



Year 7 & 8 Curriculum Evening

18th September 2023



AIM



To gain an understanding of:

- Our Philosophy & Upper School Curriculum
- Assessment & Reporting Framework
- Maths & English
- PSPQ - Extended Project
- Senior School Scholarships

THE FUTURES WORKPLACE



The nature of employment is fundamentally changing, the likelihood being that young people may have several careers in their lives.

PREPARING FOR THE FUTURE



We need to ensure our curriculum is fit for the future, that it is broad and enriching, and that our young people are prepared appropriately.



KNOWLEDGE & SKILLS



This means we have a responsibility to ensure our young people have the knowledge, skills and aptitude to thrive in this future – to be the adaptable, resilient, optimistic and confident individuals.



12 Most Important Skills You Need To Succeed at Work

- Learnability
- Empathy
- Resilience
- Agility
- Collaboration
- Verbal communication
- Written communication
- Creativity
- Problem-solving
- Leadership
- Negotiation
- Technology

Forbes



A curriculum that values the whole child, develops knowledge and skills that are agile, relevant and transferable within a collaborative culture.

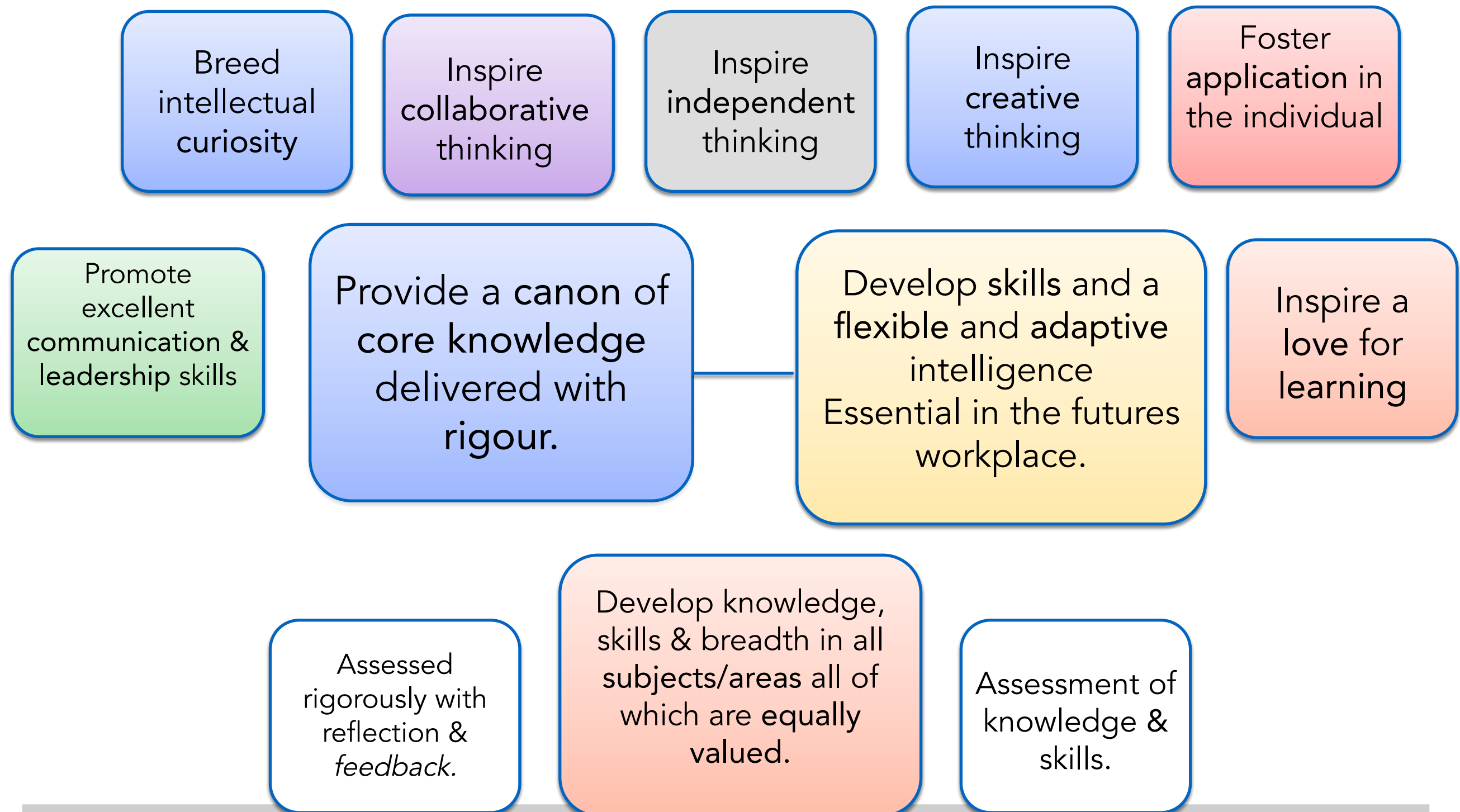
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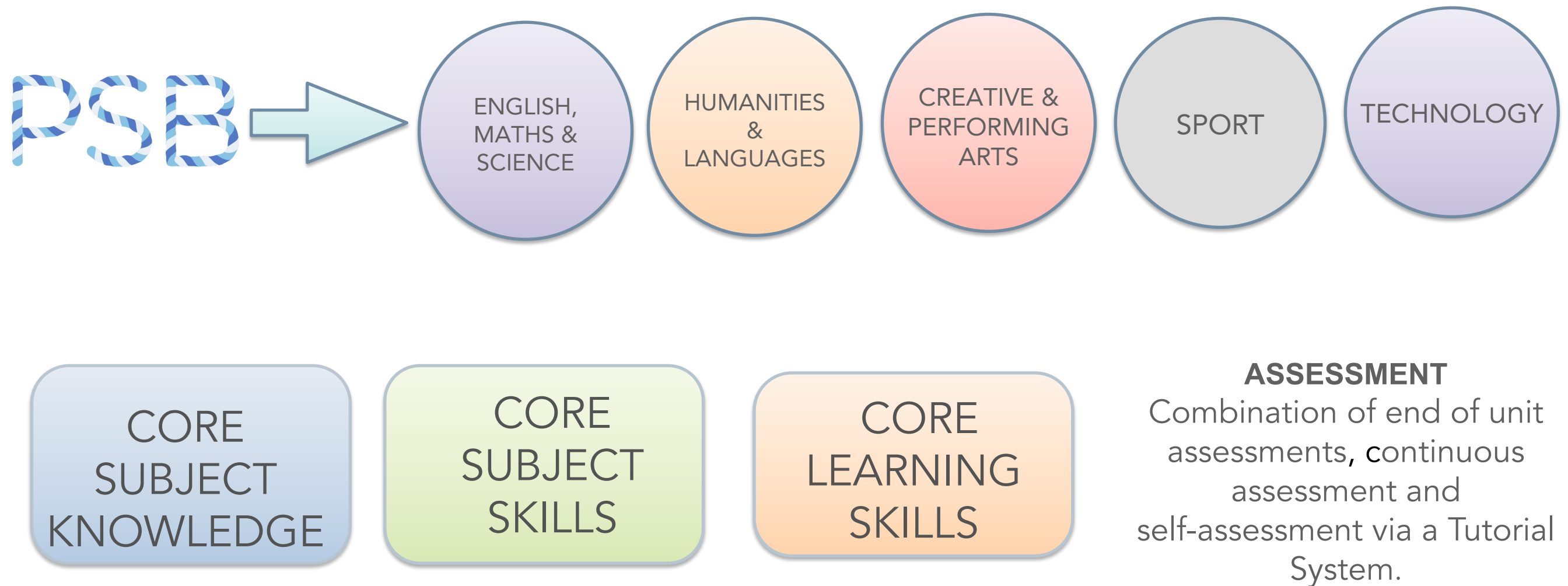
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Our Vision is that the Curriculum will...

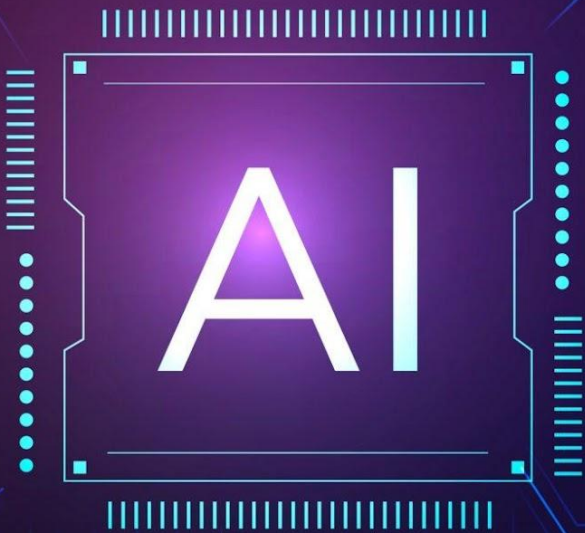


UPPER SCHOOL CURRICULUM

Knowledge + skills + applied learning



Role of AI now and in the future

A graphic of a square microchip with the letters 'AI' in the center. The chip has a grid of pins on its top and bottom edges and is surrounded by a circuit-like pattern of lines and dots. The background of the slide is a dark blue field with a complex network of glowing blue circuit lines and dots.

AI will continue to advance and transform the way we live and the way pupils learn.

Extraordinary rate of growth means it will impact...

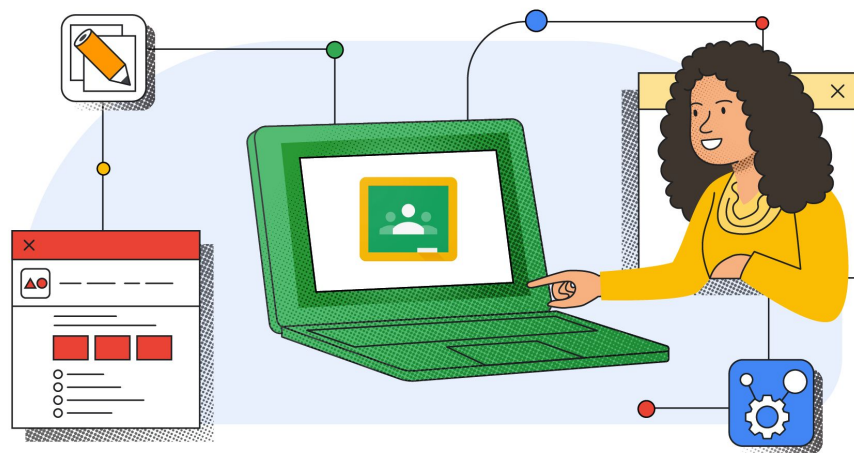
- The way schools teach
- The way pupils learn
- The skills needed for jobs in the near future

"We'll experience more technological progress in the coming decade than we did in the preceding 100 years put together"

McKinsey & Company

AI Powered Tools - Personalised Learning

Adaptive Learning Platforms



Individually tailored learning programmes enabling pupils to learn at their own pace in school and at home, real time feedback, guidance and targets.

Data Analysis & Intervention

Analyse huge volumes of data to identify trends, insights, challenge and intervention for pupils.

Large Language Models (2021)



AI-powered language model capable of generating human-like text based on context and past conversations/information/data (2021)

Augmented Reality - Immersive learning



Technology that overlays digital information, such as images, videos, or 3D models, onto the real-world environment, enhancing the user's perception of reality.

Augmented Reality - Immersive learning



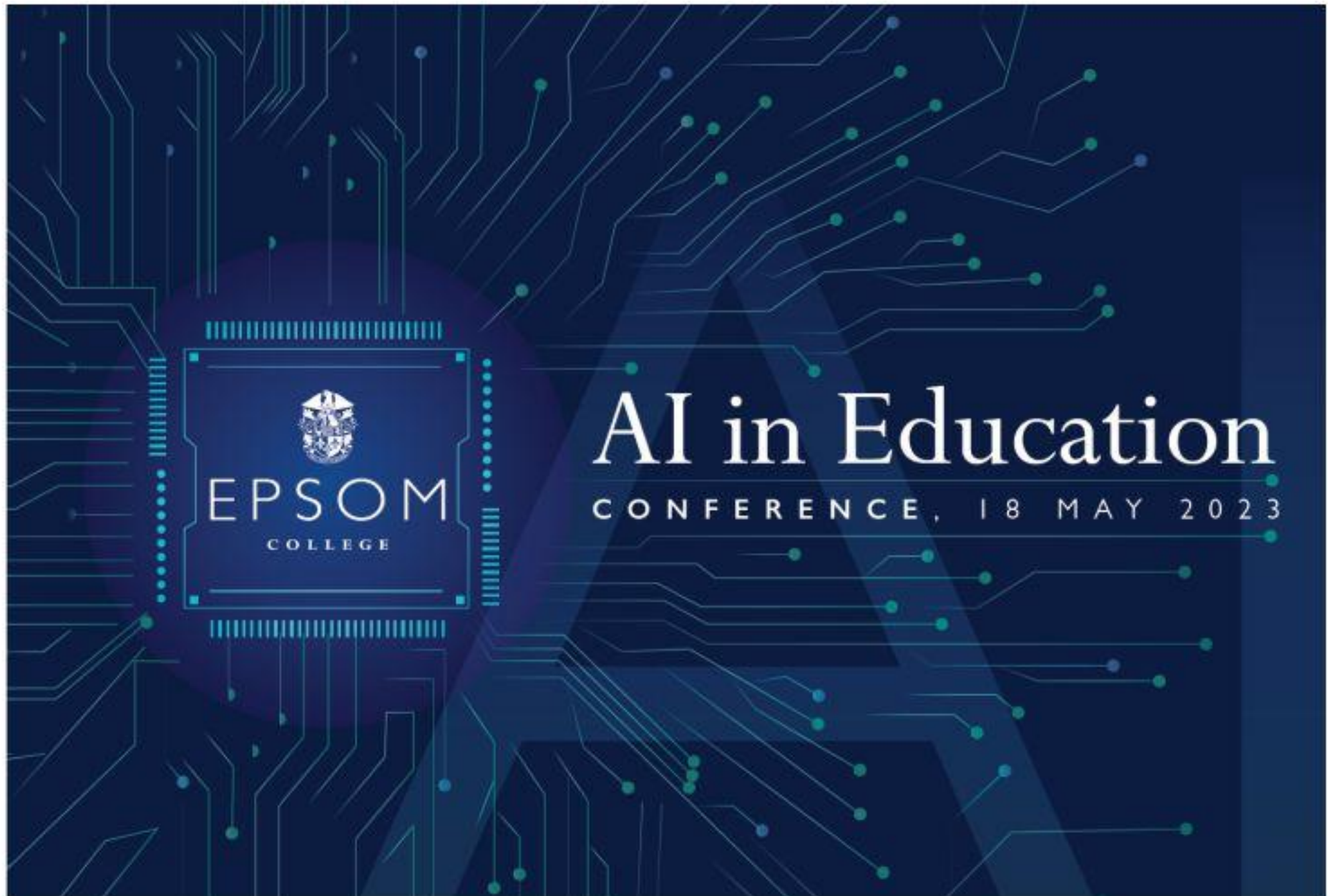
Virtual Reality - Immersive learning



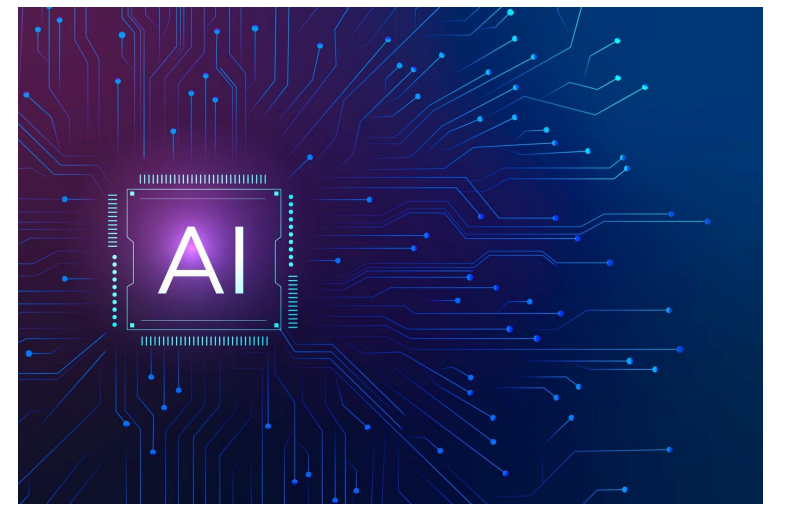
Technology that immerses users in a computer-generated, simulated environment allowing for interactive experiences.

Virtual Reality - Immersive learning



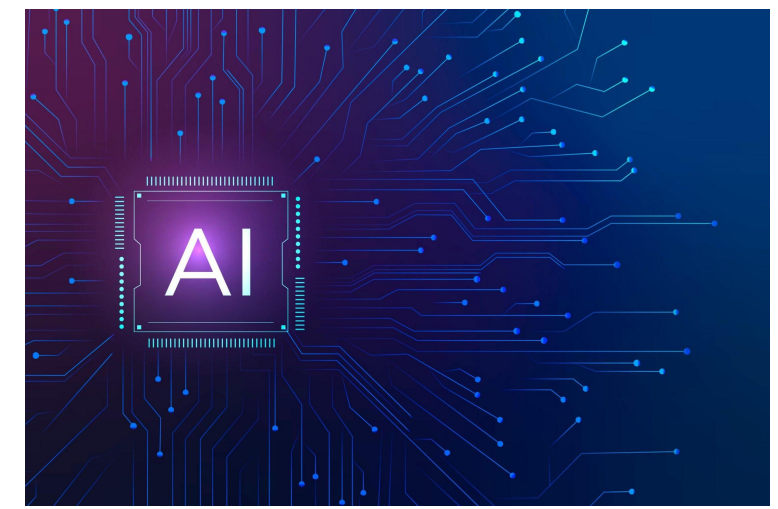


Education needs to embrace and take seriously AI.
Schools, teachers & pupils need to be AI Literate



How will we become AI literate?

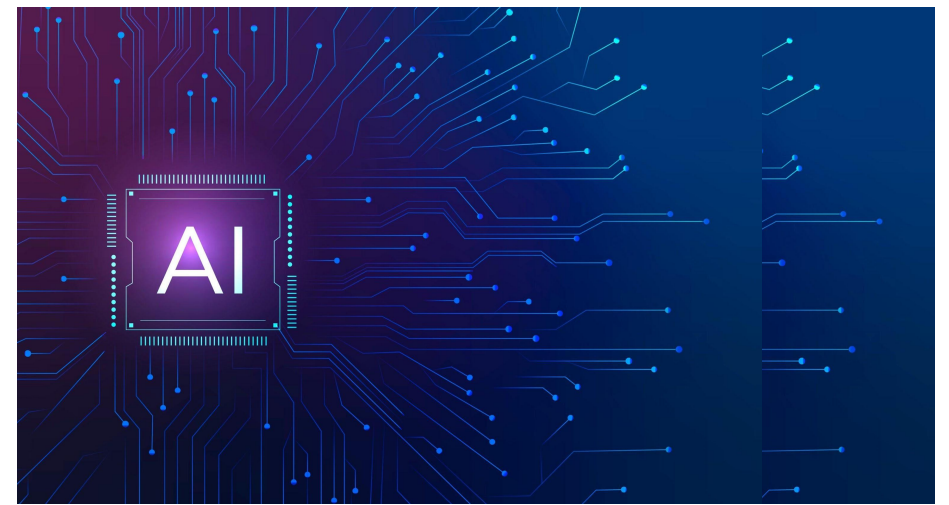
- Gain a basic understanding of how AI works
- Explore and understand the benefits of AI in education
- Discuss and understand the risks & ethical considerations
- Arrive at a stance that enables us to interact safely & effectively
- Continue to develop human intelligence alongside AI



AI literacy will...

- Empower schools and pupils to use AI appropriately
- Promote & provoke ethical considerations & debates
- Facilitate informed decision-making about AI powered tools
- Align with our educational philosophy and our goal of building children's capacity

We build **capacity** by...



Developing & strengthening learning skills, instincts, abilities, emotional & intellectual resilience central to Human Intelligence.

All will be needed to thrive & adapt in a changing world.



Human Intelligence is superior

*Social &
Emotional Intelligence*
Feature of human dignity &
meaning to life

Meta-cognitive Intelligence
Self awareness, reflection,
self-regulation, monitoring



Meta-contextual
Capacity to recognise & adapt to
different contexts

Self-efficacy
Self belief in our abilities to aspire,
set goals and achieve

All central to Upper School curriculum








































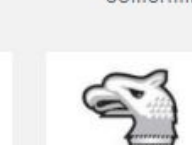


WHAT IS PSB?

PSB

PSB

Member schools

				
Kitebrook	Langley	Marlborough House	Monkton Prep	New College School
				
The Paragon	Parkside	Pennthorpe	The Prebendal Sch...	Prince's Mead
				
Ryde School	Sheffield Girls'	St Columba's	St Francis School	St George's School

				
Aldro School	Amesbury School	Arnold House	Ashford School	Banstead
				
The Beacon	Bishopsgate School	Brize Norton	Castle Court	Davenies
				
Dean Close, St Joh...	Downe House	Edgeborough	Feltonfleet	Forres Sandle Manor
				
St Neot's	Strathallan	Somerhill	Swanbourne	Twyford School
				
Walhampton	West Hill Park	Westbrook Hay	Yarrells	Yateley Manor

PSB is not....

a syllabus or a curriculum

connected to the International Baccalaureate (IB)
although similar focus on applied knowledge and
skills

PSB

PSB

Pre-Senior Baccalaureate

Approach to teaching and learning with six core skills at its heart:

Thinking & Learning

Reviewing & Improving

Communicating

Independence

Collaboration

Leadership

PSB



It's not just about the skills



- The knowledge content is still important and will remain so. This is the *thinking and learning* component.
- It is a readjustment to how we think about teaching and learning, making skills visible to pupils and having these skills at the forefront of planning & assessment
- A tutorial system provides time for pupils to learn more about the core skills, reflect on their progress and allow for meaningful target setting and review.
- Provides opportunities for cross-curricular work

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CORE LEARNING SKILLS

How are these assessed?

The Learning Skills Grid shows what the core skills look like when applied to different areas of learning.

This grid is tailored by Subject Leaders to different subject areas.

Year 8 pupils should be aware of what the skills are in each subject area and how to work towards developing them.

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Independence

Thinking & Learning

ITL

I ask relevant and open-ended questions and research independently.

I come up with creative ideas to complete a task or solve a problem.

I make connections between different areas of my learning.

I am a self-motivated learner and strive for excellence even when the going gets tough.

Reviewing & Improving

IRI

I identify ways in which I can improve as a learner and can use success criteria or scales to assess my work.

I respond positively to constructive criticism and advice.

I manage my time effectively to achieve an objective.

I am proactive in asking for help when I need it.

Communicating

IC

I express myself clearly and effectively VERBALLY.

I express myself clearly and effectively IN WRITING.

I express myself clearly and effectively USING ICT.

I choose the most appropriate medium to present my work to suit a particular audience or need.

Collaboration

CTL

I take an active part in discussion and share my views.

I work productively in a group and remain committed even if I don't agree with the consensus.

I recognise a problem as a challenge and can offer a potential solution.

CRI

After discussion, I review progress and plan ways to improve.

I can take responsibility for my role and do my best for the team.

I stay committed to the group even when the situation changes.

CC

I take part in group discussion, listening respectfully and responding sensitively.

I build on the contributions of others in discussion and help move the task forward.

I help my peers to find common ground and bring others into the conversation.

Leadership

LTL

I set an example to others through my approach to thinking and learning.

I take the initiative by identifying potential issues and take the necessary action to solve it.

LRI

I identify ways in which my team can work more productively.

I can review my own and other people's strengths and weaknesses and lead the group towards a solution.

LC

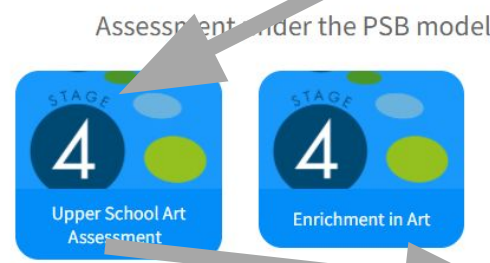
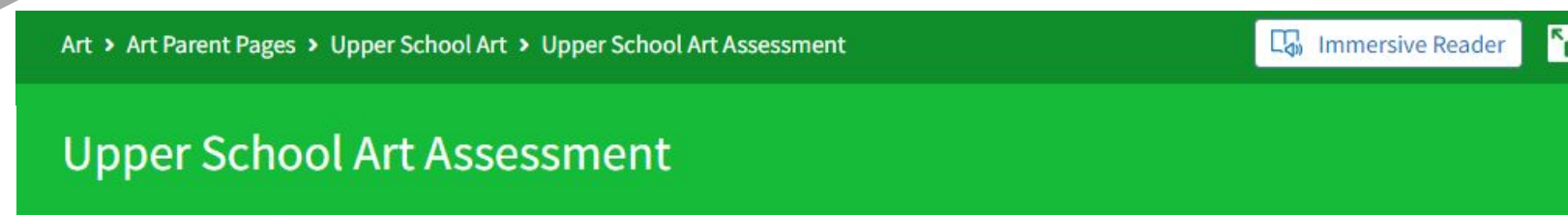
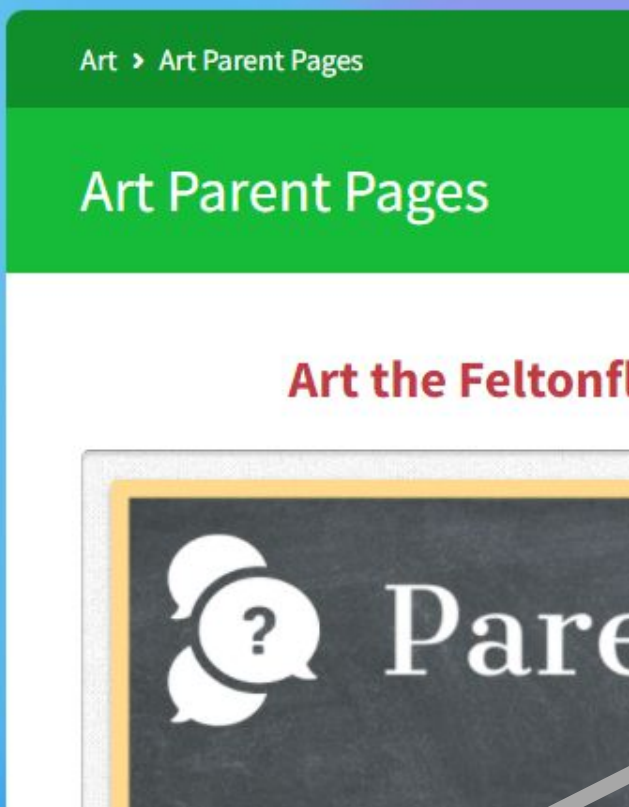
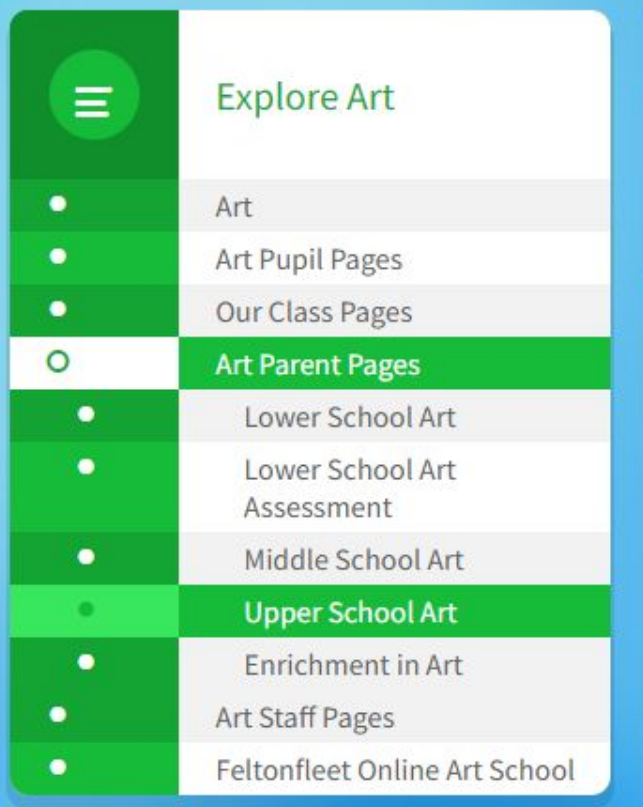
Through clear instructions, I organise and delegate effectively and with empathy.

I persuade and inspire others through my actions and words.

CORE SKILL	TYPE OF ASSESSMENT
Thinking and Learning	
<ul style="list-style-type: none"> ● Independence ● Collaboration ● Leadership 	<ul style="list-style-type: none"> ● performance to class / audience ● physical demonstration ● practical problem solving ● final finished project ● short project assessment (including use of digital media) ● oral presentation ● timed essay within class ● vocabulary / grammar / comprehension test ● end of topic test

CORE SKILL	TYPE OF ASSESSMENT
Reviewing & Improving	
<ul style="list-style-type: none"> ● Independence ● Collaboration ● Leadership 	<ul style="list-style-type: none"> ● How classwork and prep is reviewed and improved individually (e.g. <i>How pupil responds to teacher's comments to improve</i>) ● How well pupils collaborate to review and improve their work – peer assessment / group/team work ● Short project assessments (including use of digital media) ● Self-assessment

CORE SKILL	TYPE OF ASSESSMENT
Communication	
<ul style="list-style-type: none"> ● Independence ● Collaboration ● Leadership 	<ul style="list-style-type: none"> ● quality of contribution to class discussion ● accuracy of explanations, using subject-specific vocabulary ● quality of written / oral / practical / digital work in: <ul style="list-style-type: none"> ○ class and prep ○ end of topic assessments ○ short project assessments ● self-assessment



Look at the Subject Parent pages

How are Upper School pupils assessed in ART?

Pupils are assessed using the **PSB 10 Point Attainment Scale**, resulting in the award of a final attainment grade (1-10) at the end of Year 8.

Pupils are assessed on their application of:

- Studio Habits of Mind (*Learning attitude and mindset*)
- Subject Knowledge (*Thinking & Learning*)
- Proficiency of Application (*Thinking & Learning, Reviewing & Improving, Communicating*)
- Skills Demonstrated (*Thinking & Learning, Reviewing & Improving, Communicating*)
- Portfolio Evidence (*Communicating*)
- Leadership (*Thinking & Learning, Reviewing & Improving, Communicating*)

These are in turn interwoven within the **3 Core Skills** and **3 Contexts**

A Creative Art Curriculum

The Upper School Art curriculum is **creative design process** specific rather than **outcome based**.

Pupils are expected to use the **Studio Habits of Mind** to **demonstrate 6 subject specific creative skills** and **apply 12 design concepts** within a range of projects.

Assessment follows a continuous model grading application of the following:

8 Studio Habits of Mind (SHoM)

Click on image to enlarge

TEACHING AND LEARNING: STUDIO HABITS of MIND	
SHoM 1: Develop Craft	Learn to use tools, materials and studio practices
SHoM 2: Engage and Persist	Learn to embrace problems and develop focus and perseverance

PSB Levels & Criteria



Pupils are assessed on their application of knowledge, subject skills and the core learning skills.

Emerging	Shows that encouraging progress is being made and, with continued focus and application, a secure knowledge, understanding and skill-set will be within grasp in time.
Expected	Represents a very solid foundation of knowledge, understanding and skills on which to build in Year 9 en route to GCSE and beyond.
Exceeding	Represents a superior level of knowledge, understanding and skills in each subject that goes beyond the normal expectations of a pupil at the end of Year 8.
Exceptional	Represents an exceptional level of attainment, taking account of thinking, learning, reviewing, improving and communicating, and is on a par with scholarship level attainment.

Assessment



CAT4, Star Reading*, English, Maths, Science and French end of term formal assessments:

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Week 2						
Week 3			Star Reading Assessment	CAT 4	CAT 4	CAT 4
Week 4	CAT 4	CAT 4	CAT 4	Star Reading Assessment	Star Reading Assessment	
Week 7					Progress assessments in French (speaking and listening)	
Week 10					Progress assessments in French (reading & writing)	
Week 11						Progress assessments in French (speaking and listening)
Week 12	Progress assessments in English	Progress assessments in English			Progress assessments in English and Science	Progress assessments in English, Science and French (reading & writing)
Week 13	Progress assessments in Maths	Progress assessments in Maths	Progress assessments in Maths and English	Progress assessments in Maths and English	Progress assessments in Maths and English	Progress assessments in Maths and English

Maths Curriculum



PSB

Our aim



To ensure that all learners achieve a secure level of understanding in Mathematics and become:

- Confident in developing and using maths skills
- Independent learners
- Creative when problem solving
- Fully prepared for their next stage and for life

Our teaching methodology stems from the desire to teach from first principles through concrete, pictorial and abstract approaches.

PSB

Year 7 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8 & 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn		Sequences	Sequences	Algebraic Notation	Algebraic Notation	Equality and Equivalence	Equality and Equivalence	TERM	Place Value and Ordering	Place Value and Ordering	Fractions, Decimals and Percentages	Fractions, Decimals and Percentages	Fractions, Decimals and Percentages	Addition and Subtraction - Problem Solving
			Mini Assessment		Mini Assessment		Mini Assessment			Mini Assessment		AUTUMN TERM ASSESSMENT	Mini Assessment	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Spring	Addition and Subtraction - Problem Solving	Multiplication & Division - Problem Solving	Multiplication & Division - Problem Solving	Fractions & Percentages of Amounts	Operations and Equations with Directed Number	Operations and Equations with Directed Number	TERM	Operations and Equations with Directed Number	Addition and Subtraction of Fractions	Addition and Subtraction of Fractions	Addition and Subtraction of Fractions	Construction, Measuring and Geometric Notation	Construction, Measuring and Geometric Notation
	Mini Assessment			Mini Assessment	Mini Assessment				Mini Assessment	SPRING TERM ASSESSMENT			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Summer	Construction, Measuring and Geometric Notation	Developing Geometric Reasoning	Developing Geometric Reasoning	Developing Geometric Reasoning	Developing Number Sense	TERM	Developing Number Sense	Sets & Probability	Sets & Probability	Prime Numbers & Proof
	Mini Assessment		Mini Assessment	Mini Assessment			SUMMER TERM ASSESSMENT	Mini Assessment	Mini Assessment	



PSB

Year 8 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8 & 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn		Ratio & Scale	Ratio & Scale	Multiplicative Change	Multiplicative Change	Multiplying and Dividing Fractions	Multiplying and Dividing Fractions	TERM	Working in the Cartesian Plane	Working in the Cartesian Plane	Working in the Cartesian Plane	Representing Data	Representing Data	Tables and Probability
			Mini Assessment		Mini Assessment		Mini Assessment				Mini Assessment	AUTUMN ASSESSMENT	Mini Assessment	Mini Assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Spring	Brackets, equations and inequalities	Brackets, equations and inequalities	Brackets, equations and inequalities	Sequences	Indices	Indices	TERM	Fractions and Percentages	Fractions and Percentages	Standard Index Form	Standard Index Form	Number Sense	Number Sense
			Mini Assessment	Mini Assessment		Mini Assessment			Mini Assessment	SPRING ASSESSMENT	Mini Assessment		Mini Assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Summer	Angles in parallel lines and polygons	Angles in parallel lines and polygons	Angles in parallel lines and polygons	Area and trapezia of circles	Area and trapezia of circles	TERM	Line Symmetry and Reflection	Mini Assessment	The Data Handling Cycle	The Data Handling Cycle	The Data Handling Cycle
			Mini Assessment		Mini Assessment			SUMMER ASSESSMENT			Mini Assessment



PSB

Firefly Parent Pages

PSB



Dashboard



Resources ▼



Planner



Tasks



Markbook



Explore Mathematics



Mathematics



Mathematics Parent Pages



Lower School Mathematics



Middle School Mathematics



Upper School Mathematics



Year 7 Mathematics



Year 8 Mathematics



Online Support



Prep



Syllabus



Upper School
Mathematics Assessment



13 + Sample Papers &
Mark Schemes



Scholarship Sample
Papers



Enrichment in Mathematics



Additional Information



Pupils



Teachers

Mathematics > Mathematics Parent Pages > Upper School Mathematics
> Year 7 Mathematics

 Immersive Reader



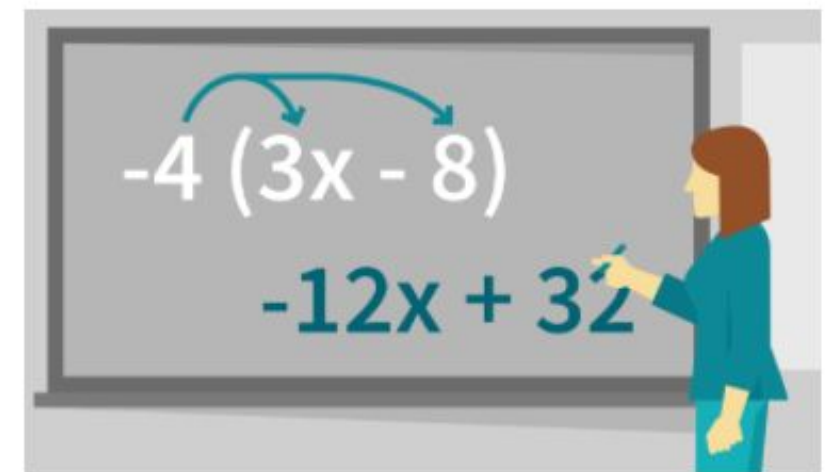
Year 7 Mathematics

Aim:

- To deepen understanding of the principles of mathematics by embarking on the KS3 curriculum.
- To ensure pupils have the groundwork for their GCSE studies.

Intended Outcomes:

- To build on the skills which they developed in previous years and increasingly make connections between different aspects of mathematics to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- To apply their mathematical knowledge in science, geography, computing and other subjects.



In Year 7 the curriculum builds upon topics covered in previous years.

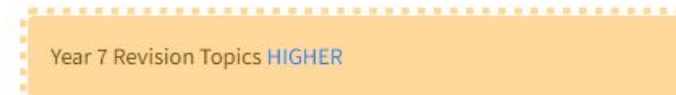
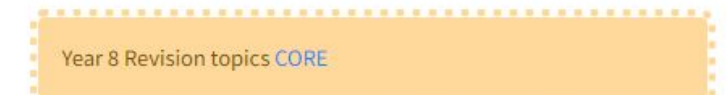
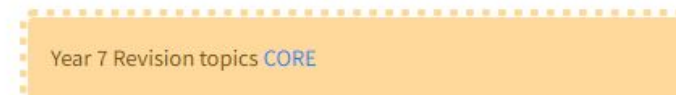


Pupils will sit end of term papers in both Arithmetic and Reasoning. An average of these grades will be the basis of the grade

Assessment



Please see Firefly pages for [Knowledge Organisers](#), [Revision Lists and Assessment Objectives](#)




Year 7 Knowledge Organisers

 [Addition-and-subtraction-of-fractions-KO.pdf](#)

 [Algebraic-manipulation-KO.pdf](#)

 [Constructing--Measuring-and-using-geometric-notation-KO.pdf](#)

 [Copy of Unit-06---Solving-problems-with-addition-and-subtraction-KO.pdf](#)

 [Equality-and-equivalence-KO.pdf](#)

PSB

Assessment



- All Year 7 & 8 pupils will take a mini assessment at the end of each unit of work.
- All Year 7 & 8 pupils will sit a CORE (calculator) paper at the end of each term.
 - In addition, for some pupils, there is then an option to sit either:
 - a Foundation paper to give pupils the opportunity to show their understanding of the material with more straightforward questions (non calculator) or
 - a Higher paper to give pupils the opportunity to tackle more challenging questions on the same material and to assess the additional, higher level, objectives in our scheme of learning (non calculator)
- The overall Maths grade at the end of year 8 will be an average of year 7 and 8 end of term CORE papers (6 in total) with a weighting on assessments sat in year 8

PSB

English Curriculum



PSB

Our aim

To ensure academic rigour

Promote a love of responding
imaginatively and engagingly to literature.



PSB

Curriculum

- The literary focus emphasises the use of language, develops comprehension skills, fosters understanding and empathy, reflects culture, and deepens their appreciation of language.
- Pupils study a book per-term and writing outcomes stem from the text.



PSB

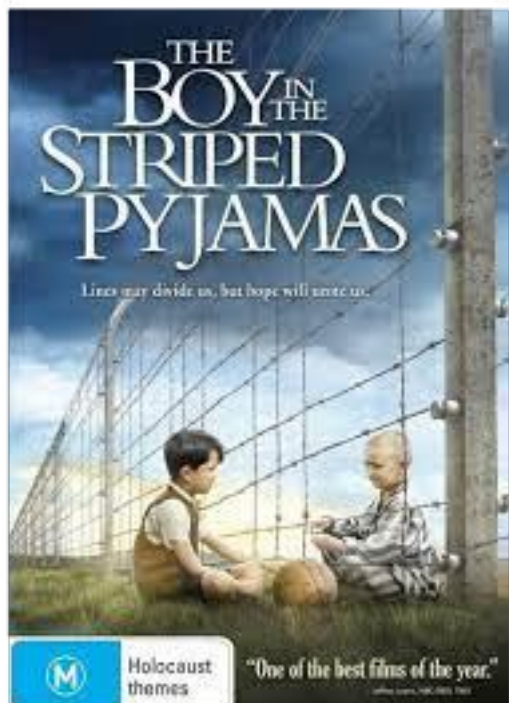
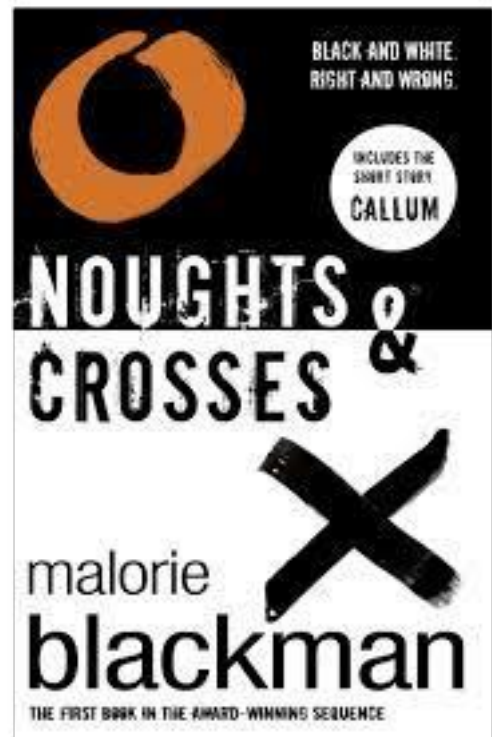
Curriculum & Assessment



Year 7

Term	Text	Portfolio
Term 1a	Boy in the striped PJs	
Term 1b	Boy in the striped PJs	Analytical essay
Term 2a	Dystopian fiction	Independent discursive writing
Term 2b	Dystopian fiction	Collaborative Persuasive writing
Term 3a	Poetry & Prose	Poetry and Prose comprehension
Term 3b	Poetry Project	

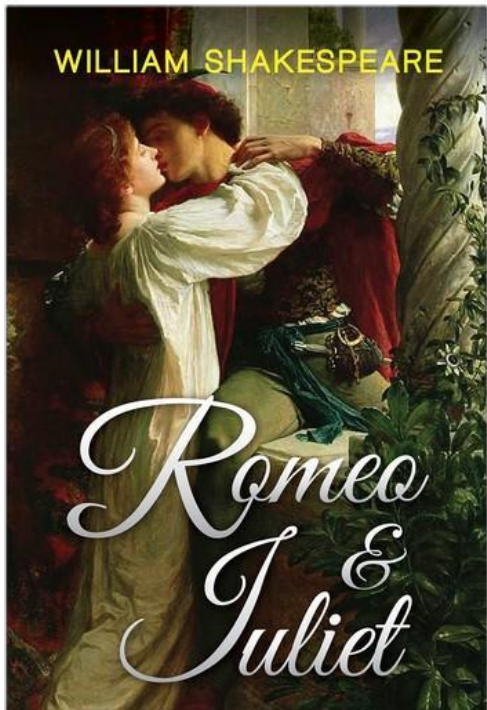
PSB



Curriculum & Assessment



Year 8



Term	Text	Portfolio
Term 1a	Noughts & Crosses	
Term 1b	Noughts & Crosses	Analytical essay
Term 2a	Romeo & Juliet + Poetry	Independent Creative Writing
Term 2b	Romeo & Juliet + Poetry	Collaborative Creative Writing
Term 3a	Poetry & Prose	Poetry & Prose Comprehension
Term 3b	Poetry Project	

★ Writing Portfolio

The Writing Portfolio they work towards will both showcase and empower their potential as writers and readers.

Term	Assessment
Winter (Year 7)	Analytical Essay (The Boy in The Striped Pyjamas)
Spring (Year 7)	Discursive & Persuasive Writing
Summer (Year 7)	Unseen Poetry & Prose
Winter (Year 8)	Analytical Essay (Noughts & Crosses)
Spring (Year 8)	Descriptive & Creative Writing
Summer (Year 8)	Unseen Poetry & Prose

📦 The pupils are assessed on the following:

Analytical essay on book studied (to be written prior to the end of Winter term)

Knowledge and understanding of the text
Writing consistently relevant to the task
Ability to close reference the text to communicate depth of ideas
Detailed and well-structured
Clear, continuous argument developed across the essay
Spelling, Punctuation and Grammar
A wide range of appropriate and ambitious vocabulary



Edit Page

TUTORIAL SYSTEM

- To develop the pupils' understanding of the core skills and use them in fun and enjoyable activities
- To allow pupils to spend quality time 1:1 with their tutor, reviewing progress, articulate their learning and set targets
- To feed into the assessment and reporting procedures.
- To develop a habit of reflecting, reviewing and improving their work through a series of activities, including periodic online learning blog

PSPQ - Pre-Senior Project Qualification



The PSPQ is an essential requirement of the PSB and is expected to be undertaken during Year 8.

Seeks to develop the following skills:

independent & reflective learning, creative thinking, problem solving, self-management, structured writing, confident communication and use of technology.

- Senior schools are interested in this component.
- Links in to EPQs, which many senior schools run



PSPQ - Pre-Senior Project Qualification



Identify a **question** or brief which specifies an intended project outcome

Produce a **plan** for how they will deliver their intended outcome

Conduct **research** into the project brief using appropriate **techniques**

Develop the intended **outcome**

Demonstrate the **capacity** to see a project through to completion

Share the outcome of the project, including a **review** of their own learning and performance with others, using appropriate communication methods, such as a short video presentation



PSPQ - Pre-Senior Project Qualification



- Project takes place at school
- The final project should be between 1,000 and 2,500 words.
- Pupils are expected to keep a process log throughout the project containing a record of thoughts and decision making from start to finish, with a review and reflections on the process.



PSPQ - AI in research



- Introduction to AI in Research
- Research Question Formulation
- Identifying Reliable Sources
- Balancing Research with AI
- Referencing and Citations



PSPQ - Pre-Senior Project Qualification



The Extended Projects are marked in four areas

1. Project management
2. Use of resources
3. Developing and realising the project
4. Pupil's self review.

The overall mark is expressed as a percentage along with a corresponding grade as follows:

Pass	40 - 55
Merit	56 - 69
High Merit	70 - 79
Distinction	80 - 89
High Distinction	90+

More information in
the PSPQ is available
on Firefly.



PSPQ - sample projects

Fast fashion

Is fast fashion ruining the world?



How does music affect politics?



Is Graffiti Art - Pupil Review

Video / audio review of PSPQ project

How does the media affect women's sport?



Gender Prize Money Gap in Sport: Discriminatory or Fair?



What has social media done to society?

WRITTEN BY PHOEBE JOHNSON

MY PSB VIDEO





The Leavers Certificate

- Sent to Senior Schools end of Summer term
- Awarded in the final Upper School Celebration Assembly.

The Leavers Certificate will contain the following:

- PSB Level Statements
- PSPQ Extended Project result and report from PSPQ Supervisor
- A Personal Review of the year written by the pupil
- Final report from the Form Tutor and Year Leader
- Final report and supporting reference from the Headmistress.

The Leavers Certificate

Feltonfleet School Leavers Certificate Summer Term 2023

Name: Tom Cruise

Form: 8BBc



Subject	Grade	Comment
English	A	Tom has applied himself extremely well in English this year. He has not always found the work easy, but to his credit he has persevered and produced some good work in the process. He contributes well to class discussions and his compositions are fluent and well crafted. Over the year, Alex has developed a good understanding of how to craft longer, scholarship style questions. This will stand him in very good stead for GCSE. I wish Alex all the best at St John's and expect his English to continue to thrive.
Mathematics	A	Tom has worked consistently well in class this year. He completes all work set and asks questions to clarify concepts. Tom has taken time to understand and overcome any areas of weakness and this, coupled with focused revision, has resulted in a positive end of Year 8 result. I wish Tom every success at St. John's.
Science	B	Tom has worked with enthusiasm and collaboratively throughout the year. He has taken time to really understand the topics and applied this learning to subsequent past papers and revision. He always works to the best of his abilities, is attentive in lessons and can share his ideas and opinions when asked. His written work is thorough and well presented. I wish him every success at St John's.

Pre-Senior Project Qualification, PSPQ			
PSPQ Title	Why do referees command more respect in Rugby than Football?	Grade	Distinction 86%
Tom produced a very impressive project. He brought huge enthusiasm and commitment to his work and at the same time, reflected and honestly highlighted areas where he felt he was challenged. His project was highly organised, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. He used a wide range of resources critically, analysed data effectively and applied his findings to good effect and showed clear links between sources of information and the themes of his project. Tom selected and used a range of skills to achieve high quality outcomes which fully realised the intentions of the project and to draw conclusions. He carried out full, in depth evaluations, showing an impressive level of insight into how he conducted his project. He selected and used a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence. Finally, he showed an extensive knowledge of the topic through his responses to questions.			

Personal Review
After nine years at Feltonfleet, I believe my final term has been very successful. Receiving the news that I had been awarded a Sport Scholarship to St John's was an incredible moment and I am really looking forward to starting there in September. Working on my PSPQ project enabled me to focus on a current topic and I enjoyed researching and writing about it in depth. Continuing my Prefect responsibilities has allowed me to demonstrate leadership to younger pupils. Playing in a successful 1st XI cricket team and receiving the Rugby Cup for Best Player at the Sports' Dinner were the icing on the cake as I finish my Prep School journey.

Form Tutor Comment
I have thoroughly enjoyed being Tom's form tutor this year. He is fun-loving and yet thoroughly responsible and dependable at the same time, and he has embraced all that this year has offered him. Tom is well respected by both his many friends and his teachers. He has been a super Prefect and led superbly, and by example, as Rugby Captain. Tom leaves us a confident, self assured and well rounded young man with huge potential. I wish him every happiness at St John's and look forward to hearing his future successes.

PSB Subject	PSB level and comment
Art	Tom has attained a secure understanding of artistic processes and a range of concepts relating to the elements of art, manipulating these competently with creative precision and insight.
Design & Technology	Tom has a secure understanding of the design process and has demonstrated the ability to design for a specific user, utilise a range of manufacturing techniques to complete a successful product and evaluate outcomes.
Digital Learning	Tom has attained a secure understanding of Computational Thinking and a range of concepts relating to Computer Science, applying these proficiently with increasing confidence and creativity.
Drama	Tom displays extended knowledge of the creative process in Drama and has demonstrated an extended attitude to group work, exhibiting good leadership qualities and a thoughtful approach to performances.
French	Tom has attained a secure understanding of the application of linguistic communication skills and a range of combined language learning strategies, applying these to French competently with increasing assurance and creativity.
Geography	Tom has attained an extended level of acquiring, analysing and organising geographical concepts relating to human and physical environments, demonstrating an extended aptitude in this subject area.
History	Tom displays an extending knowledge and understanding of historical change, continuity and causation and consequently is able to offer different interpretations of the past and confidently identify their significance.
Music	Tom displays extended musical skill, delivering creative performances, demonstrating good aural perception, technical knowledge, pitching and rhythmic coordination, and works well with others towards performances, often taking a lead.
Physical Education	Tom has excelled in PE, demonstrating outstanding technical competency, a high level of physical fitness, accurate analysis and applies excellent leadership and communication skills.
Religious Education	Tom displays a secure knowledge of the various ethical theories and dilemmas covered and is able to apply these to certain scenarios, and can offer some personal ideas about these theories.
Spanish	Tom has attained a secure understanding of the application of linguistic communication skills and a range of combined language learning strategies, applying these to Spanish competently with increasing assurance and creativity.

Headmistress Comment
Tom has been an outstanding Deputy Head Boy. He has grown immeasurably in academic and personal confidence reflected in an excellent set of CE grades and PSB reports. Scholarship success at Charterhouse is thoroughly deserved and a reflection of his natural sporting talent and ability. Tom has shown himself to be a natural, assured and determined leader and a thoroughly decent young man. He epitomises what we hope Feltonfleet pupils will aspire to be. I wish every success and happiness at Charterhouse where I know he will develop his excellent academic and sporting abilities by making the most of the exceptional opportunities.

Senior School Scholarships

- Academic
- Sport
- Drama
- Music
- Art
- D & T
- All Round

Tips:

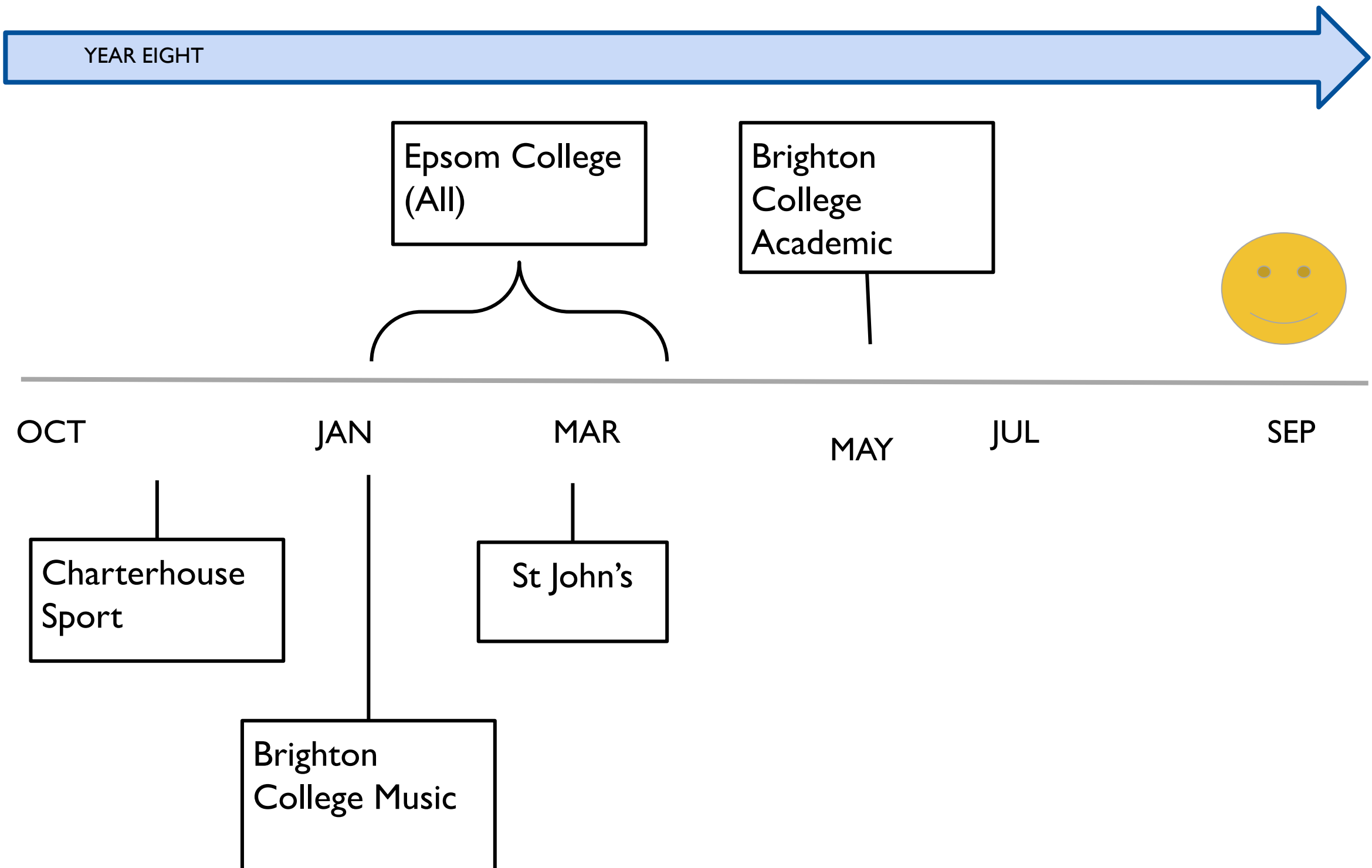
Early engagement with the destination school

Engage with us re viability

Check and prepare for the assessment

Gather references / sources (widely)

Senior School Scholarships - Timings



Co-curricular Scholarships



- Potential co-curricular scholars are identified and supported in their preparation from end of Year 7 by Subject Leaders.
- Some senior school offer All Rounder Awards.
- Pupils submit work in advance and attend a scholarship assessment day at the senior school / attend assessment days.
- Assessments in Y8 are in Spring & Summer terms of Year 8.
- Assessments in sport can be from Christmas / before
- Usually rewarded with a fee reduction specific to the school and the significance of the scholarship award.

13+ Academic Scholarships



Academic scholarship at 13+ is taught by subject specialists in tutorials. The learning is much broader, less prescriptive, and more open ended in terms of content.

Scholarship offers high achieving pupils the opportunity to demonstrate higher order thinking skills by tackling a series of scholarship papers.

Pupils are identified by Subject Leaders and prepared for academic scholarship from June of Year 7 onwards.



Year 7 & 8 Curriculum Evening

