptable. A copy of the Prep timetable is sent to parents so that they are aware of the subjects to be covered each evening.

We want to help pupils to use their time well in the early stages and give as much encouragement as possible, so that they learn to develop their talents in a positive way as they work towards their personal goals. We therefore provide pupils with a series of study skills sessions, as outlined on page 29.

## **Targets**

It is important to set short term academic targets and, in discussion with the tutor, each pupil therefore decides upon realistic aims and objectives achievable by them with dedicated study. This enables them to make sensible choices for their GCSE course over the following two years.

## **Curriculum and Academic Aims**

We hope that the brief outline of the curriculum which follows will give a useful overview of what is being studied in the Fourth Form and enable us to work together more fully in the best interests of each individual pupil.

In conclusion, at Culford we aim to develop pupils' independent learning skills, responsibility for learning, and academic leadership via guided, pupil-centred individualised learning and teaching so that pupil confidence, enjoyment and academic success appropriate to ability level are enhanced.

# ART

The Fourth Form art and design course is seen as an exciting stepping stone toward GCSE. The work presented throughout the year will be a varied selection based on numerous techniques and materials, allowing all pupils to improve and discover new ways of creativity. Working thematically, the work covered will show evidence of investigation, experimentation, historical and critical analysis, and documentation in the form of a sketchbook or portfolio of studies and final realisation.

Work will vary on different themes throughout the year such as Architecture, War and Futurism.

It is an exciting year that opens up many varied creative opportunities.

## **Course Content**

- Core skills of painting and drawing

Additional skills may include:

Printmaking  
Computer generated design  
Collage  
Mixed media  
Photography

## **Background/extension work**

- Research and investigation
- Contextual and historical analysis

# DESIGN AND TECHNOLOGY

The design and technology curriculum builds on the foundations laid in the Preparatory School and provides pupils with an insight into the options available at GCSE level.

## **Systems & Control**

### **Course content**

Through the design and construction of a speaker system, pupils develop:

- Basic principles of control systems
- Application of knowledge to problem solving
- Designing and making an electronic product
- Creativity

## **Resistant Materials**

### **Course content**

Through analysis and production of a clock, pupils develop their:

- Knowledge of materials
- Knowledge of manufacturing processes
- Ability to be creative and their designing skills
- Understanding of the role of a designer

## **Extension work in both design and technology options**

- Attending any of the wide ranging after-school activities offered by the department
- Entering external competitions
- Looking at relevant websites

# DRAMA

Drama allows pupils to be creative, expressive, and work both independently and as part of a team, whilst building their confidence and preparing them for all walks of life.

## **Course content**

This is a very practical course where pupils will be introduced to a variety of skills, including script interpretation, physical theatre, devised drama, improvisation, and role play. Over the year pupils will also have the opportunity to perform scripted plays and create their own performances in small groups. The ability to manage projects and work independently is an important aspect of drama, and pupils have the opportunity to direct each other in a performance project at the end of the year which assesses all the performance skills they have learned over the year. As well as this, pupils will have the opportunity to analyse and evaluate their own developing drama skills throughout the year, formally assessing recordings of their own work.

The most important aspect of the drama course is that it enables pupils to develop their creative expression, experience a variety of different drama conventions and learn how to effectively evaluate their own performance skills whilst also having a great deal of fun exploring what practical drama has to offer.

## **Extra-curricular Drama**

The programme of extra-curricular drama at Culford is thriving, with a production either in rehearsal or being performed. Many of these are open to the Fourth Form, and in the past pupils have taken part in the school musical, examples of which have been *'We Will Rock You'* *'Little Shop of Horrors'* and *'Les Miserables'*. There is plenty of opportunity for pupils to become involved in technical theatre, with a busy technical theatre club supporting all the productions over the year. Physical theatre and contemporary dance clubs prove to be very popular and are a great way for pupils to become involved in the performing life of the school.

# ENGLISH

The Form 4 English Programme of Study is designed to be an IGCSE foundation year, giving pupils the concepts, skills and knowledge required to make a confident start to IGCSE English Language and Literature in Lower 5.

Over the year, pupils study seven different units. Each unit is designed as emphasising their development either as a writer or a reader, with a particular focus on the skills that will be necessary for IGCSE.

## **Unit Outline:**

### Memoir Writing (Writing Unit)

In this unit, pupils learn to think as real writers, working through the writing process to produce a piece of autobiography or memoir. The emphasis here is for pupils to develop stamina as writers and to learn more advanced techniques, such as how to shape meaning through structure and symbolism.

### Literary Short Stories (Reading Unit)

In our next unit, pupils move to developing their reading skills. We read a variety of short stories, from a range of classic and contemporary authors, and focus on the close reading skills that underpin all literary study. A particular focus in this unit is thinking about the way in which comparing texts furthers our understanding of each text.

### Literary Essay Unit (Writing Unit)

The literary essay is a foundational writing type for IGCSE Language and Literature. In this unit, pupils are taught how to structure a literary essay and will then apply this understanding to the fiction they have read in the previous unit. The emphasis here, though, is on their writing skills and we find that this separation of reading and writing, is hugely helpful in allowing them to develop as essayists.

## Unseen Analysis – The Gothic (Reading Unit)

In both IGCSE Language and Literature examinations, pupils are required to engage with texts that they have not encountered before. This unseen practical criticism is a fantastic, though demanding, test of a reader's ability. In this unit, we use extracts from a range of Gothic fiction to practise unseen analysis and to build a repertoire of questions that we can ask of any text as we read.

## Writing to Argue (Writing Unit)

In this unit, we return to a focus on writing skills. Building on the literary essay structure learnt in the first term, pupils learn to write short, argumentative essays. Using a variety of current themes, pupils are taught how to devise and structure arguments, and to enhance the quality of their writing through rhetorical techniques.

## Poetry Analysis (Reading Unit)

Some refer to poetry as a foundational genre and we generally find that the close appreciation of poetry we undertake at this point is challenging but rewarding for our pupils. In this unit, we study poetry from a range of authors, considering what defines poetry as a genre and the wide range of techniques that poets employ to convey meaning.

## Whole-text study (Reading and Writing Unit)

In the final term of Form 4, we begin the IGCSE course. Here, through a close shared reading of John Steinbeck's *Of Mice and Men*, we bring pupils' writing and reading skills together. Pupils will not only explore the text in terms of its plot, language, character, setting and themes, but will also reinforce the essay writing skills they learnt in the first term

# ENGLISH AS AN ADDITIONAL LANGUAGE

Our aim is to help pupils for whom English is not their first language to acquire the skills they need in order to cope not only with everyday life in school but also with other subjects they are studying.

There may be an opportunity to take an external EAL examination during the Fourth Form year.

## Course content

Emphasis is placed on the spoken word; by listening to and speaking English in a variety of situations, the pupils are enabled to develop fluency and gain confidence. Pupils also learn the grammar and vocabulary most relevant to their needs and they are helped to develop the skills they need in order to complete assignments across the curriculum. They learn to proof-read and re-draft their writing. In addition they practise reading skills and learn strategies to help them deal with unfamiliar words. They are taught different techniques to help them learn new vocabulary. The course is up-to-date and full of variety, with plenty of opportunity for self-expression and fun.

## Extension work

- Pupils are encouraged to make use of the wide range of books, magazines and DVDs available in the school library and in the EAL room. There are also directories of useful websites for language learners
- Reading books, watching films and writing reviews are activities built into the course, and pupils are encouraged to continue reading and listening for pleasure during their free time
- Pupils are also introduced to English newspapers and television news as important language learning aids

# FRENCH

The four skills of listening, speaking, reading and writing are taught throughout the Fourth Form course, with great emphasis being placed on the pupils learning to speak and write accurate French.

## Course content

### Grammar

- Knowledge and use of of the present, perfect, future and imperfect tenses of regular and irregular verbs and reflexive verbs; for some pupils also the conditional

### Topics

- School and adolescence
- Home
- Daily routine
- Holidays and excursions
- Leisure
- Going shopping
- Invitations
- Future career and the world of work
- Home town and area

### Background reading/extension work

- All Fourth Form pupils will be invited to participate in a residential French trip in the Easter holidays
- Reading books and magazines in French which are available in the library
- There is an opportunity to watch French television and use the digital language lab
- The Internet is a useful tool in acquiring knowledge of the language and the country and as a department we have a subscription to [linguascope.com](http://linguascope.com)

# GEOGRAPHY

The Fourth Form geography course aims to provide pupils with the essential foundations necessary to gain a good IGCSE. Concepts such as uneven development, sustainability, interdependence and globalisation are introduced within distinct themes.

## **Course content/themes**

- Place and the EU
- Ecosystems
- Nepal. Tourism and Plate tectonics
- Extreme weather
- Development

Fieldwork, ICT and individual enquiry work are an integral part of the course.

## **Background reading/extension work**

- The ICT suite has enabled the department to organise a great deal of work involving computer skills
- Learning through Internet sites and newspaper articles is encouraged

# HISTORY

The history curriculum in the Fourth Form is a combination of bespoke Fourth Form courses and a new 9-1 GCSE unit. These have been designed to fascinate and engage pupils and to drive academic achievement. They will also prepare pupils for the exciting challenges of history GCSE in the Fifth Form. The courses represent an essential chapter of the 20<sup>th</sup> Century and are highly relevant to our understanding of the modern world.

## **Course content**

- The Causes and Key Events of World War One
- 9-1 GCSE Unit 31: Weimar and Nazi Germany, 1918–39

## **Teaching methods and Extension work**

- We make good use of ICT, including Google Classroom, interactive whiteboards, virtual reality and a wide variety of online learning resources
- We use a wide range of cultural material including film and music to enhance the learning experience and to enable pupils to question the representation of people and events
- In the school library we have a large number of relevant books, both factual and fiction, which enable pupils to gain a wider understanding of topics covered. Titles of these are given to pupils at the start of the course
- Personal research encourages independent learning supported by teachers; pupils will learn to work by themselves and in groups to solve challenges

# INFORMATION COMMUNICATION TECHNOLOGY

The curriculum for ICT in the Fourth Form is designed to consolidate KS3 knowledge and prepare pupils for all areas of the curriculum in the Senior School. The Department's aim is to prepare all pupils with the necessary skills portfolio to support their studies in other subjects.

## Course Content

- Effective use of ICT and standard ways of working
- Using email to communicate and collaborate
- Office application skills to support academic study in other subjects
- Finding information and making use of information sources
- Presentation skills
- Ethical computing
- Computer programming

Using a range of course material, pupils will work through a variety of ICT skills set in a real life context designed to combine skills development and application.

# LATIN

The course is suitable for linguistically able beginners as well as those who have learnt some Latin before. Pupils will be able to understand and apply the basic principles of the language by the end of the year.

## **Course content**

There will be a minimum core of grammar and vocabulary to be covered by all pupils. Reading material will deal with Roman history and social life, with a focus on Roman Britain and Egypt. The influence of the Romans and their language will also be studied. We use the popular Cambridge Latin Course textbooks and website.

## **Extension work**

- Project work on a background topic
- Ancient Greek

# MATHEMATICS

In the Fourth Form we complete the Key Stage 3 syllabus and all the groups begin Key Stage 4. We endeavour to enable pupils to work at the optimum pace for their particular ability level which means that different sets work at different rates and to different levels. The top group may go on to sit their GCSE one year early at the end of the Lower Fifth, followed by an additional mathematics qualification in the Upper Fifth.

## Course content

- Number
- Algebra
- Shape, space and measure
- Statistics and probability
- Investigational work
- Problem solving techniques and competition mathematics

## Background reading/extension work

Books:

### **The Number Devil**

by Hans Magnus Enzensberger

### **1089 and All That - A Journey into Mathematics**

by David Acheson

Websites: The following sites contain work for all ages and levels of pupil.

United Kingdom Mathematics Trust:

<http://www.mathcomp.leeds.ac.uk>

Nrich (Cambridge):

<http://nrich.maths.org/public>

## **Pupils will study topics from this list:**

### **Number Work**

Rounding numbers  
Using a calculator  
Negative numbers  
Percentages, ratio  
Fractions  
Estimating  
Surds

### **Algebra**

Language of algebra  
Brackets  
Solving linear equations  
Straight line graphs  
Gradient of a line  
Inequalities  
Quadratic equations/graphs

### **Shape, Space and Measure**

Polygons and circles  
Trigonometry  
Areas of triangles, parallelograms, trapezia and circles  
Scale drawings and bearings  
Pythagoras' theorem  
Loci

### **Handling Data**

Frequency distributions  
Mean, mode, median, range  
Stem and leaf diagrams  
Probability  
Cumulative frequency  
Conversion graphs  
Real life graphs

# MUSIC

All Fourth Form pupils receive one lesson of music per week. The course covers the music skills of listening, composing and performing. A variety of different styles of music will be introduced, including western art music, popular music and selected world music. Simple composition structures will also be examined and pupils will be encouraged to write their own compositions.

In addition to class music offered within the academic curriculum, lessons in piano, most orchestral instruments, singing and percussion are offered on an individual basis.

The School also offers a starter scheme for Fourth Form pupils who wish to experience learning an orchestral instrument on a trial basis. A term's free lessons will be offered. This is likely to be a shared lesson with one other pupil. An instrument and music will be provided free of charge. Further details can be obtained from the Director of Music.

# **PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE)**

Adolescence is a time when young people undergo major transitions and begin to develop autonomy and independence. At the same time they are expected to cope with academic and social pressures, changing dynamics in relationships with family and friends, and increasing exposure to adult concerns such as drugs, drinking and sexuality. PSHCE gives pupils opportunities to find out about and discuss, in a safe environment, issues that are relevant to their lives.

The PSHCE curriculum at Culford aims to promote the physical, social, health and mental well-being of the individual by:

- Enabling pupils to consider their own attitudes and values and those of other people
- Providing comprehensive, unbiased and correct information
- Enhancing pupils' self-esteem and self-confidence
- Developing informed decision-making and problem-solving
- Developing personal, emotional, social and communicative skills

The PSHCE curriculum is part of the wider school ethos of promoting self-respect for others, which is evident in the pastoral system, the peer mentoring, and buddy system of new pupils within the Houses at Culford School. It also encourages pupils to build those skills vital within positions of responsibility, service and leadership offered to them throughout their time at Culford. Pupils also expect to be treated, and to treat each other, in a way that reinforces the messages conveyed in the PSHCE curriculum.

The School is both a member of the PSHCE Association and a chartered school of PSHCE.

The Fourth Form has PSHCE as part of the Friday tutorial sessions once or twice every term. These will take the form of presentations and workshops, some using the skills of those in-house, and others using the expertise of outside providers. It is important that these sessions are interactive rather than didactic, allowing pupils to explore their own responses to issues.

Topics covered in seminars:

- Respect and Friendships - Sally Roberts
- E-safety - James Tyler (Head of ICT)
- Drugs, alcohol and smoking - Peter Hall
- Health, Sex and relationships - Sally Roberts

Other topics such as time management and personal organisation are covered in the Study Skills Programme.

# PHILOSOPHY, RELIGION AND ETHICS

The Fourth Form course has been designed to achieve five main objectives:

- Explore key elements of philosophy, ethics and religious studies
- Develop the skills and confidence needed to discuss, and write about, philosophical, moral and theological issues
- Creatively extend the range and variety of educational activities
- Engage and excite pupils about philosophy, religion and ethics to encourage them to choose religious studies as one of their GCSE options
- Encourage critical thinking skills

Each module has room for pupils to engage in creative projects and independent study. The course should be challenging, enriching and fun.

## **Course Content**

### **Autumn Term: Introduction to the Study of Religion**

- What is religion and why would we study it?
- Looking at creation stories from different religious traditions around the world
- Exploring rituals such as human sacrifice, snake handling and marriage.
- Do miracles prove the existence of God?
- Ideas about the afterlife

**Spring Term: Introduction to Buddhism includes:**

- Who was the Buddha?
- What is the cause and cure for suffering?
- Can we believe stories of reincarnation?
- Is there a soul, or a unique self?

**Summer Term: Introduction to Philosophy includes:**

- What is happiness, and can humans ever really achieve it?
- Can science and religion ever agree on how the universe came into existence?
- Is anything really “good” or “bad”?
- Has religion become outdated?
- What are the arguments for and against the existence of God?

# SCIENCE

## BIOLOGY

### Autumn Term

The following topics are covered to ensure all pupils have a sound knowledge of the basics of biology prior to the start of the GCSE course. Some of the topics in the first term are challenging and will filter into demanding topics covered in Upper Five.

#### 1. Recap of previous work, including:

- Diffusion, osmosis and foetus growth
- Reproduction
- Puberty and menstruation
- Photosynthesis basics and plant adaptations
- Pollination and plant fertilisation
- Fertilisation and basic genetics
- Evolution and natural selection

### GCSE – for the start of spring term to the end of Form Four

#### 2. Cell Structure, including:

- Prokaryote and eukaryote
- Cell organelle structure and function
- Conversion of units
- Magnification calculations

#### 3. Cell Transport, including:

- Diffusion and osmosis
- Factors that affect diffusion
- Investigation work

**4. Food and digestion, including:**

- Digestive system organs
- Enzymes
- Food tests

**5. Ecosystem, including:**

- Adaptations of animals and plants in hot and cold climates
- Food webs and interdependence
- Pollution
- Global warming

# **CHEMISTRY**

## **Course Content**

The following topics are covered to ensure all pupils have a sound knowledge of the basics of chemistry prior to the start of the GCSE course.

### **1. Recap of previous work, including:**

- Elements and compounds
- Metals and Non-Metals
- Acids and Alkalis

### **2. Types of chemical reactions:**

- Single Displacement
- Double Displacement
- Decomposition
- Redox

## **GCSE – for the start of spring term**

### **3. Atomic Structure, including:**

- Separating techniques
- History of the atom
- Structure of the atom
- Arrangement of electrons
- Isotopes and ions

#### **4. Periodic Table, including:**

History of periodic table

Group 1

Group 7

Group 0

Transition Metals

#### **5. Structure and Bonding – first half, including:**

States of matter and changes of state

Covalent bonding

Simple covalent molecules and their properties

Giant covalent structures and their properties

Fullerenes and Graphene

## PHYSICS

The following main topics are covered:

### **Autumn Term – AQA Key Stage 3**

- Electricity – recap and catch-up
- Forces and Motion– recap and catch-up
- Pressure, Density and Gravity
- Heat Transfer

### **Spring Term – AQA GCSE Physics (8463/4)**

- Energy Conservation and Dissipation
- Appliances and Efficiency
- Global Energy Resources
- Work and Power

### **Summer Term – AQA GCSE Physics (8463/4)**

- The Nature of Waves
- Sound and Ultrasound
- Measuring Waves
- The Electromagnetic Spectrum

We aim to consolidate knowledge that pupils may have already acquired, in their previous schools, so that they all start the GCSE course, after Christmas, with no disadvantage.

We aim to make the Fourth Form programme of study as practical as possible.

# SPANISH

Pupils will learn Spanish depending on their previous knowledge of the language. The emphasis is shared equally between the four skills; speaking, listening, reading and writing. This is the first year of a three-year GCSE course; in this year pupils will learn enough to 'get by' in Spain or South America.

## Course content

Talking about yourself and your family  
Going out and meeting people  
Food and drink  
Shopping  
Finding your way around  
How people in Spain and South America live  
House and home  
Holidays  
Leisure activities

## Background reading/extension work

Within the department, there is opportunity to:

- Experience a four-day trip to Barcelona in the Easter holidays
- Watch films in Spanish
- Familiarise yourself with Spanish geography and culture e.g. festivals and food
- Use of digital language lab and our subscription to [linguscope.com](http://linguscope.com) and Active Teach

# PERSONAL LEARNING & THINKING SKILLS (PELTS)

## Guided Independent Learning

At Culford pupils will not only develop subject knowledge but skills which apply to every part of learning. These are essential skills that will enable pupils to become confident, capable and successful citizens now and in the future.

When pupils leave school, employers want people who show these essential skills. Developing these now will be a real advantage to pupils within school, since they will also help in achieving excellent grades.

Teachers will help pupils throughout their time at Culford to understand and recognise seven skill areas and how to promote them in all areas of work.

Team Worker  
Independent Enquirer  
Creative Thinker  
Reflective Learner  
Self Manager  
Effective Participant  
Tenacious Worker

The Fourth Form experience a comprehensive study skills programme, concentrated through the Culford Guided Independent Learning Programme. The pupils learn how to work in teams, are encouraged to work creatively, and to reflect on their achievements. Tenacity is recognised as a key attribute, as is effective management of work. These skills are not only introduced within subject lessons but also during learning seminars. By the end of the Summer term pupils will have learnt how to revise effectively and will enter the Lower Fifth well prepared for studying GCSE courses.

# ACADEMIC EXPECTATIONS AND SUPPORT

## **Pupils should:**

- Attend lessons properly prepared and ambitious to learn
- Engage actively and positively in learning to support their teachers
- Ensure that all work is done to deadline and to standard
- Prepare for tests thoroughly using active revision strategies
- Reflect upon feedback and focus on areas which need improving
- Agree absences in advance, catching up and submitting all work

## **Teachers should:**

- Attend lessons properly prepared and ambitious to teach to their best
- Teach challenging lessons that move at pace but support their pupils
- Mark diagnostically offering both praise and ways to improve
- Use the school rewards system to recognise work of a high standard
- Offer individual support to pupils who fall behind or find work difficult
- Refuse to tolerate poor work or unacceptable behaviour

## **Supportive Framework**

Daily supervised Prep Sessions, Subject Clinics and Academic Clinics are available to help pupils.

For poor work or a deadline missed with a valid reason, a short extension will be given, normally to the end of first break the next day. Beyond that, a pupil will be put in Catch-up so that they can complete the work. For repeated missed deadlines, repeated poor work or poor classroom behaviour, a pupil will be given a Detention.

Academic Catch-up sessions and Detentions run daily: 4.10-5.00pm.

Cumulative Detentions lead to: a Saturday Deputy Heads' Detention; a meeting with the Deputy Head; a formal interview with the Headmaster. Letters or emails are written to parents for all Catch-up sessions and Detentions given.

A Satisfecit may be used to report lesson by lesson progress in subjects.

**NB: Pupils should see their tutor for advice if struggling with work.**

# Effort Descriptors

## Excellent

**All work, Preps and test performances completed to the best of ability.** Deadlines always met, books/files always neat, complete and highly organised. Excellent focus and highly productive participation, often beyond the specification, in all learning activities. Excellent in all PELTS areas. Correct equipment and on time for all lessons.

## Good

**Most work, Preps and test performances completed to a high standard ability level; none below a satisfactory level.** Deadlines always met, books/files always neat, complete and well organised. Very focused and productive participation in all learning activities. Good in virtually all PELTS areas. Correct equipment and on time for all lessons.

## Satisfactory

**Work, Preps and test performances completed to a satisfactory standard for ability level.** Deadlines virtually always met, books/files always neat, complete and adequately organised. Focused and productive participation in all learning activities. Satisfactory in virtually all PELTS areas. Correct equipment and on time for all lessons.

## Unsatisfactory

### *Cause for concern:*

**Work, Preps and test performances sometimes not appropriate for ability level.** Deadlines sometimes missed, books/files sometimes untidy, incomplete or disorganised. Lack of focus or passive participation in some learning activities. Some PELTS areas need improving. Incorrect equipment or late for some lessons.

## **Most Unsatisfactory**

### ***Unacceptable:***

**Work, Preps and test performances often below ability level.**

Deadlines often missed, books/files often untidy, incomplete and disorganised. Lack of focus or passive participation in many learning activities. Most PELTS areas unacceptable. Incorrect equipment or late for many lessons.

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