



EACH AND EVERY BOY POLICY

Member of Staff Responsible	Headmaster
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The outworking of the school's ethos and aims for the development of education at Rokeby

The purpose of this document is to outline the school's approach to educating its boys so that every boy has access to, and experience of, the full range of opportunities which the school has to offer and develops his competencies and confidence accordingly. It is the Headmaster's view that enabling each individual child to achieve their best is the only viable policy for developing the holistic learning of a child at school and that this is actually the fundamental purpose of education.

Aims and ethos of school

The school has several aims which come from its ethos (see ethos statement on website). The main stated aim is, for **every boy to love learning and be kind in all that he does**

This leads us to six **objectives**:

1. To enable each boy to achieve well in all areas of learning by inspiring him to love learning and to help him to grasp core skills, concepts and knowledge;
2. To enable **every** boy to identify at least one special ability and to achieve a high standard where he has a particular gift or talent;
3. To help **each** boy to develop independence, self-discipline, motivation, confidence, kindness and inter-personal skills;
4. To help **each** boy to develop respect for himself, others and his environment and to recognise the opportunities he has in our society;
5. To create a continuous desire to learn within a stimulating and enriching environment throughout one school, from start to finish; and
6. To enable **each** boy to achieve entry into a high quality senior school best suited to his abilities, needs and known potential.

I shall attempt to outline how we intend to achieve these objectives below.

The school has a Strategic Plan

To maintain and strengthen Rokeby's position and educational provision as a top Independent London Day Preparatory School*

By

Raising the achievement (especially academic) of all of its boys

Whilst

Maintaining a happy and vibrant community of boys, parents and staff

This feeds directly into our **school development plan** and should influence all other subject and area plans created by staff.

Educational Provision for All

The foundation of the development plan is high quality teaching and learning for ALL (in order to raise achievement)

This covers seven groups of boy:

- (A) Extending the **more able** to achieve their best;
- (B) helping the **less able** to improve;
- (C) enabling those with **Specific Learning Difficulties** to achieve successfully;
- (D) enabling the '**late developers**' or '**slower developers**' to achieve successfully;
- (E) ensuring the **middle-ability boys** are achieving their best; and
- (F) ensuring that we help all '**borderline boys**' (who are close to a certain level but might not attain it) achieve places in the most suitable senior school.*

For general purposes, we define 'ability' as that demonstrated within the *academic* curriculum and measured by way of examinations and standardised tests. For example, we define 'most able' as those who are high achievers academically but this is not the only measure of our boys, all of whom have various areas of excellence, skill and ability. Therefore, when considering achievement 'in the classroom' the measure will be attainment in academic learning, especially English and Maths, but for other purposes, the measure will be an area of achievement such as the Arts or Sports. Measures used here vary but lead to teachers noting a boy's ability on the BASIN (Boy's Abilities, Strengths, Interests and Needs) record.

**Marginal* and *borderline* are in relation to a boy's position within the academic attainment levels of the year. In most cases these are expressed in terms of quartile or High, Middle and Low Ability. A boy might be defined as Marginal if he is 'just below' the top quartile/ High Ability (top third perhaps) and Borderline if he is close to the boundary between one level and another. The important point here is that, with successful support and challenge, a boy might be able to reach a new level (his achievement is *raised*) and thrive there. This might well enable him to gain entry to a higher entry-level senior school. In most case, English and Maths are the main measures used by these schools.

Achievement and attainment

It is my view that attainment in schools is a relatively narrow concept and relates to the gaining of a score, goal or target. This is not itself unacceptable but can be short-lived and does not demonstrate that the individual boy has made lasting progress. I would define achievement as having made real and lasting progress which results in gaining a new level of understanding and genuine skill development.

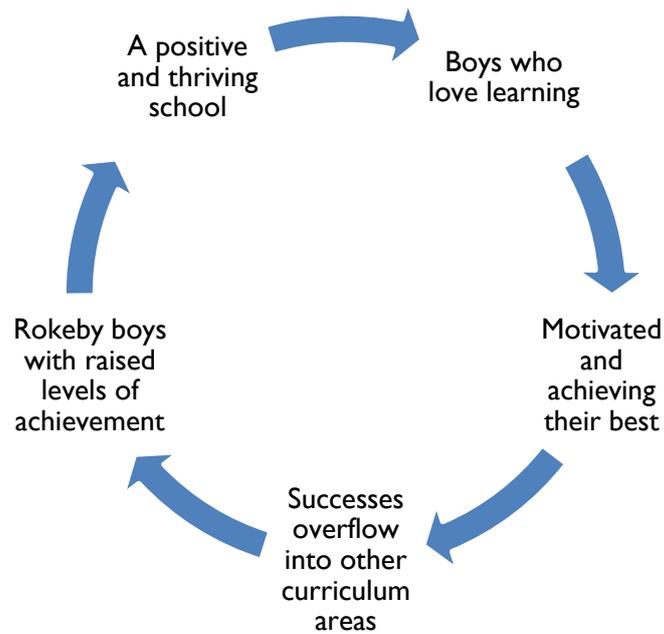
My view is that we should certainly encourage and congratulate attainment but that we should encourage achievement in the rounder and more permanent sense and that this should always be relative to an individual's ability not in comparison to others. For example, a boy might attain a high mark in an exam but not have achieved much relative to his own ability and recent performance; whereas another boy might attain a lower mark but have made considerable progress and is able to do so again. The former is good and encouraged. The latter is preferred.

With support and challenge from adults, and effort and commitment from the boys, learning and achievement is assured.



A rationale for a holistic approach to education

It is my view that we should aim for an approach to teaching and learning where we enable boys to feel motivated, happy and confident in their own learning and pleased with the progress they are making. It is, in effect, a virtuous cycle:



The approach to learning and the curriculum

We have three development plan objectives which are designed to enable the achievement of all boys:

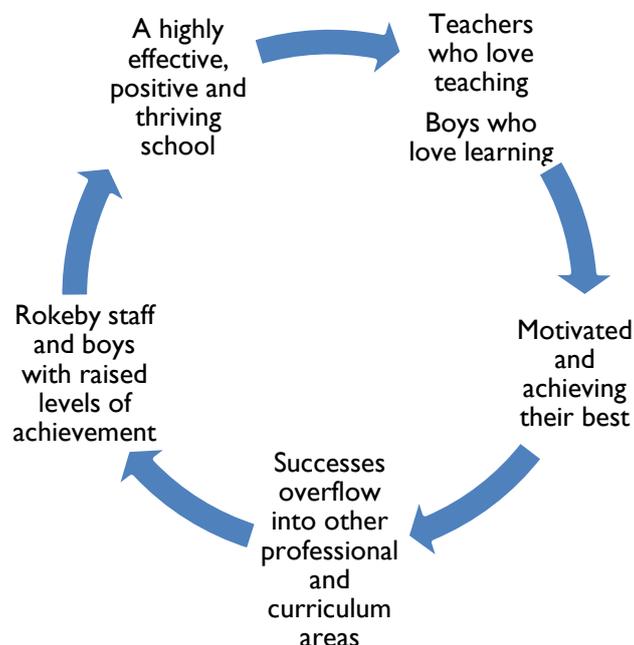
1. To ensure that the non-academic and co-curricular does not hinder focus on the academic learning, but actually supports and encourages it;
2. to create a culture of hard work and genuine pride in achievement at all ability levels amongst boys; and
3. to have a high-functioning and constantly reflective teaching body:

Explanations / outworking of the holistic approach

1. Academic learning covers and contains core learning disciplines which are useful for making progress in the world around us, although they are not all-important. They are also seen as a 'passport' to educational success. As a result, we prioritise them. However, for many of our boys, academia is only part of their lives and to reduce other areas of learning would not only diminish the individual boy's roundedness but might well demotivate him (become counterproductive, in other words). The Arts, Sport and key co-curricular activities are vital and we encourage boys to experience a wide range, especially of non-academic (or non-examined) learning of skills (as opposed to activities). What we need to avoid is an overcrowded and demanding daily routine which drains our boys of energy and causes them to avoid core learning and makes our staff weary and unable to teach to their best level.
2. We seek to develop essential learning skills, such as conscientiousness (desire to do a task well), diligence (hard-working), ability to concentrate/focus, ability to seek and make improvements, ability to be self-disciplined and organised and ability to celebrate achievement (see objective three above). Crucially, we seek to do this *for all levels of learner in all subjects*. This requires careful and focused thought on the individual learner, not only on the material or skills being learned and in fact this meeting of learner needs should take priority.
3. It is my aim to develop/ encourage the development of a high-functioning teaching body who work hard to achieve the goal of being excellent teachers and excellent co-workers (as high-functioning teachers may achieve well with each boy but they do not enable a highly-skilled whole-school

learning environment). They are reflective because they learn from the teaching experience and modify their practices accordingly, to achieve better with each and every boy.

This **virtuous cycle** is hard to fault:



Teaching and Learning Throughout

The school commits itself to developing a progressive curriculum (a scheme of learning which develops in complexity year-on-year from Reception to Year 8) and a continuous one (in that it is joined-up and has been thought through). This means each Year Head is involved in developing the all-round achievement of each boy, be it his learning or his personal welfare and the development of life skills.*

The **Lower School** is necessarily separate, as it is more nurturing for the youngest boys, but also part of the greater whole all the way to the end of Year 8. In Years 3 and 4, Form Tutors are still highly involved as teachers of English and Maths, with an aim to draw the boys out of themselves as they begin to grow older. In Years 5 to 6 the boys develop individual organisational skills and the associated work ethic and ability to achieve goals more independently (not least senior school assessments in Year 6).

Later in Year 5 a faltering work ethic and uncertain learning skills will highlight a boy who needs further support as he reaches the challenges of Year 6 and probably a longer developmental pathway through to achievement in his case. By Year 8 we seek to have enabled each boy to achieve his best in readiness for adolescence. Throughout, the form tutor embraces a role of one of one-to-one nurturer to mentor, coach and, at times, personal tutor, whether academically or pastorally.

Each and every boy has a range of needs and abilities. We seek to develop a holistic approach, whereby the 'pastoral' and welfare needs of a boy are entwined with the development of his skills and knowledge within the curriculum. As such, as our pastoral leaders on the staff have a keen interest in the learning development of each boy. An all-round approach means that we can monitor the development of all skills and abilities, whether they fit with the curriculum, or are related to each boy's personality and needs.

The great challenge

The real challenge is in developing *each and every* boy to be smart, skilful and kind. I believe it cannot be right to focus on individuals at the expense of the 'team', even if they go their separate ways when they leave Rokeby, because community, collaboration and cooperation are crucial to successful development for all societies. However, it is also essential to develop each boy's skills and this makes for a particularly taxing challenge for the school: there are many different boys, many different personalities, many different learners.

Nevertheless, our ambition is to develop each boy and every one of them, to the very best of our ability. We will endeavour to do the following:

Identifying and developing individual abilities

We will find ways of identifying abilities and then developing strategies to meet them, within the learning environment, whether they relate to intellectual abilities or skills (or differences, such as dyslexia), physical abilities or skills, inter- and intrapersonal abilities or skills of artistic and expressionistic abilities or skills. We will seek to find them and develop them both within the subject disciplines, and between them. As with strengths, all boys have differing levels of ability in various areas of school life.

We seek to measure potential abilities where we can as these are valuable guides as to what might be achieved, especially academically at Rokeby. However, we also gather evidence of present ability levels for each boy, chiefly so that the teaching can be directed to each boy appropriately and to provide useful **feedback** to parents of a boy's present performance which can be helpful in making decisions about expectations, further provision and guidance about potential success of otherwise in entry procedures for senior schools. Assessment and evidence-gathering is not for its own sake and is not seen as a final judgement on a boy. Nevertheless, we seek to enable each boy to take steps in order to make progress (learning) rather than allowing a mis-match between present ability in an area which leads to lack of learning. Tasks which are too easy or too difficult are both counter-productive).

Identifying and supporting individual strengths

All individuals have strengths- whether they are denoted as talents, gifts or simply within the 'more able' bracket for the area. These cannot be developed purely by the offering made to all and extension provision (not necessarily extension work of course) needs to be made available. We also seek to identify these strengths where they are less obvious in that they may not be depicted by an area of the curriculum (e.g. arts, academics, sports) but instead by individual tendencies, such as the tendency to engage well with others and lead or support them, or the ability to think critically and analytically.

Identifying and supporting individual interests

Identifying individual interests is vital to us and begins with the form tutor developing a relationship with the children. Whilst some boys are very young and interests may change rapidly, older boys will develop interests which are valuable and motivating, even if they are passing phases. Working with a boy to help him identify and develop his interests is one way to achieve the positive feedback cycle as outlined above. It is accepted that the school should work to provide opportunities for all boys to develop their interests within certain subject areas. An example of this can be research or extension work in some subjects. Also, the school aims to provide a wide range of extra-curricular activities to enable this. However, there are only so many hours in the school day and it is expected that boys develop their interests outside of school too. Parents are encouraged to allow for this and especially to use holiday time to do so, rather than over-focusing on reinforcing school work.

Identifying and supporting individuals and their needs

All individuals (*all*, note) have needs. These may be temporary such as within a small area of learning of a subject skill, or because of trailing development. Or they may be significant and sustained, such as a *specific learning difficulty*. A disability may be part of the equation for a boy.

We will endeavour to diagnose these needs, as close to their manifestation as possible, and to find ways to support those with them whilst helping to remedy the needs. Support may be short of long-term and may be for a range of areas or only for one particular area of learning. Consequently, teaching staff are expected to be well-trained and informed so then they can offer support and appropriate interventions within their lesson, whether academic or otherwise. Some areas of need are behavioural, physical or social and so cover a range of learning areas and general school involvement for the boy concerned.

Further to teacher intervention (and form tutor management) of the support provided for each boy the school involves teaching assistants for some year groups and also the expertise of the Learning Support Department for guidance or direct intervention. Parents are kept involved in this process, as outlined in the school's Learning Support Policy and English-as-an-Additional Language policy.

Individual development

It is a fact of nature that each boy will develop at different times in different ways. Whilst summer-born boys might be less developed than older boys within their year, this is usually an issue which diminishes with time. The fact is all boys develop emotionally, physically, cognitively and psychologically at different rates (even within one boy) and these can speed up and slow down. One advantage of the 13+ environment is that it allows all boys to develop within a timeframe which is in line with natural processes, whereby most boys begin to enter puberty by 13 years-old.

Importantly, we cannot force a boy to develop faster than he is and we seek to adjust the teaching and learning in line with his changing development whilst maintaining provision in line with age-appropriate norms. We encourage parents to work with us on this and to recognise that boys grow at different rates and that the individual rate of development may speed up or slow down at times and is a long-term trajectory. I believe we should be openly optimistic about each boy's long term development if he is given the right support, challenges and opportunities as well as being embraced as a unique individual.

The whole boy in a learning environment: the importance of life, or 'soft', skills

We recognise the vital importance of so-called 'soft skills' in later life. There is no doubt that achievement in specific areas of learning is of great importance in enabling boys to attain the right sort of senior school or future career. However, we have come to realise that a happy, fulfilled, successful and productive life within and without the workplace requires a range of other skills such as:

- the ability to communicate effectively and respectfully
- the ability to understand others and work with them
- the ability to cope with setbacks and solve problems
- the ability to be deliberately optimistic in attitude; and
- the ability to self-motivate and work independently at times.

Therefore we seek to ensure that the development of these skills is very much part of our day-to-day work. We concentrate as much on the B and C as the A in our ABC:

Achievement as noted throughout

Behaviour (e.g. respectful, polite/well-mannered, friendly, considerate, self-controlled, self-disciplined, able to contribute and participate)

Character (e.g. developing interest and curiosity, resilience, zest, social intelligence, optimism, gratitude and compassion).

We believe that, just as achievement can be enhanced if carefully developed, behaviour and even character can be learned/developed and that this is vital to enabling a boy to be successful and happy.

A balanced, healthy approach and welfare

It is our strongly held view that motivation and industry (conscientiousness, hard work, achievement and success) must be balanced with individual strengths and weaknesses and general health and welfare. As our ethos states, we seek to bring out the best in each boy, to grow and develop them rather than to manufacture them, hothouse them or force them. It is a fact that each boy will have strengths and weaknesses and we seek to identify and develop his strengths whilst helping him to manage and improve upon his weaknesses, but because each boy is different we recognise that what motivates some boys will not motivate all. Indeed, at times and in spite of our best intentions, it may be that the Rokeby school setting is not right for an individual boy which would precipitate a discussion with his parents about the best way forwards.

Regardless of individual strengths, we know that every boy has certain important needs such as time to rest and reflect, time to play, the need for support and kindness as well as challenge, the need to feel valued and respected as an individual. We see these as vital for each boy's mental health and well-being and carefully monitor boys for signs of stress or weariness, unhappiness or depression.

What part must our boys play?

It is my firm view that individual engagement in their own learning is crucial to a boy's success. Not all boys are naturally industrious or independent but all can be helped to develop these learner behaviours. Teachers who are skilled 'practioners' who know how to engage boys are essential but boys must also know how to make progress and reflect on their own achievements and needs. We must encourage our boys to take steps and then to walk, run or fly.

Additional provision, external provision and the school's offering.

The school seeks to provide for an individualised education for all of its boys and to provide additional learning opportunities (such as support lessons or learning extension) for those with particular requirements. Naturally this is more demanding and focused for the school as it requires more than simply remedial help for some and mainstream provision for the rest. However, there is a limit to what the school can achieve within its teaching and learning framework in the school day. Parents who expect or require more will be directed to external bodies, such as educational and clinical psychologists, counsellors and therapists to provide further specialist help, although the school is always willing to take guidance on board as provided by these bodies.

Additional teaching in the form of tutoring is rarely encouraged and the school does not provide contact lists for personal tutors. It may be seen as beneficial to some children to have one-to-one tailored tutoring

for short amounts of time but it is rarely as valuable as having follow-up learning activities developed by the school and supported by parents, such as by way of a homework activity or input from their own teachers. Teachers are encouraged to make homework appropriate to each learner and to offer clear and effective feedback which enables the boys to make progress.

This also applies to non-academic subjects. It is understood that some boys develop their skills in sports, music and drama (for instance) outside of school in clubs. Nevertheless, the school will treat each boy as an individual when seeking ways to develop their skills within the school week or via school-run events such as plays, fixtures, musical events and trips and visits. These take priority over external activities for this reason.

One-to-one in school

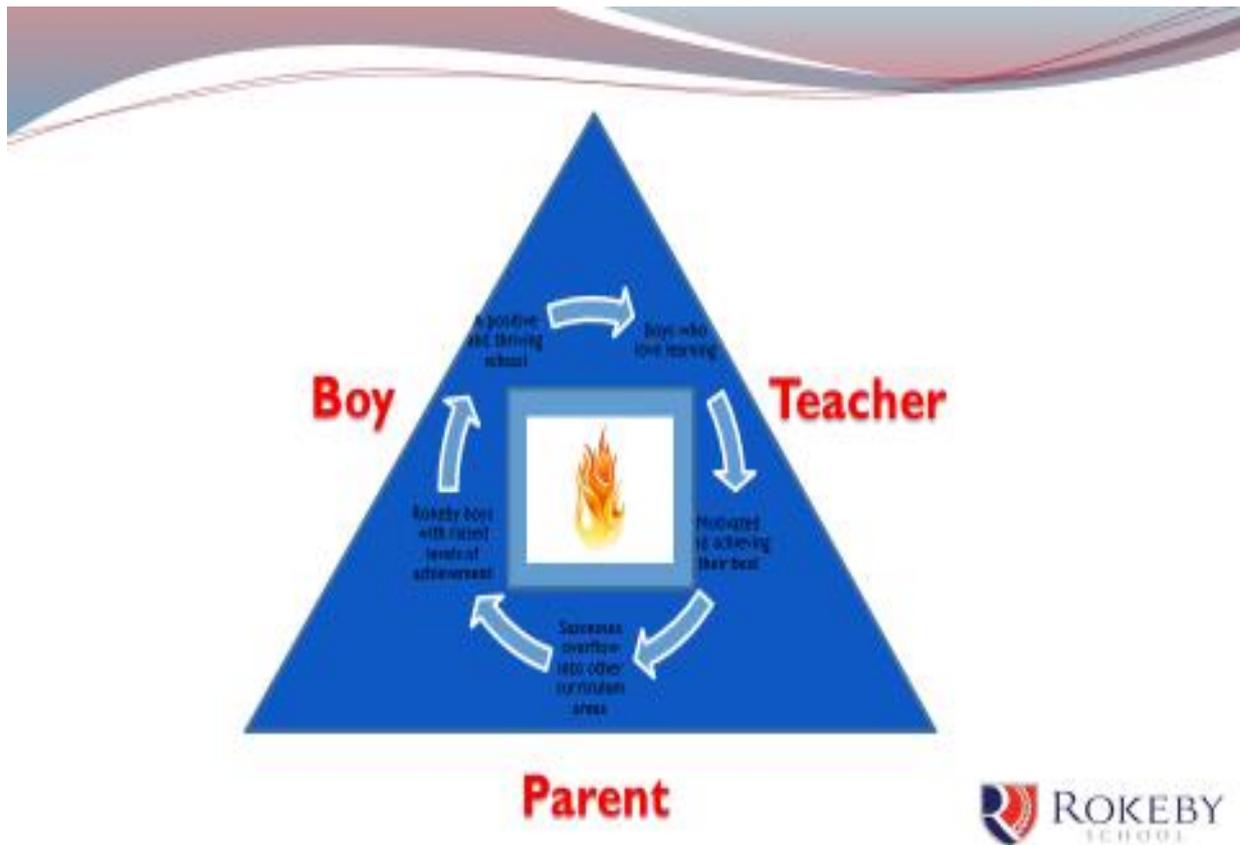
Part of the school's provision is one-to-one challenge and support for each boy. Whilst we have reduced pupil-teacher ratios in recognition that this allows more focus on individuals, we cannot achieve classes of one-to-one except for boys with specific learning difficulties. However, as part of our teaching and learning policy, we structure our lessons to ensure that the groupings are appropriate (e.g. sets or in-class groupings) and also so that time is given for teachers and, where appropriate, teaching assistants, to spend time with individual boys. This is a key way in which differentiation (appropriate matched work/tasks) is set for boys. The school is also looking at the structure of its day so that we can enable more one-to-one support to avoid over-reliance on boys attending sessions with teachers in break-times, which should be for recreation, rest, and refuelling and also to help to avoid the perceived need for some boys to have tutoring outside school, secured by parents.

Working with parents

In relation to the above, the school believes strongly in working with parents. However, we do not expect parents to do the work for us. Hence work set at home, such as homework, is designed to be carried out by the boys on their own and they are not penalised if they find it difficult: indeed this provides the teacher with important feedback on their learning needs. Parents are usually greatly supportive in helping the school by following its guidance for their sons for each area and the school looks to offer useful and effective feedback. Parents are encouraged to:

- take opportunities to receive and consider feedback offered (whether by messages, written reports, parents evenings and meetings, or scores with explanatory notes);
- work with us to develop the individualised learning programme for their son(s) in line with the best understanding we have of his abilities, strengths, interests and needs;
- provide us with any further information we might find valuable and any thoughts on where we might be able to improve our offering to their son(s) or in general;
- be reflective about the way in which the school assesses and teaches their son(s), in recognition of the fact that we take it seriously, manage it carefully and may see aspects of each boy in the school environment, which are not immediately apparent to parents;
- be mindful that the school has a limit to what can be offered to each boy (or his parents) at any particular point in time.

The home-school relationship is important to us and can be crucial in developing a boy's learning. We also do value feedback from parents when given appropriately as well as the sharing of ideas as to how things might be better managed or developed to help each boy feel guided and supported by us all.



Recognition

We believe that all boys want to be recognised for their achievements and the progress they have made. We achieve this formally in a number of ways by awards and rewards at various events of various levels and informally on a daily basis by operating as a kind, professional staff who intend to bring out the best in each boy using our best judgement based upon experience and the information we have on the child. We also believe that achievement can be, and often is, its own reward, particularly for some children who prefer to avoid public forms of recognition or find it of no interest.

It is perhaps inevitable that some boys will achieve more readily than others and may be given more obvious awards and rewards, especially at certain points in time. It is our view that all boys should be recognised for their achievements over the course of time at Rokeby and that if we are successful in identifying, supporting and challenging them relative to their individual strengths, needs and interests, we will achieve this. It is absolutely not our desire or intention to leave any boy without recognition. Nevertheless, we do not believe that boys should be rewarded for the sake of it and to appease their parents as this seems to be of little lasting value to the boy concerned. It is far better, in our view, that we monitor each boy and that he receives real recognition at the right time and in the right way. It is our view that this is far more powerful in giving a sense of pride in his achievement to each boy.

It is also our intention to continually monitor our fixed systems for formal recognition of boys to make sure that they are achieving the objective of rewarding each boy.

Actions we take, or plan to take, to develop each and every boy:

1. We work to ensure there is joined-up knowledge and understanding of each boy by way of **sharing of information**, beginning with the form tutor in Reception onwards as our first point of contact and the chief relationship for each boy and each set of parents.
2. The sharing of information takes place within **internal forums**, such as the boys committee, which looks at the individual boys on an annual basis, pastoral care committees and other regular meetings of staff.
3. Boys' abilities, strengths, interests and needs are **identified** or discovered by way of our educational programme, assessments or pupil surveys and the sharing of information with parents. These are used to build up a profile for each boy.
4. We seek to follow up on identification of the above by **communicating** the findings with the appropriate staff, **working with each boy** accordingly and helping him to make progress himself and further **developing** the teaching and learning to enable this.
5. We give parents regular **feedback** related to the above. We also spend time working with each boy to develop feedback opportunities and to set targets. Teachers work together to ensure each boy's profile is understood and is referred to. We see feedback and engagement with boys and their parents as an **active process**, not a passive one.

What really matters

Ultimately, I believe that positive, effective and engaging staff-pupil **relationships** with each boy matter most. Each boy then feels known, guided, appropriately challenged and supported and discovers he is learning and making progress in line with his strengths, needs, abilities and interests. This then becomes all-important and fulfils our ambition as a school which is to send boys into the next phase of their lives as rounded, happy and competent individuals.