

Kenton College Preparatory School

Curriculum Policy

Audience	Kenton Staff, Governors and Parents
Author	Stephanie Donaldson, Deputy Head Academic admin@kenton.ac.ke
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Next Review	July 2021
Related Policies	These policies are available in the school office <ul style="list-style-type: none">• Assessment, Recording and Reporting• Marking Policy• Prep and Homework Policy• Able, Gifted and Talented Policy• Display Policy These policies are available on the School's website <ul style="list-style-type: none">• PSHE/Wellbeing Policy• SEND Policy

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Introduction and Purpose

Kenton's curriculum endeavours to lay the foundation for every pupil's future success, at senior school and beyond. It aims to provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life. We believe that pupils have only one opportunity for the education that will form the basis of their lives. Pupils at Kenton are therefore entitled to a curriculum which has been created to provide quality teaching and to provide learning opportunities which encourage standards of excellence through expectations of self-discipline in study.

The curriculum at Kenton originates from the English National Curriculum. This gives the basic framework for our schemes of work for each year group and for learning experience plans (lesson, project, topic etc). In addition to this entitlement, we have identified what we believe pupils at Kenton should know, understand and be able to do, within both the British and Kenya context and with Common Entrance as the major focus for the final curriculum experience.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Interpretation

In this policy:

- The Board of Governors means the Board of Governors of Kenton College Preparatory School.
- Headmistress means the Headmistress of Kenton College Preparatory School.
- School means Kenton College Preparatory School.
- ICT means Information and Communication Technology.
- DT means Design Technology.
- Wellbeing encompasses Personal, Social, Health and Economic Education.
- SLT means Senior Leadership Team.
- KS1, 2, 3 means Key Stage 1, 2 or 3.
- KCCDP means Kenton College Curriculum Development Plan.
- DDP means Departmental Development Plan.
- Words importing one gender import the other gender.

Roles and Responsibilities

Name	Role	Location	Phone	Email
Maureen Cussans	Headmistress	School	0722205038	admin@kenton.ac.ke
Joshua Gibbons	Deputy Head Planning & Development	School	0714487468	dhplanning@kenton.ac.ke
Stephanie Donaldson	Deputy Head Academic	School	0701562884	deputyheadacademic@kenton.ac.ke
David Longworth	Head of Junior School	School	090308019	hjunior@kenton.ac.ke

Objectives of Policy

The objectives of this Policy are:

- To guide teaching staff in Departmental Policy formation such as schemes of work, learning experience plans, assessment, recording and reporting.
- To ensure whole school planning to follow an agreed structure and timescale.
- To ensure continuity of planning.
- To reflect the influences on the curriculum from National Curriculum, Common Entrance and the Kenya context.
- To inform parents, Governors and other interested agencies.

Policy Statement

In order to bring about high standards of achievement through good quality teaching and learning, we intend to provide:

- full-time education for pupils aged 6-13, which gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical and aesthetic and creative education.
- a curriculum which offers an organised programme, ensuring continuity of learning and progression in all areas of content and skills.
- subject matter appropriate for the ages and aptitude of pupils, including those pupils with special educational needs.

- for pupils to acquire skills in speaking, listening, literacy and numeracy.
- a curriculum which does not undermine the fundamental British values of democracy, rules of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- where a pupil has special educational needs (either identified by Kenton, or having received an Educational Psychologist report highlighting educational needs) and a Learning Passport, education which fulfils individual pupil's requirements.
- where a pupil is identified as being Able, Gifted and Talented (identified by Kenton staff), education which fulfils individual pupil's requirements.
- for all pupils to have the opportunity to learn and make good progress.
- personal, social, health and economic education (Wellbeing) which reflects the school's aims and ethos, encourages respect for other people and promotes spiritual, moral, social and cultural development of pupils.
- high quality teaching through a balance of suitable activities, learning situations, styles and approaches.
- careers guidance, delivered as part of Wellbeing, when appropriate, to help encourage pupils to fulfil their potential.

We also intend for the curriculum to:

- reflect the experience of those who make up the school community by offering a broad and balanced experience, enhanced where appropriate by the race, gender, ability, needs and aspirations of Kenton pupils.
- ensure access to the breadth of the curriculum and equality of opportunity for all pupils, irrespective of gender, race, social background, belief, creed or ability.
- encourage pupils to reach high standards by stimulating their enthusiasm and encouraging individual pride in the learning process.
- create an environment where children will be encouraged to strive to achieve their maximum potential in a non-competitive atmosphere.
- allow pupils to celebrate their own achievements and those of others through positive rewards.
- allow for the needs of individual pupils, offering a differentiated approach where appropriate.

- make use of local resources, including business, leisure and environmental centres.
- enable teachers to record individual progress through a means of assessment and evaluation.
- enable teachers to keep records of pupils' achievement in a manner that reflects the Assessment, Recording and Reporting Policy.
- equip pupils with the information, skills and motivation for further independent study.

The Kenton Curriculum covers the following subjects from Year 2 to Year 8:

- English
- Mathematics
- Science
- French (Year 4 upwards)
- Kiswahili (Years 2-8, also becomes a language option from Year 6)
- Spanish (a language option from Year 6)
- Latin (a language option from Year 6)
- History
- Geography
- Religious Education
- Theology, Philosophy and Religion
- ICT
- Art
- Design Technology
- Music
- Kenyan History and Citizenship
- Drama
- Physical Education
- Wellbeing

Notes:

- History and Geography are combined as Topic in Key stage 1.
- From September 2017, Kiswahili is required to be taught as a compulsory subject up to Year 9.
- From September 2017, the curriculum includes Kenyan History and Citizenship as a specific subject as required by the Kenyan Government.

Areas of Experience:

The Kenton College Curriculum provides experience in each of the areas as follows:

- **Linguistic**

There is a generous timetable allocation to English across the Year groups. Subjects giving direct linguistic experience include English, Drama, French, Spanish, Latin and Kiswahili. However, speaking, listening, writing and reading and other vital communication skills are practised in all areas of the curriculum through discussion, recording and general classroom interaction.

In KS1, linguistic experience is gained directly through planned activities within the Communication, Language and Literacy area of learning. However, communication skills are practised constantly in all areas of daily life within our school.

- **Mathematical**

There is a generous timetable allocation to Mathematics across the Year groups. However, mathematical experience is also gained in many other areas such as Geography, Science and Design Technology. In KS1, mathematical experience is also provided through planned activities in Problem Solving, Reasoning and Numeracy, as well as through cross-curricular daily activities.

- **Scientific**

There is a comprehensively planned Science curriculum, which is designed to promote knowledge and understanding, develop skills and encourage the process of enquiry, discovery, recording and drawing conclusions.

The school grounds are used by pupils of all ages to enhance scientific understanding and discovery. These include the area known as the 'Longies', pond and different habitats around the school.

- **Technological and Technical**

Design Technology is timetabled in KS1, 2 and 3. This gives direct technical experience in terms of developing ideas, planning and making projects, the use of a wide range of materials and tools and the evaluation of projects. Experience in ICT is used widely across the curriculum via timetabled ICT lessons and through its use in all other subject areas via iPads. The school has two computer labs, which can accommodate whole classes. All classes have access to projectors, interactive whiteboards and iPads.

- **Human and Social**

Geography, History, Religious Studies, Theology, Philosophy and Religion, Kenyan History and Citizenship and Wellbeing form the core input to the Human and Social experience. However, huge contributions to this are also made through the school's commitment to supporting local charities. The School Forum, the school's commitment to environmental issues and a varied programme of assemblies also contribute to this area. Extra experiences are provided through visits to museums and places of national interest, field

trips both at home and overseas and through interaction with visiting speakers. Weekly Wellbeing lessons actively promote these areas through a structured programme of sessions. In KS1 this area of experience is addressed through topics and visits, for example to The Daphne Sheldrick Elephant Orphanage.

- **Physical**

Kenton College has a wide range of facilities and resources, which include three sports fields (used for athletics and for playing cricket, rounders, hockey, rugby and netball on), an astro-turf pitch designed for hockey, three tennis courts, a swimming pool, the hall and a basketball court. These facilities enable a wide variety of physical activities to take place.

There is also a variety of outdoor equipment and games, which are available at break times to enhance physical development.

There is a generous timetabled provision for Physical Education, with specialist staff for all children from Year 2 upwards. The comprehensive programme includes the development of gross motor skills, small and large movement, co-ordination, physical control and a wide variety of sporting skills. Knowledge and understanding of the principles of health and fitness are also developed with additional input from the Science and Wellbeing curriculum. The curriculum is supplemented by DIV sessions for all children, which occur Monday – Thursday, as well as after school activities ranging from Roller blading to Taekwondo.

- **Aesthetic and Creative**

The main subject areas contributing to this area of experience are English, Art, DT, ICT, Music and Drama. However, creativity is appropriately built into all subject schemes of work, encouraging children to problem-solve and think creatively wherever possible. Extra experiences are provided through library facilities, in-house music (e.g. the Tea Time concerts), theme days such as World Book Day, visiting specialists e.g. authors, musicians, theatrical events and the Arts Festival in Trinity Term, as well as a major school production annually. The opportunities for children to join the Junior, Middle School or Senior Choir, the School Orchestra and the variety of ensembles we have at Kenton College also contribute further to pupils' creative experiences.

Policy in Practice

Planning

A Kenton College Curriculum Development Plan (KCCDP) is produced each September. The KCCDP identifies agreed priorities for development in the short (current academic year) and long term.

The plan is discussed in the Trinity term and involves the Headmistress, Deputy Head Academic, Head of Juniors, Heads of Departments, Junior Co-ordinators and Middle Leaders. The Plan forms the basis for the annual Departmental Development Plans (DDPs), produced by Heads of Departments and discussed with all staff for the current year.

Heads of Departments are responsible for ensuring that planning is comprehensive and that a coherent progression is ensured throughout a pupil's subject career. Staff who are responsible for a curriculum subject have a vertical overview of the subject from Years 2 – 8. Curriculum planning in this way avoids inappropriate repetition and ensures continuity and progression in a pupil's learning. Heads of Department develop the scheme in collaboration with Year/class or other subject teachers. Individual teachers then plan work horizontally, often with opposite colleagues. This allows content subjects such as History, Geography and Science to be adapted and delivered in the Junior School in such a way as to give greater depth to the learning experience, promoting pupils' conceptual understanding. It is appropriate for other subjects to have a subject specific focus. It is possible, therefore, to accommodate a variety of approaches and the framework allows for this. Weekly and daily planning are the responsibility of individual teachers.

Organisation

Timetable needs are discussed during Lent term, with requests passed on to the Headmistress and Deputy Head Academic.

Core subjects are English, Mathematics, Science, French and Information and Communication Technology.

Foundation subjects are Geography, History, a second language (options: Spanish, Latin, Kiswahili) and Religious Studies.

Creative subjects are Art, Design & Technology, Music and Physical Education.

Kenyan History and Citizenship is taught throughout the school as a compulsory subject from 1st September 2017.

In addition, Wellbeing is delivered to seniors on a Friday afternoon.

Pupils are placed in the correct Year group for their chronological and National Curriculum age. In accordance with IAPS regulations, pupils should leave Kenton before they reach 14 years of age. Kenton operates a three-form entry. No class is larger than 20 pupils.

Subject entitlement

The rate of exposure to subjects depends upon the Year group in which a pupil is placed, as the allocation of subjects varies throughout the school.

The academic part of the school day is divided into eight 30 min periods for juniors (Years 2 - 4) and nine 30 min periods for seniors (Years 5 – 8).

In the Junior School the emphasis in teaching is on literacy and numeracy.

All pupils are expected to attend all lessons unless there are pressing and confirmed educational reasons for them not to do so.

Allocation of lessons per year group is as follows:

YEAR	2	3	4	5	6	7	8	
SUBJECT								
English	10	10	9	9	7	7	7	
French	-	-	2	4	4	4	4	
Mathematics	10	10	9	8	7	7	7	
Science	5	5	5	5	6	6	6	
Geography	-	2	2	2	3	3	3	
History	-	2	2	2	3	3	3	
(Topic)	4	-	-	-	-	-	-	
ICT	2	2	2	2	2	2	2	
Kiswahili	1	1	1	-	-	-	-	
Language *	-	-	-	2	2	2	2	*Kiswahili, Spanish or Latin
RS/TPR	1	1	1	2	2	2	2	
Art, Design & Technology	2	2	2	-	-	-	-	
Art	-	-	-	2	2	2	2	
Design Technology	-	-	-	2	2	2	2	
Music	2	2	2	1	1	1	1	

Kenyan History & Citizenship	1	1	1	2	2	2	2	
PE	2	2	2	2	2	2	2	
	40	40	40	45	45	45	45	

In the Junior School, the remaining lesson periods are used for Reading, Library or another curriculum area between 13.25 and 13.55, Monday to Thursday.

Wellbeing occupies a 45 minute period in the Senior School each Friday afternoon.

Wherever possible, 3 or 4 sets of Maths and English are provided for smaller group teaching. Maximum class size at Kenton is 20, so focused teaching can take place.

When considering balance of the curriculum we have taken into consideration the additional exposure children have to activities such as:

- sport as part of our afternoon programme;
- senior or junior activity groups as part of our afternoon programme;
- singing in choirs and in Houses in the Trinity term;
- instrumental music in orchestra and ensembles;
- religious instruction, spiritual, moral, cultural and social guidance given through assemblies;
- dance, drama, art and music in Houses as part of the annual Arts Festival;
- Art and Design Technology through Art Exhibitions;
- Value-Based Education which permeates all our activities.

Delivery

Details of classroom management, resources, teaching and learning styles for individual groups are referred to in Departmental Documentation, which includes Policies, Schemes of Work, Kenton Levels and examples of work. These are stored on each Department's Google Classroom.

Monitoring – staff

Deputy Head Academic meets formally/informally with Heads of Departments to discuss departmental policy, standards and documentation. Further discussion takes place with the Headmistress.

Head of Juniors monitors weekly and daily planning of the junior class teachers. The planning of senior class teachers is monitored by Deputy Head Academic. Teachers are expected to have the required documentation in evidence in their subject/class teaching room.

Observation of teachers occurs on several levels: peer to peer, HoD to Departmental colleagues and SLT to teacher.

Observations by HoDs of Departmental colleagues can take place at any time as planned and communicated by individual Heads. During Michaelmas term, Heads are expected to informally observe new teachers in their Departments. The date and time is agreed with the teacher in advance and no specific paperwork is required. The purpose of this is to ensure that new teachers are settling well, developing positive relationships with all pupils and achieving the expected standards of teaching and learning at Kenton. This is also an opportunity for new teachers to seek clarification or guidance on any aspects of their classroom practice.

Peer to peer observation takes place in the Trinity term. Around a third of teaching staff are asked to observe colleagues and provide detailed feedback. The paperwork and preparation is the same as for formal SLT observation lessons. An informal meeting then takes place where the observer feeds back to the observed and provides targets to work on in future.

The lesson plans, observation notes and targets are passed on to the Deputy Head Academic and discussed with the Headmistress.

In all three terms, the SLT undertake a more formal observation of senior and junior teaching staff accordingly. Again, meetings are held after observation and targets are set if applicable. Whole school feedback is provided in the form of a written document, circulated to all teaching staff.

In the case of the Deputy Head Academic and the Head of Juniors, observation will normally be undertaken by a chosen colleague in the first instance and by the Headmistress in the second.

Monitoring – pupils

Deputy Head Academic has overall responsibility to ensure that pupils experience teaching and learning of the highest quality. A formal work scrutiny is carried out each term, which includes monitoring of written marking. Feedback on the progress of the child and the work viewed is provided to teaching staff. If it is felt necessary, the Deputy Head Academic will observe the involvement of those children within the classroom. Head of Juniors is responsible for monitoring work produced by junior pupils. Deputy Head Academic is responsible for monitoring senior pupils.

Heads of Departments are required to organise work scrutiny meetings within departments to monitor progression of the subject between Year groups, presentation, marking, delivery of key skills and objectives, teaching and learning, a balance of teaching styles etc. Class/subject teachers are required to provide samples of pupil work as directed by Heads of Departments. Comments are given to teachers where necessary.

Teaching staff have access to records of pupil profiles including diagnostic entry testing, GL Assessment, examination results, Effort and Attainment grades (see appendix 2 for types of standardised testing carried out at Kenton). As part of our Assessment cycle, teachers use Kenton Levels to assess progress. Relevant pupil data and pupil progress are discussed at Effort Grade meetings. This ensures that standards and teaching methods are appropriate to the individual pupil.

Comments on individual pupils are made at Effort Grade meetings two or three times per term, which are attended by Senior and Junior teaching staff. The agenda includes reference to the progress of those pupils currently on the Able, Gifted and Talented register, which is held by the Deputy Head Academic, as well as those with other special educational needs.

Review and Evaluation

Discussion relating to progress in teaching and subject development often takes place informally in such a small school. However, meetings relating to decision-making steered by Heads of Departments with appropriate members of the teaching staff are held more formally at least three times per year. It is usual to hold junior or senior specific meetings. There are many aims for this meeting but they usually include the following:

- To agree on development priorities (ref. KCCDP)
- To agree on the allocation of development tasks
- To discuss areas of concern and action taken
- To discuss progress
- Information sharing
- Budget requirements

Minutes are recorded and uploaded to the Departmental Google Classroom. As well as Departmental staff, minutes can be reviewed by the Head of Juniors, Deputy Head Academic and Headmistress.

Heads of Department meet with the Deputy Head Academic and the Headmistress twice a year to discuss specific departmental matters. The DDP progression in relation to the KCCDP is addressed and targets set where necessary for the academic year or for future development plans.

Heads of Department write an end of year review, which is included in the KCCDP document at the beginning of the following academic year. These reviews consider academic standards in attainment by making comparisons with previous results as well as comparisons with current pupil groups.

APPENDIX A: COMMON ENTRANCE EXAMINATION RESULTS

This spreadsheet provides a record of the results achieved by our Year 8 pupils in their Common Entrance examinations in 2017,2018,2019.

KENTON COLLEGE COMMON ENTRANCE RESULTS 2019																														
ENGLISH		MATHS			FRENCH		SCIENCE				GEOG		HISTORY		KISWAHILI		LATIN			SPANISH			RS		STAT	AWARD				
Lev	mrk	grd	Lev	mrk	grd	mrk	grd	Bio	Chem	Phys	mrk/%	grd	mrk	grd	mrk	grd	Lev	mrk	grd	Lev	Mrk	grd	mrk	grd						
		C			C			A	A	B	C			B	A*															
		A			A			A*	A	B	B			A	A															
		A	3		A	2		A	B	A	B			A	A	85	A*													
2		A	3		A*	2		A*	A	A	B			A*	A															
		A			B			A*	A	C	B			A	A*	51	C													
2		C	2		B	2		B	C	B	D			D	A						2			B						
2	84	A	3	70	B	2	74	B	A*	A	A*	86	A*	87	A*	A*						80	A	82	A					
2	88	A*	3	81	A	2	80	A	A*	A*	B	86	A*	98	A*	A*						88	A*	97	A*					
2	85	A*	3	88	A*	2	88	A*	A*	A*	B	86	A*	95	A*	A*						90	A*	94	A*					
		A			A			A	A	B	A			A	A															
		B			A			A*	A	A	D			A*	A*								A*	A*						
2	65	B	2	40	D	2	50	C	B	C	C	60	B	57	C	D						53	C	65	B					
		A			C			A*	A	A	B			A	A*								A*	A*						
		B			A			A*	B	A	A*			A*	A*								A*	A*						
2	69	B	1	59	C	2	59	C	B	C	C	58	C	60	B	D						60	B	47	D					
		D			E			D						E																
2	72	B	2	48	D	2	67	B	B	C	D			66	C	84	A						2	76	B	87	A			
		P1 D			A	1		A	C	C	B			C	D															
		P2 B			B			A	A	B	C			C	A*															
		C			B			A	A	B	C			C	A*															
2	70	B	2	80	A	2	60	B	A*	A*	B	85	A*	91	A*	B	90	A*							67	B				
2	75	A	2	82	A*	2	84	A*	B	A*	A*	73	A	89	A*	78	A	91	A*						57	B				
2	70	B	2	14	U	2	66	B	B	U	E			57	C	76	A					2	59	C	60	C				
		A*			A*			A*	A*	A*	A			A*	A*															
2	75	B	2	69	B	2	66	B	B	B	B	67	B	65	B	C							66	B	70	B				
1	54	C	2	34	E	2	48	D	C	E	C	48	D	58	C	E							52	C	45	D				
		A			A			A	A	B	A			A	A															
2	69	B	1	50	C	1	70	B	B	E	D	48	D	50	C	C	64	B							50	C				
		C			E			A*	C	D	E			C	A*															
		A			A			A	A	B	B			B	A															
57	B			65	B	2	53	C	D	B	B	52	C	72	A	80	A*					2	60	B	33	D				
2	84	A*	2	45	C	2	67	B	A	B	B	59	B	73	A	74	A													
2	62	B	2	40	D	2	92	A*	B	D	C	58	C	74	B	C														
		B			C			A	A	B	D			B	B	A*														
2	66	B	2	55	C	2	92	A*	B	B	B	62	B	43	D	C														
		A			A			B	A	A	A			B	A															
		A			A*			A*	A*	A*	A			A*	A*															
		A			A			B	B	B	B			A	A															
2	66	A	2	48	C	2	64	B	B	B	A	59	B	69	A	78	A					2	60	B	35	D				
		P1 A			P2 B			B	A	A	C			71	A	50	C													
		A*			A*			A*	A*	A*	A			A*	A*															
2	58	C	2	57	C	2	74	B	B	B	B	73	B	72	B	C														
2	78	B	3	80	A	2	65	B	A*	B	B	82	A	80	A	B														
2	70	B	2	78	A	2	73	B	A	A	B			76	A	68	B													
2	82	A	3	68	B	2	71	B	A	A	C	71	B	75	B	B														
		A*			A*			A*	A*	A	A*			A*	A*															
		C			B			A*	A*	C	C			B	A															
		A			A			A	A	A	A			A	A															

KENTON COLLEGE COMMON ENTRANCE RESULTS 2018																															
ENGLISH		MATHS			FRENCH		SCIENCE				GEOG		HISTORY		KISWAHILI		LATIN			SPANISH			RS		STAT	AWARD					
Lev	mrk	grd	Lev	mrk	grd	mrk	grd	Bio	Chem	Ply	mrk.%	grd	mrk	grd	mrk	grd	Mrk	grd	Lev	mrk	grd	Lev	Mrk	grd	mrk	grd					
		A	3		A			A*	B	B	B				A	A			2		A										
		A	3		A*			A*	A	A*	A*				A*	A*			2		A*								All-Round Scholarship		
	55	C	2	74	B		77	B	82	82	85	A	90	A	56	C						2	80	A	58	C					
1	70	A	2	63	B		52	C	B	B	B		66	B	67	B	76	B								50	C				
1	50	C	1	41	D	1	68	B	52	45	33	D	53	C	44	D	65	B								40	D				
		A	2		A			A*	A	A*	A*				A*	A*						2		A*					Art Scholarship		
		B	2		C			A	B	B	A*				A	A*						2		B							
		C	2		D			B	A	B	B				A*	A*	80	A													
1		C	1		E	1		D	D	D	D				D	A*	83	A													
	57	C	2	67	B		89	A	77	72	70	B	81	A	56	C						2	87	A	67	B					
2	70	B	3	57	C		68	C	C	C	C		73	B	56	C						2	77	B	57	C					
2		A	3		A	2		A	A	A	A	A			A	A			2		A									Academic Scholarship	
		A	2		B			A				B			A	A						2		A	A				St Andrew's Academic Scholarship		
		A	2		B			B				C			B	B						2		B	A						
		Level 1 B	Level 2 A	2		A		A	B	B	B				A	A						2		A*	A*						
		C	2		C			A	D	D	B				B	B						2		A	D				Hillcrest Music Scholarship		
1		C	2		C	1		C	C	C	C				B	A	69	B													
2	60	B	2	53	C	2	75	A*	B	C	C		65	A	70	A						2	74	A	73	A					
		A	2		A			C	B	B	B				A	B						2		A	A					Music Award	
		A	3		A			A	A	B	A				A	B			2		A									Foundation Scholarship to Charterhouse	
		A	2		E			A*	D	D	B				B	A						2		A*							
	67	B	2	51	C		76	B	57	55	42	C	65	B	56	C						2	80	A	68	B					
1	53	D	1	24	E	1	51	D	E	D	E		42	D	40	D															
	73	B	3	72	B		81	A	72	63	72	B	81	A	58	C						2	78	B	80	A					
	65	B	2	63	B		86	A	73	60	60	B	80	A	60	B						2	87	A	80	A					
2		A	3		A	2		A	B	A	B				A	A						2		B						Milfield All Round Award	
2	57	B	3	82	A*	2	78	A*	C	B	B		72	A	74	A						2	65	A	38	D					
2	68	A	3	104	A*	2	90	A*	A	A	B		78	A*	86	A*						2	86	A*	75	A*				Academic and All Rounder	
2	77	B	3	68	C		74	B	B	A	C		76	B	64	C							86	A	63	C					
		c	2		D			A*	C	D	B				C	A*															
	75	B	3	93	A		87	A	A	A	A		87	A	68	C			2	68	C					88	A			All-Round Scholarship	
		Level 1 B	Level 2 A	2		A		A	C	C	B				A*	A			2		A*										
	60	B	2	31	E		64	B	55	47	43	D	55	C	48	D						2	60	B	60	B					
1	53	C	2	71	B		68	B	62	62	60	B	77	B	54	C							2	70	B	55	C				
	65	B	3	87	A		81	A	85	83	88	A	87	A	86	A							2	82	A	88	A				
2	76	B	3	86	A		91	A	B	A	B		83	A	76	B			2	66	C					62	C			All-Round Scholarship	

COMMON ENTRANCE RESULTS 2017

ENGLISH		MATHS			FRENCH		SCIENCE					GEOG		HISTORY		KISWAHILI		LATIN			SPANISH		RS		AWARD								
Lev	mrk	grd	Lev	mrk	grd	mrk	grd	Bio	Chem	Phy	mrk/%	grd	mrk	grd	mrk	grd	Mrk	grd	Lev	mrk	grd	Mrk	grd	mrk	grd								
	69	B		81	A	86	A	B	B	B	73	B	92	A		B				1	88		93	A		76	B	Academic Exhibition					
2	80		3	73		83		77	55	63			90													78	A	Sports Scholarship					
	60	C		38	U	64	B	53	52	42			61	B	72	A													Sports Exhibition				
		A			A		A	A	A	A				A		A													Sports Exhibition				
2	62		2	47		56		53	32	38			72		68											47		Sports					
	57	C		60	B	89	A	B	B	B	67	B	80	A		B																	
	68	B		86	A*	83	A*	B	A	A			89	A*	66	B																	
	65	B		61	B	80	A	B	B	B	70	B	83	A		B																	
		C			C			B	D	C				A		C													Sports Scholarship				
2	71		2	77		53		62	62	68			57		40											77							
2	73		2	71		68		75	57	68			77		82															20% Sports Scholarship			
	60	C		71	A	76	A*	55	68	73			80	A*	60	B																	
2	68	A	2	45	C	64	B	C	B	B		B	58	C	84	A*																	
2	Paper 1&2	B	3	Paper 3&4	A		C	A	B	C				A*		C																	
		A	2		A		A					B		A		A																	
	65	B		48	E	24	U	65	55	40			72		80	A*	92	A												Sports Scholarship			
	Paper 1 (B)	Paper 2 (D)			A		A*	B	B	A				A*		A																	
2	67		2	40		62		65	38	50			57		58																Sports Scholarship		
	85	A*		90	A*	97	A*	83	88	90			91	A*	92	A*															Academic Scholarship		
	63	B		65	B	93	A	B	B	B	69	B	87	A		B																	
2	68	A	2	68	A	60	B	A	A	A*		A*	81	A*	76	A*																	
		A			A		A	A	A	B				A		B																	
	61	B		70	B	71	B	B	B	C	66	B	80	A		B															Music Exhibition - TOP GRADE PRIZE FOR SPANISH		
2	70		2	53		77		67	65	63			69		60																		
		A			B		B	C	B	C				A		A																All Round - Music, Art, Swimming	
1	66		2	45		51						46	59		70																		
2	72		2	68		76		82	65	57			74		80																	Music Scholarship	
1	68		2	66		60		53	48	50			66		66																	Sports Scholarship	
2	64		3	81		87		83	68	72			89		82																		
	Level 1 A	Level 2 C			B		C	C	C	D				A		B																	
2	60	B	2	65	B	57	C	B	B	B		B	72	A	74	A*																	
2	69		2	64		72		67	55	70			82		76																		All Round Scholarship
2	71		3	71		84		65	75	75			74		82																		Music Scholarship
	71	A		78	A	80	A*	80	65	77			72	A	78	A																	All Round Scholarship
		B			A		B					C		A		A																	
2	54		2	64		71		75	52	60			76		70																		
	72	A		72	A	77	A*	70	73	55			74	A	92	A*																	
1	64		2	59		57		60	50	68			51		70																		

CONFIDENTIAL TO STAFF

APPENDIX B: TYPES OF STANDARDISED TESTING CARRIED OUT AT KENTON COLLEGE

Year 2

- Termly English Comprehension Assessment (September, March and June)
- Termly English SPaG Assessment (September, March and June)
- Termly Maths Assessment (September, March and June)
- CAT tests (Lent Term), Progress in English and Maths 7 (May)

Year 3

- Termly English Comprehension Assessment (September, March and June)
- Termly English SPaG Assessment (September, March and June)
- Termly Maths Assessment (September, March and June)
- Progress in English and Maths 8 (May)

Year 4

- CAT 4 Level A (Verbal, Quantitative, Non-Verbal Reasoning, Spatial Testing)
- Termly English Comprehension Assessment (September, March and June)
- Termly English SPaG Assessment (September, March and June)
- Termly Maths Assessment (September, March and June)
- Progress in English and Maths 9 (May)

Year 5

- CAT 4 Level B (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 10 (May)

Year 6

- CAT 4 Level C (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 11 (May)

Year 7

- CAT 4 Level D (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 12 (May)

Year 8

- CAT 4 Level E (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 13 (May)