



Spring Grove School

PART 1: THE SPRING GROVE CURRICULUM

PART 2: 11+ PREPARATION AND POLICY

PART 1: THE SPRING GROVE CURRICULUM

WE AIM TO PRODUCE:

SUCCESSFUL LEARNERS WHO

- Have the essential learning skills of literacy, numeracy and information and communication technology
- Are creative, resourceful and able to identify and solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future.

CONFIDENT INDIVIDUALS WHO

- Enjoy and develop a life-long love of learning
- Have a sense of self-worth and personal identity
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs, and have principles to distinguish right from wrong
- Become increasingly independent, are able to take initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Recognise their talents and have ambitions
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements.

RESPONSIBLE CITIZENS WHO

- Are thoroughly prepared for their next schools
- Are well prepared for life and work
- Are enterprising
- Are able to work cooperatively with others
- Respect others and act with integrity
- Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Sustain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Can change things for the better.

WHAT ARE WE TRYING TO ACHIEVE?

OUR SCHOOL-WIDE PRIORITIES

- Develop a whole school policy and approaches to embedding community cohesion throughout the curriculum
- Extend learning beyond the classroom in all year groups
- Raise standards in handwriting in all years. Promote literacy and numeracy understanding in all years.
- Provide 11+ Guidance and support.
- Motivate learning across the school.
- Provide access to a rich Musical programme.
- Promote art and culture.
- Provide access to Dance and Drama via LAMDA and specialist dance teachers.
- Give our pupils access to the past and present with a rich Humanities program.
- Provide a healthy environment with an abundance of Sport and activities through our House system.
- Gain an understanding of all religions and cultures whilst implementing a mainly Christian ethos.
- Motivate learning across the school to create learners for life.

HOW WILL WE ORGANISE LEARNING?

WE WILL BE ORGANISING LEARNING

Lessons in KS2 are between 35min and 1hr 10min in length. KS1 lessons are arranged by the teacher in charge and may be moved to suit the needs of the children.

In KS2 specialist teachers in English, Mathematics, Science, Music and P.E lead the learning process in these subject areas.

As well as our day to day classroom learning objectives we at Spring Grove endeavour to make full use of our local environment. Engaging in a study of the locality will help learning to be more relevant, and memorable and, therefore, deeper. A focus on essential knowledge and key skills will help children to focus on what and how they learn.

We use the parents in delivering our curriculum: for instance, we have a parent choir that provides support for the children's own singing. We also hold an annual family orchestral day which encourages families to take part and also encourages a love of family music-making. Our parents frequently help with reading and support for the art and sports departments.

We are a small rural school with limited external links due to our location. We have endeavoured to build close links with our local community and in particular the village of Wye. We have excellent links with the church and have involvement with the elderly population of Wye through school visits to the Brambles and Luckley House. We believe in gathering knowledge from those that have first-hand experience of changing Britain to help bring to life modern history.

We also have excellent links with the farming community enabling wonderful opportunities to extend our learning of science and geography through hands-on environmental studies. This rural environment along with the more traditional Prep school learning environment provides an excellent all-inclusive learning process.

Spring Grove is a great place to grow.

BREADTH OF LEARNING

LITERACY, NUMERACY AND ICT CAPABILITY

- Listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.
- Write present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.
- Interpret and interrogate mathematical data in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk.
- Find and select information from digital and online sources, making judgements about accuracy and reliability.
- Create, manipulate and process information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products.
- Collaborate, communicate and share information using connectivity to work with, and present to, people and audiences within and beyond the school.
- Refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.

PERSONAL, THINKING, EMOTIONAL AND SOCIAL SKILLS

- Investigate, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions. They plan systematically using time and resources effectively, anticipating, taking and managing risks.
- Communicate, interacting with different audiences in a variety of ways using a range of media.
- Identify their strengths and areas for development, reflecting on the significance of their learning.
- Manage their feelings using appropriate strategies, becoming increasingly aware of their own and others' feelings.
- Work independently, knowing when to seek help, dealing with pressures and deadlines.
- Listen and respond appropriately to a wide range of people, showing empathy and understanding, and having the confidence to raise their concerns.
- Work collaboratively towards common goals.
- Negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts.

KNOWLEDGE AND SKILLS

UNDERSTANDING THE ARTS

- How and why people from different times and cultures have used the arts to express ideas and communicate meaning.
- Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.
- Create, design, devise, compose and choreograph their individual and collective work.
- Provide children with the confidence to express themselves through music and art.

UNDERSTANDING ENGLISH AND MFL (FRENCH) COMMUNICATION

- How language is used to express, explore and share information, ideas, thoughts and feelings.
- How languages work, their structures and conventions, variations in use and changes over time.
- Speak, write and broadcast in order to present ideas and opinions.
- Develop and apply speaking and listening skills to suit a variety of audiences and for different purposes.
- Use digital and visual media to support communication both face-to-face and remotely.
- Learn to write for a variety of purposes, for a range of audiences and in a range of forms.
- Read for enjoyment.
- Form links with pen pals abroad.

HISTORICAL, GEOGRAPHICAL AND SOCIAL UNDERSTANDING

- How the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened.
- How people, communities and places are connected and can be interdependent at a range of scales.
- Undertake investigations and enquiries, using various methods, media and sources.
- Explore different cultures and religions.
- Compare, interpret and analyse different types of evidence from a range of sources and visit historic buildings, museums, galleries and sites.
- Develop an understanding of different cultures and religions whilst following a mainly Christian ethos.

MATHEMATICS AND SCIENCE

- Develop clear understanding of mathematical operations.
- Explore through group work the patterns of mathematics.
- Develop techniques for mental mathematics
- Extend the more able through competition and gifted and talented events.
- Aid the less able through ict and intervention programmes.
- Use the wonderful environment to support the teaching of science.
- Extend learning with clubs that enrich the study programme.

TECHNOLOGY AND ICT

- Embed the use of ICT throughout the curriculum.
- Ensure that all students are comfortable with the use of ict.
- Make use of software for revision and project work.
- Enable students to work with a variety tools and textiles.
- Produce projects for assessment.

ASSESSMENT

- Informal SATS are taken at the end of Year 2. To be reviewed May 2011
- Testing in KS2 is undertaken twice per year.
- Nfer testing of progress is taken in December.(Internally marked)
- QCA tests are taken in May.(Externally marked)
- Some students elect to sit the Kent Test (see Part 2: Academic Policy and Preparation for 11+)
- Class assessment of non core subjects is done in June. This may be in the form of written assessment or project work assessed by the teacher.
- We use this information to help set targets for medium and long term planning and for identifying the need for intervention.
- Provide SEN guidance when required from both internal and external sources.
- Early years assessment of children is in-line with strict government guidelines for social and academic progress and inspected by KCC
- PE Assessments: all children are now assessed against NC criteria for sport and coordination

- Music Assessments: all children are assessed against our own criteria and extension / optional development is recorded. A music exam recorded is maintained.
- LAMDA: some children undertake external LAMDA examinations (introduced in Autumn 2011) which is proving to provide extra support for spoken English as well as drama. It also increases self-confidence in the learner.

PART 2: ACADEMIC POLICY AND PREPARATION FOR 11+

The 11+ Exam (or Kent Test), which provides entry to the very good grammar schools in the area, is a very important part in the lives of most Spring Grove pupils. It is not a compulsory test and some parents elect not to enter their children for the test for a variety of reasons. All children receive the grounding that will enable the parents, together with the school, decide whether it is an appropriate test for their child.

How do we prepare the children?

1. By providing a firm foundation of learning

In common with advice provided by local authorities we encourage our children to read widely, to take a keen interest in their learning, to take pride in producing high quality and well-presented work. We also suggest that children are encouraged to play word and number games, to take an interest in the world about them, to practise the art of conversation. Children achieve success because:

- a. we have small classes
- b. we have a broad curriculum which stimulates children to be excited about discovering new things
- c. we provide lots of rewards and praise for achievement
- d. we maintain a close eye on every child's personal development
- e. we involve the parents in the education of their children

2. By providing specialist and personal preparation over a 2/3 year period.

- a. As the children move through Year 3 and into Year 4 they will be introduced to 11+ style questions in English and Maths.
- b. Techniques in identifying patterns, in understanding maths problems and undertaking comprehension tests will be taught.
- c. Through our NFER Pass assessment system we are able to identify strengths and weaknesses in every child, track their progress and target the areas that need attention.

3. Year 5: the final year of preparation

- a. As the children enter Year 5 we will hold a meeting with parents to discuss forthcoming expectations and setting out the plan for the year's work.
- b. In January of Year 5 the children will sit their first proper mock 11+ papers and their performance will be discussed with parents at a subsequent parents' consultation. We also introduce a voluntary 11+ Club that operates after school and provides extra focus to our sessions. These extra sessions are increased through the summer term and are also offered prior to the start of the Autumn Term.
- c. In the summer term final details will be given to parents on how to register a child for the Kent Test. The deadline for On-line registration will be some time around the beginning of July.

4. Parental Choice: It is the parents' choice as to whether their child takes the 11+ or not. If the child is considered to be a borderline candidate then we are here to provide the best specialist advice:

- a. We shall examine previous scores
- b. Details of on-going work in class will be discussed
- c. We shall take into consideration growing maturity, how well the child works under pressure, and will discuss whether achieving the threshold (or not) is to the child's benefit.

5. Who does not take the Kent Test?

Not everyone sits the exam. In the past few years at Spring Grove a number of children have elected not to do the Kent Test for the following reasons:

- a. Parents have already decided that the child will move on to further independent education: some of our brightest pupils have not taken the test.
- b. Parents have felt that reaching the threshold will put too much pressure on the child and that even if they did pass, the grammar school environment (where children must work quickly, efficiently, independently under pressure) may not be the best place for their child.

6. When does the Test take place?

- a. It takes place in the third week in September.
- b. The children will be encouraged to keep working over the summer holiday period. Upon their return to school there will be just 10 working days until the exam. Our pre-term sessions are very popular and ensure that the children are fresh and ready by the time the exam arrives!

7. What happens after the test?

- a. Every parent will receive information providing key dates including the date when the results are published and when choices of school need to be registered.
- b. Our Year 6 pupils do not stop working. Of course, we shall stop to celebrate our successes but we have developed an exciting programme of work that will encourage the children to broaden further their experiences and horizons. Our Spring Grove Challenge Award Scheme is designed to bring out the best in the children in and out of the classroom, it will develop leadership, it will encourage children to take responsibility for others and develop new skills.
- c. Some of our Year 6 children will be preparing for entry tests and scholarships to their next schools during the winter months. We complete the year with informal SATs, which will provide us with National Curriculum levels to pass on to the child's next school, a residential trip to Wales and a fantastic Leavers' Show.

A grammar school child will be placed in the top 10 – 15% of children in the county. Those who are of average to upper-average ability may be considered as borderline candidates. There is no shame in not making the threshold. Many children who do not make the threshold are bright and may sail through GCSEs, A levels and university courses at a later date: it is that their intelligence and /or maturity at the age of 11 may not suit the grammar school environment.

Above all, at Spring Grove we are committed to finding the best next school for all of our children. It is an exciting experience for parents as they watch their children develop and we are eager to allow parents to share in the process of encouraging their children to be excited by all aspects of education, to develop a love of science, music, sport, art, etc. that will last a lifetime. We always look forward to meeting with our parents and are always ready and willing to discuss concerns and issues that arise during the course of the educational journey.

The Kent average pass rate for the 11+ is 25%. Results fluctuate depending on the cohort undertaking the test. In 2012 our students achieved a number of maximum scores of 141. Since 2008, we have achieved significantly above the average pass rate. Please contact the school for details.

Where to next?

At Spring Grove we will assist you in every way to place your child in the appropriate secondary school. We can do this through accurate tracking data, in depth knowledge of your child through our caring pastoral system and through our close ties to neighboring schools. Spring Grove children over the years have gone onto the following schools, many going on to high academic, sporting and musical achievements.

Grammar Schools

Highworth
Simon Langton (Boys)
Simon Langton (Girls)
QE Faversham
Folkestone (Girls)
Barton Court
Norton Knatchbull

State Schools

Homewood
The North

Independent Schools

Ashford School
Bethany
Benenden
Junior King's
Wellesley House
Sutton Valence
St Leonard's Mayfield
St Edmund's
Northbourne
Kent College
Rochester Independent College
Dover College
Dulwich Prep
Marlborough House

Scholarships

A significant number of Spring Grove children have achieved academic, art, music, technology and sport scholarships in recent years. Between 2010 and 2012 there have been 16 scholarships awarded to Spring Grove Children.

Some children have been offered bursaries for multiple scholarships.

P Dankert
Director of Studies
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