



DEAN CLOSE

PREPARATORY SCHOOL

CHELTENHAM

**Curriculum Booklet
for Parents/Guardians
2020 - 2021**



The aim of this booklet is to outline the academic arrangements for the year ahead. It includes information about prep, revision and exams, as well as an overview for each subject, so that parents can be aware of the topics the children are studying.

Mr. Jonathan Gould
Academic Director

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Policy for Teaching and Learning

Teaching and learning lies at the heart of the school, as is seen in our Mission Statement:

We are founded on clear Christian principles and aim to provide the finest all-round education for our pupils, within a happy community and caring, family atmosphere.

We aim to develop each pupil's spiritual, moral, social, cultural, mental and physical progress by:

- Increasing self-respect through challenging but achievable goals
- Expecting the highest standards of behaviour by encouraging all pupils to take responsibility for their own self-discipline
- Providing a stimulating learning environment for gaining greater understanding and awareness
- Developing independence, building self-esteem and nurturing integrity
- Ensuring that each pupil respects others and is a respected and valued member of the community
- Motivating pupils to fulfil their potential and develop talents
- Preparing pupils for the next stage of life

Principles of Teaching and Learning

We see teaching and learning as processes of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the School Community (staff, parents, pupils and governors) work towards the aims by:

- Recognising children as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging
- Providing a well organised and stimulating learning environment
- Setting a good example in terms of behaviour and conduct at all times
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Working as part of a team, supporting and encouraging one another

Teachers work towards these aims by:

- Providing a well-planned, challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude, providing equal learning opportunities for all children. This involves clearly differentiated resources where appropriate
- Providing a stimulating and well organised learning environment
- Being good role models - punctual, well prepared and organised
- Having a healthy and positive attitude to change
- Keeping up to date with relevant developments in teaching and learning
- Establishing links with the local community including industry, to prepare pupils for the opportunities, responsibilities and experience of adult life

Pupils work towards the aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep
- Being punctual and ready to begin lessons on time
- Being organised with their personal possessions and having the necessary equipment
- Conducting themselves in an orderly manner in line with the expected code of discipline
- Taking growing responsibility for their own learning

Parents work towards the aims by:

- Ensuring that children attend school in good health, regularly and punctually



- Supporting the school policy on behaviour
- Being realistic about their child’s abilities and offering encouragement and praise
- Participating in discussions concerning their child’s progress and attainment
- Ensuring early contact with the school to discuss matters which affect a child’s happiness, progress and behaviour
- Supporting school-based learning by providing a good learning environment for prep, hearing reading and assisting with the learning of spelling and tables
- Allowing children to take increasing responsibility as they progress through the school

The Academic Curriculum

The curriculum may be defined as all the timetabled activities that we organise in order to promote learning and personal growth and development. There are three main parts to the curriculum: the academic, sport and the arts. As an independent school which prides itself on having traditional values:

- We value scholarship and hard work
- We value participation in sporting and physical activities
- We value the importance of developing and channelling children’s creative talents, particularly through Music, Drama, Art and Design Technology

The main aim of our curriculum is to offer a broad, balanced and stimulating education that enables all children to make good progress, whatever their level of attainment. Years 3-5 (Key Stage 2) follow the broad outline of the National Curriculum but, as an independent school, the schemes of work are developed and extended as we feel best meets the needs of our pupils.

In Year 6, although we continue to use the National Curriculum as the basis of our curriculum, we also aim to extend beyond the curriculum expectations and give pupils a firm foundation on which to progress to Year 7 and the full demands of what we call the ‘7-9 Curriculum’. This was created in close collaboration between departments here and at the senior school, to facilitate a smooth transition from one school to the other. It has ensured a clear thread of knowledge and skills runs through both schools while retaining the rigour of the previous Common Entrance syllabus. The work pupils complete in Years 7 and 8 will lay the foundations for success at GCSE and beyond.

These are the subjects taught in each year group:

Years 3-6		Years 7-8	
English	Computing	English	Computing
Mathematics	PHSCE	Mathematics	PHSCE
Science	Art	Science	Art
French	Design Technology	French	Design Technology
History	Music	History	Music
Geography	PE and Games	Geography	PE and Games
Religious Studies	Drama	Religious Studies	Latin
	Forest School		Spanish

Pupils in Year 3 and 4 and 5 are taught by their form teacher for the majority of their lessons with specialist teaching for French, Music, Drama, Art, DT and PE. The pupils are taught in their form group for all subjects, except Maths and Spelling (Years 4 and 5). For these lessons, the year group is divided into two or three sets, where the same curriculum is followed in all sets, but the pace of teaching will vary, with some groups working more quickly on occasions and the necessary support and reinforcement work being offered for pupils who need it.



Pupils in Year 6 remain in parallel forms for their lessons, with the exception of Maths, which is taught in sets. Latin and Spanish are both introduced in Years 7 and 8. In keeping with the rest of the school, Year 7 and 8 pupils are set for Maths. Irrespective of which set a pupil is in, we work hard to differentiate appropriately to ensure their individual learning needs are met.

Decisions about form placement and sets are taken by the Director of Studies, advised by the Heads of Department and the teaching staff. Pupils and parents may feel that one place or another is preferred and so these requests are heard, but ultimately the decision is taken by the school.

A new but vital element of our Academic Curriculum is *The Friday Challenge*. This is an hour of Friday where children can explore certain interests of theirs and develop new skills. The concept involves learning and, often, things children will find difficult, but without the usual classroom routines or expectations. It is a form of learning that takes place outside the classroom and which is creative, exploratory, collaborative and, yes - challenging! Children are asked to take part in most Challenges for at least half a term and preferably a term, with some requiring longer commitment. They are allocated a Challenge on the basis of rankings made after presentations by staff at the start of term.

Academic matters are led by the Academic Director, Director of Studies and Heads of Department.

Pastoral matters are led by the Head of Pastoral and the Housemasters/Housemistresses.

Please see appendix 2 for email addresses.

Form Tutors/ House Tutors

Pupils in Years 3, 4 and 5 have a Form Tutor who they see every day. Pupils in Years 6, 7 and 8 are placed in smaller Tutor Groups and meet with their Tutors at least three times per week. As well as checking that they are keeping on top of their academic studies and giving relevant feedback from other subject staff, the Tutor's role is to encourage and support the pupils in their learning.

The Tutor is the first point of contact for parents regarding the academic progress of their child. In the first instance, please contact the form tutors via their emails or via the office: dcps-office@deanclose.org.uk. We aim for staff to respond within 24 hours.

Please see appendix 2 for email addresses for all staff.

Tutors

Year 3 – Mrs Ridsdale & Miss Eelbeck

Year 4 – Mr Wadsworth & Miss Fletcher

Year 5 – Mr West & Mrs Bailey

Year 6 – Miss Sparrow, Miss Cooper, Miss Rubringer, Mr Jones, Mr Veron, Mrs Bailey

Year 7 – Mrs Sutherland/Mrs McWilliam-Clune, Mr McVittie, Mr Donnelly, Mr Brown, Mrs Salisbury, Mr J Harris/Mr Dobbs, Mrs Godley, Mr Fraine/Mr Way, Mrs Morgan

Year 8 – Mrs Moss, Mr Shelley, Mr Gould, Mrs Lawrence, Mr Cahill, Mrs Thomas/Miss Parkinson, Mrs Davies, Miss Goldrick, Mr Sutherland/Mr Taylor



Parents' Meetings

Formal meetings with parents are held twice a year. The aim of these is to give verbal feedback on the progress of individual pupils and to enable a two-way conversation about pupils' learning.

The first of these parents' meetings takes place at the end of the Michaelmas Term, after the release of the children's first Target Report. This allows parents to discuss their child's progress to date and to identify future steps to assist their development.

Normal arrangements:

Junior Forms meetings (Years 3-5) take place in the classrooms, with the opportunity for parents to see the children's workplace and displays. Parents' meetings for pupils in Years 6-8 take place in the Centenary Hall. Pupils are encouraged to join their parents for these meetings to help them take ownership of and responsibility for their own academic performance.

In Years 3-6, we encourage parents to meet with all of their child's teachers. In Years 7 and 8 pupils are taught by specialists in every subject and so have many teachers. Parents are of course welcome to meet with all of the teachers, but this can sometimes be difficult logistically. Teachers will contact those parents they particularly want to see, either because there is a particular issue or learning misconception that needs addressing or because they want to celebrate success. If parents are not contacted by a teacher, it is because they are very happy with the pupil's current effort and progress. This system means teachers and parents will have more time to discuss key issues. Target Reports, which come out before Parents' Meetings, are designed to ensure parents are aware of their child's progress and the targets that have been set to improve their learning.

The second meeting for all year groups takes place during the Lent Term, again after the release of the children's second Target Report.

We are aware that parents of some of our boarders may find it impossible to attend these meetings as they live a long way away. These parents should contact their child's Form or House tutor before the meeting; they will then take feedback from each member of staff and send the information via email. Alternatively, it is always possible to arrange an individual meeting with the tutor at a time when parents are able to come to DCPS.

Extraordinary arrangements due to Covid-19 restrictions:

By November it may be possible for staff to meet with parents/guardians face-to-face, although this is looking unlikely at this stage. Therefore, we are making arrangements for remote meetings and more information will come out after half term.

Throughout the year, if parents/guardians have any concerns about the academic progress of their child, they should speak to their child's Form/House Tutor. **We want to know of your concerns and address them.**

Assessment and Monitoring Pupil Progress

Monitoring and assessing pupil's progress is a vital part of the school academic programme within Dean Close. Pupils are carefully monitored throughout the year during lesson times and through their written classwork and prep to ensure understanding and learning. Teachers will adjust planning according to the needs of the pupils on a daily basis.

In addition, we carry out a more formal series of assessment throughout the year. Parents will be informed of the progress being made through written assessments and reports, parent meetings and where needed by formal meetings.

Setting

With the exception of Maths and Latin, all subjects are taught in mixed ability form groups. Whether in sets or mixed ability groups, we set our pupils high expectations in a supportive environment. We work hard to ensure they are



given support or expansion opportunities as appropriate as we want all pupils to make the progress of which they are capable.

Effort Cards

Measuring attainment is a crucial part of school life, but we want pupils to learn that we value their effort more than their test results. We encourage pupils to give of their best as this will help them achieve their full potential. To that end, pupils receive three Effort Card Reports through the year. The aim of this system is to provide interim written feedback to pupils about their effort at School. Pupils will receive a grade for efforts in all subjects. The effort grades identify four elements of learning for all pupils.

Effort Grade	Attitude to Learning: effort, focus and classwork <i>How hard are they trying?</i>	Independence and Perseverance <i>How independent and determined are they?</i>	Prep & Home Learning (Independent Study) <i>What is their effort and organisation like outside the classroom?</i>	Organisation <i>How prepared are they for class?</i>
1 Exceptional	Effort and attitude at a standard that significantly enhances both their own learning experience and that of the group. Maintains concentration at every moment. Expectations relating to classwork often exceeded.	Uses initiative and actively seeks to improve. Looks for opportunities to extend learning. Is reflective and independent.	Evidence of regular self-motivated study, above and beyond what is expected. Set preps are always handed in on time and completed to an outstanding standard.	Is extremely well-organised. Takes responsibility for catching up on any work missed. Eager.
2 Exceeding expectations	Effort and attitude at a high standard that significantly enhances their learning experience. Maintains concentration at every moment. Expectations relating to classwork always met and sometimes exceeded.	Takes ownership for own learning and shows strong perseverance and works with real enthusiasm. Works independently, using a range of strategies to solve problems.	Prep always handed in on time and completed to a high standard.	Is very well organised and prepared for work. Settles very quickly at the start of lesson.
3 Meeting expectations	Effort and attitude in lessons are as expected – consistently good - leading to a positive learning experience. Usually maintains concentration. Almost all expectations relating to classwork met.	Usually works independently, only seeking help when other strategies have failed. Perseveres when given a task. Follows work-related instructions carefully.	Prep almost always handed in on time and completed to the expected standard.	Is organised and prepared for work (e.g. correct equipment). Settles quickly at start of lesson.
4 Below expectations	Effort and attitude are not always at the expected level and pupil needs guidance to stay on task. Loses focus regularly. Expectations relating to classwork occasionally not met.	Sometimes lacks independence and asks for help too quickly. Does not always follow work-related instructions carefully.	Prep occasionally late (without good reason) or poorly completed since the last report.	Occasionally poorly organised and/or slow to settle at start of lesson.
5 Well below expectations	Effort and attitude in lessons has been of concern on a number of occasions which has negatively affected their learning experience. Loses focus far too easily, despite teacher intervention. Expectations relating to classwork not met on several occasions.	Regularly lacks independence. Struggles to persevere on a regular basis. Rarely follows work-related instructions.	Preps regularly late or poorly completed since the last report.	Poorly organised and/or slow to settle at start of lesson on several occasions.
6 Substantial improvements required	Effort and attitude in lessons is of significant concern, seriously affecting both their learning and that of their peers. Demands attention and has little self-discipline. Expectations relating to classwork not met on most occasions.	Totally lacking in independence. Totally unable or unwilling to persevere. Unable to follow work-related instructions.	Preps consistently poor, late or missing.	Continues to be poorly organised and/or late despite teacher intervention (e.g. Green Reminder/Report Card)

Example of an Effort Card Report



Dean Close Preparatory School



Effort Card Report

Form: 8JG

Name: Dean Pupil

House: Caldecote

	Michaelmas				Lent				Trinity			
	Attitude to Learning effort, focus and diligence	Independence and Perseverance	Organisation	Pre-ep8. Home Learning (Independent Study)	Attitude to Learning effort, focus and diligence	Independence and Perseverance	Organisation	Pre-ep8. Home Learning (Independent Study)	Attitude to Learning effort, focus and diligence	Independence and Perseverance	Organisation	Pre-ep8. Home Learning (Independent Study)
English	4	2	1	2	4	4	2	3	2	4	4	1
Mathematics	1	3	4	1	3	1	2	2	4	2	2	2
Science	1	2	3	2	4	3	3	4	3	3	2	3
French	2	4	1	2	3	4	4	2	3	3	2	1
Spanish	3	3	3	4	2	4	2	4	2	2	2	4
Latin	2	1	1	4	2	2	3	2	1	2	1	1
Geography	1	1	3	4	3	2	4	1	4	4	3	2
History	2	2	4	3	2	2	1	3	4	1	1	2
R.S.	4	2	1	1	4	2	2	4	2	1	2	2
Computing	1	1	2		1	3	2		3	2	1	
D.T.	4	4	4		4	1	3		4	2	3	
Art	3	2	2		1	1	3		1	3	2	
Music	4	2	2		2	4	3		1	3	1	
Drama	3	4	3		2	4	2		3	3	3	
P.E.	1	1	2		3	4	3		1	3	2	
P.S.H.C.E.	3	3	3		3	3	3		3	3	3	

Tutor	Mr J Gould
<p>This effort card is full of positives and Dean continues to meet expectations in many areas. I was delighted to see 2s in many subjects for Dean's attitude to learning as this shows that he is working very hard and giving himself the best chance of making progress. Organisation continues to be the area which Dean struggles with most, and it is crucial that he comes to every lesson with the correct equipment. I have challenged him to aim for at least a 3 in every subject in this area.</p>	



Reports

Every pupil will receive a Target Report during the Michaelmas and Lent Terms. This will give pupils an overall grading of their attainment within the subject based on the end of Year expectations, and will inform them of their progress. They will also be given a target for each subject, identifying key areas to focus on in the coming term.

Every pupil receives a full written report at the end of the Trinity term which will include details on the progress made during the year and a report by the Form tutor, House tutor, Housemaster and Headmaster.

The aim of writing reports is to give clear, written feedback to parents about:

- Topics taught in each subject
- Level of attainment reached and progress made
- Attitude to the subject and learning
- Any particular strengths and weaknesses
- Targets or areas for improvement

Examinations and End of Term/Year Tests

As part of the process of pupil tracking throughout the year, pupils will be assessed regularly. In the Michaelmas Term, these assessments will not take place during a formal exam week but will occur as required by the subject teachers within the school. Pupils will be pre-warned of any assessment and will be informed of their results. The assessments will be used to further ascertain pupil progress and to identify clear steps to improve learning.

In the Michaelmas Term this year, we have run standardised assessments for all year groups. These results are for internal use only and will help us with setting, differentiation and identifying particular learning needs. In future years, these assessments will take place in the Lent Term and will involve alternate year groups.

In the Lent Term, Year 8 pupils take their mock examinations. A parents' evening follows so parents can be well-informed about their child's progress and necessary next steps.

In the Trinity Term, pupils in Years 6–7 take examinations, with the Years 3-5 taking "End of Year Tests". These take place in the school hall for the older pupils and in the classrooms for the Junior Forms, with work from the whole year being covered, rather than just the Trinity term. The results of these examinations will be recorded on their end of term School report along with the year group median.

Year 8 pupils usually sit their exams the week after Trinity half term. These examinations are marked by the Senior School to which the pupil is going. We do not want to assume that every pupil will continue at Dean Close and the Academic Director has to inform the ISEB of each pupil's choice of school, so please communicate with the Academic Director as early as possible, if you have thought of moving your child to another school after Year 8.

Revision information for exams and tests is given out, so that pupils and parents can go through key information together. This should not be onerous or time-consuming for younger pupils and they will be given directed revision within their lessons. There is no expectation for any pupils, apart from Year 7 and 8, to revise during the holidays. It can, however, be useful for pupils to use the break to remind themselves of what they have been learning and so we have provided the Revision section on the intranet to ensure access for all pupils from home.

Test/ Exam Results Sheet

All results are shared with the children.

Some principles of which to be aware:

- Some subjects will have higher scores than others. Therefore the median is given to help parents place their child's score in context.



- Percentages may vary as the children progress through the school. This is a reflection of the nature of the tests/examinations they are taking and also takes into account the maturity of a child as they perceive their results.

Prep

The School day at Dean Close Prep School is long and full and so pupils are not expected to spend hours working after School at home. Prep is set to provide reinforcement or consolidation work for topics covered in lessons. A prep diary or organiser is provided for each pupil to write down any prep or important notes.

In Year 3, pupils are expected to read their reading book and Maths tables, with occasional exciting projects sent home. Year 4 pupils are expected to do much the same, but with an additional piece of written work to supplement their Maths or English studies and occasionally some ongoing project work to study. In Year 5, pupils will be set Maths, English and Science prep taking approximately twenty minutes each week. Spelling, reading and the learning of Maths tables, as well as some vocabulary learning in French, will be ongoing.

Years 6–8 attend a formal Prep time as part of the School day from 4.15-5.00pm on Monday, Tuesday and Thursday. Attendance at these sessions is required, unless the pupils are attending a school activity or parents have arranged to collect their children at 4.15pm from the Centenary Hall.

It is expected that the majority of pupils' written work would be completed during this session; however, pupils are expected to take their book bags home each evening. This allows parents to see the work being studied and to help with learning vocabulary, spellings, revision for tests and examinations as appropriate. Because of the number of sporting, music and other activities, pupils will be given more than one night to complete their prep. The expectation is that preps will be completed on time and to the standard of written work undertaken in class. Prep should not be a burden for either pupils or parents, and we aim to ensure there is smooth progression through Senior Prep to Year 9 in terms of expectations.

Expectations of Pupils during Prep

- 1) Pupils must be on time and should ensure that they come with the right books and equipment.
- 2) Pupils should lay their prep diaries open out on the table, fully completed, for the staff to look at and sign.
- 3) Pupils should sit down quietly, put their books and equipment on the table and their bag on the floor.
- 4) Pupils may begin straight away. It is not necessary to await the member of staff's instruction to start.
- 5) A purposeful working environment should be maintained throughout the session.
- 6) Should preps be completed before the end of the time allocated, children are to read. They are encouraged to use good study habits by over learning vocabulary and revising curriculum work covered. Once all prep and revision is completed, they may complete work in their sketchbooks.
- 7) At the end of prep, on the instruction of the member of staff and not before, the children may pack away their books and equipment quietly. Then the children may be dismissed in an orderly way.
- 8) Day pupils must sign out before going home.

Please see appendix 1 for the Prep Timetables for Years 6-8



High Learning Potential

Dean Close Prep School is committed to maximising the potential of all our pupils. This includes our high learning potential (HLP, formerly known as 'Gifted and Talented') pupils whom we recognise have particular needs if they are to achieve success, both academically and socially and emotionally.

We recognise that there are many different definitions of high learning potential. At Dean Close Prep School, we use the following definition:

- children who are (significantly) exceeding expectations for their year group academically
- children who have talents in art, music, drama and related areas which are (significantly) above expectations for their age
- children who have the potential to achieve above expectations, but who, for whatever reason, are not demonstrating this.

Our policy of maximising the potential of our high learning potential pupils fits in well with our school aims, particularly:

- every pupil is stretched with a wealth of opportunities, both inside and outside the classroom.
- we aim to inspire children to reach their full academic, social and emotional potential in a safe, caring and supportive setting.

All teachers seek to encourage children to have high aspirations in their subjects. There are a variety of opportunities for particularly able children, or those with a keen interest in a subject, to be identified and nurtured. Usually this involves curriculum expansion, rather than extension. There is limited value in racing through the curriculum; instead, expanding the curriculum by giving HLP pupils opportunities to approach their learning from a different angle or to use their skills in unfamiliar contexts has real benefits.

Whilst every pupil will benefit from many of the following strategies, it is proven that they are essential for high learning potential pupils. Our provision includes:

- differentiated and advanced content within and across topic / subject areas
- regular opportunities for depth and breadth in subjects
- tasks and questioning to promote higher order thinking skills
- opportunities for practice that is based on rich and sophisticated problem solving and is not simply 'more of the same'
- opportunities to develop creative and critical thinking skills, such as Philosophy Club
- opportunities to question concepts to extend understanding, including following teacher feedback
- opportunities for pupils to develop self-regulation skills
- Art (Scholars Art Club) and Drama (LAMDA and Drama club).
- visitors (e.g. the 'Talks@' series, speakers in assembly)

English as an Additional Language (EAL)

Language support is provided for pupils whose first language is not English. Each pupil is assessed on admission, and a personal programme of study is developed, based on ability and need. Lessons, individual or in small groups, cover vocabulary, grammar and pronunciation, in the context of the core linguistic skills of listening, speaking, reading and writing. Support is also given to students across the curriculum. A charge for EAL lessons and related course books is added to the pupil's bill each term. The duration of EAL support is flexible and progress is continually monitored. Pupils are encouraged to integrate fully into School life as much as possible.

Learning Support

The curriculum at DCPS is designed to provide access and opportunity for all children who attend the school, regardless of physical or learning difficulties, race, ethnicity, gender, religion or sexuality. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. This includes highly attaining children as well as those with specific learning difficulties. If a child has



a special educational need, the school does all it can to meet those individual needs. If a child displays signs of having a learning difficulty, his/her teacher alerts the Head of Learning Support as detailed in the school's Learning Support Policy. Similarly, any child displaying a particular strength will be referred to the relevant head of department or the Academic Director.

The Learning Support department offers a range of support in the areas of literacy and numeracy. Specialist tuition, be that individual, paired or in small groups, is tailored to pupils' specific needs. The School may charge for the provision of Learning Support where this constitutes reasonable adjustment. The department offers specialist support for pupils with mild dyslexia and provides a structured course to develop spelling, literacy, comprehension, numeracy and study skills. Various multisensory techniques are used. The School has close links with local Educational Psychologists, a Speech and Language Therapist and an Occupational Therapist and may advise parents to seek a full assessment to confirm any specific difficulties.



Dean Close Scholarships and Awards

11+ Scholarship - set and assessed by DCPS

These are offered for Academic, Sport, Music, Drama, Art and Foundation Awards and take place in the Michaelmas Term of Year 6. Details of the procedures for the scholarships are available from the Academic Director. Awards are open to internal and external candidates, with other schools recommending their pupils and providing references too. Awards made at 11+ usually carry on to the Senior School until such time as the pupil leaves Dean Close. Awards are subject to good behaviour, academic endeavour and a full commitment to the whole life of the School. They are reviewed annually.

At 11+, all awards are called “scholarships” to avoid confusion at this young age, but they may be renamed when entering the 13+ scholarships.

13+ Scholarship – set and assessed by DCS

In addition to the scholarships mentioned previously, the Senior School offers a number of other awards at 13+ in Art, Design Technology, Music, Sport and Drama. There are also the Colin Cox and Foundation Awards. The criteria for these awards are published separately; please contact the Academic Director directly for further information.

Candidates currently in Year 8 of DCPS who do not already hold an 11+ scholarship sit the Dean Close School examinations in the Trinity term and attend an interview with the Headmaster and other members of the Dean Close academic staff.

All those already holding Awards for 11+ will have their progress monitored. However, awards are rarely reduced at this stage and very occasionally they are increased if a pupil has made substantial progress since the original award was given. On occasions, a pupil may focus on one subject rather than another at this stage, but this needs discussion with the Academic Director and DCS.

Final decisions about who should be entered for Awards at 13+ are made by the DCS Headmaster on recommendations from Heads of Department. Letters will be sent from the Heads of Department to the parents encouraging them to put their child forward for the scholarship. If you would like to discuss the possibility of your child entering for an award, please make contact with the Academic Director at the earliest opportunity.

Pupils need to achieve a very high standard to be awarded a scholarship. There is not a set number of scholarships, but each individual is assessed by the Academic Director and the appropriate Head of Department, whilst the decision ultimately lies with the Headmaster.

If you have any questions about the scholarship process at 11+ or 13+, please do not hesitate to speak to the Academic Director or the relevant Head of Department.

Summary of Marking and Presentation Policy

There is a detailed marking and presentation policy for staff, to ensure that they are consistent in their requirements of pupils and so that pupils understand the information being given to them in their books.

Below is the sheet which pupils refer to when they are working in class or completing prep.

Presentation of your work:

- **Pencils and pens**

Year 3 children will use pencil, but when agreed, from Year 4 onwards, written work should be in ink (using a fountain pen or handwriting pen, NOT BIRO) with Maths work, drawings and diagrams in pencil, where appropriate.

DIRT ('Dedicated Improvement and Reflection Time') work should be completed in red. Teachers will not mark in red pen.

- **Starting work**

Each piece of work should be titled and dated and these should be left aligned. There should be a clear space between date and title. The title should always be underlined and if a long date is used, this should be underlined too.

- **Paragraphs**

A line should be left between each paragraph and there should be **no** indentation.

- **Editing and correcting mistakes**

Children are expected to check their work for mistakes and make corrections before it is handed in. If a mistake is made in pencil, it should be rubbed out and corrected. If a mistake is made in ink, it should be crossed out with a single line, and the correct version put beside it, if possible. Ink erasers should not be used, except for display work.

- **Sheets**

Any sheets of work should be stuck in neatly, so that the book can close properly and no paper sticks out!

Pupils should ensure that all books are kept neat and tidy.

Marking Work:

Teachers will use the following marking key, particularly in literacy pieces of work, such as English and History.

✓ or ☺ or ☆	This is good! Well done!
○	Spelling mistakes are circled
△	Punctuation – incorrect or missing?
□	Capital letters – should this be a capital letter?
?	Check for sense
^	A word has been missed out
//	A new paragraph is needed here
R	Repetition – find another word
RTQ	Read the question more carefully
PRO	Please read out – you are a PRO!

Commenting on your work:



- Positives - comments which show what you have done well (stars, ticks, smiles)
- Targets - comments which show how you can do better next time (targets, wishes)

Topic Overviews for all subjects

On the pages that follow you will find the long-term planning (topic overviews) for each subject covering the academic year. This gives some indication as to the learning that the pupils are doing in and out of the classroom.

Please be aware that these are overviews. The teacher will then plan in more detail the work that is being covered, ensuring that it is tailored to the needs of their pupils. If you would like further information on the work being covered, please do speak with the relevant teacher.

Please note that certain topics will appear more than once during the children's time within the school (e.g. descriptive writing). These are topics which encourage greater depth of knowledge and understanding as the children develop.

Whilst the long term plans do indicate the topics that will be covered throughout the year, there may be occasions where the order may vary. There are many reasons for this: the pupils' prior knowledge or a particular topic being moved to fit with a particular local production or key anniversary. Please do not see these as set in stone; good teaching requires flexibility as we work with changing circumstances and pupil interest and ability.

Parental Support

Within Dean Close we encourage parents to be involved with their children's learning and would ask that you regularly take the time to discuss with your child what they have been learning within school. Learning is a continuous process and the ability to take it beyond the classroom and school gate will help children develop a passion and enthusiasm for learning.

However, we would ask parents to refrain from teaching all the information in preparation. A level of "surprise" can be very effective in the classroom and if one pupil knows all the answers already, due to parental tutoring, this can be frustrating for all the pupils.

DCPS English Topic Overview

	Michaelmas	Lent	Trinity
Year 3	<p>Recount writing [Diary] Poetry Instructions Narrative and Myth Recount [Fantasy] Story openings and setting descriptions.</p>	<p>Poetry competition Narrative Fiction [stories with familiar settings, dialogue writing, paragraphing] Narrative Fiction [Adventure story writing] Poetry Letter writing.</p>	<p>Narrative Fiction [Traditional Tales] Writing in the style of an author Characterisation - description and development Poetry</p>
Year 4	<p>Narrative Fiction, incl. characterisation and story shape/structure Journalistic recount writing Poetry Playscript writing Poetry, classic/modern</p>	<p>Poetry competition Narrative Fiction writing Writing notes and information Persuasive writing Issues and dilemmas in literature</p>	<p>Literature Study - stories from other cultures Narrative Fiction, incl. setting, characters, structure Stories in series</p>
Year 5	<p>Narrative Fiction – Fantasy, incl. openings, sentence structuring, characterisation and sequencing Recount writing Newspaper writing Explanation text writing</p>	<p>Poetry competition Narrative Fiction [Beowulf] incl. story structures, speech within narrative, sentence types</p>	<p>Narrative poetry [Highwayman], incl. composition and effect, imagery, alternative ending [poetry/prose] Non-chronological reports, incl. authorial voice, paragraphs/cohesion, and punctuation to structure a text</p>
Year 6	<p>Diaries, Biographies/ Autobiography, Narrative Structure, WWII Creative Writing</p>	<p>Poetry competition, Newspaper reports, Time slip stories</p>	<p>Revision of Comprehension skills, Persuasive Writing, debating</p>
Year 7	<p>Narrative Fiction Comprehension Skills Discursive writing Poetry writing and analysis skills</p>	<p>Poetry competition Playscripts Journalistic recounts Persuasive writing Poetry Comprehension</p>	<p>Literature study – Private Peaceful Comprehension work Revision skills for examination Classic drama – Shakespeare: <i>Romeo and Juliet</i></p>
Year 8	<p>Personal recounts Literature study – Conflict and Relationships theme Persuasive writing and Year 8 Great Debate Poetry of World War 1 Poetry analysis and comprehension skills</p>	<p>Poetry competition Descriptive writing Comprehension skills CE trial Exam Review Narrative Fiction Revision booklet introduction</p>	<p>Revision of: - <i>Literature study</i> - <i>Narrative Fiction & Recounts</i> - <i>Persuasive & Discursive</i> - <i>Speeches, explanation texts and diary</i> - <i>Comprehension skills</i> Post-exam: Merchant of Venice</p>



DCPS Maths Topic Overview

	Michaelmas	Lent	Trinity
Year 3	Counting Place value Addition and subtraction Multiplication Division Mixed Problems	Angles and direction 2D shapes Sequences Fractions Calculating with fractions Money 3D shapes	Working with decimals Length Mass Capacity Handling data Time
Year 4	Place value More work with numbers 2D shapes Addition and subtraction Position - co-ordinates Times tables Multiplication Division	Symmetry and reflection Mixed problems Sequences Time Fractions Calculating with fractions Fractions and decimals	Calculating with decimals Metric measurement Angles and direction Money Measurement and scales Perimeter and area
Year 5	Introducing investigations Roman numerals Place value Addition and subtraction Multiplication and Division Factors and multiples Number properties Angles Fractions	2D shapes Translation Reflection Negative numbers Decimals, fractions and percentages	Money and measures Fractions of quantities Percentages Long multiplication More division Area and perimeter 3D shapes
Year 6	Investigations with numbers Working with numbers Calculations Angles and triangles Number puzzles Fractions Ratio and proportion Congruent and similar shapes	Fractions, decimals and percentages Fractions of an amount Percentages Negative numbers Transformations Formulae	Time and travel Line graphs 2D shapes Pie charts and grouped data Perimeter and area 3D shapes
Year 7	Using numbers Sequences Perimeter, area and volume Decimal numbers Working with numbers Statistics	Using algebra Fractions Angles Coordinates and graphs Percentages Probability	Symmetry Equations Interpreting data 3D shapes Ratio
Year 8	Working with numbers Geometry Probability Percentages Sequences Area and volume	Graphs Simplifying numbers Interpreting Data Algebra Congruence and scaling Fractions and decimals	Proportion Circles Equations and formulae Comparing data

DCPS Science Topic Overview

	Michaelmas	Lent	Trinity
Year 3	<p>Food and Bodies healthy balanced diets, skeleton, joints, muscles</p> <p>Light reflection, shadow</p>	<p>Magnets observe magnetic forces</p> <p>Earth Rocks explore and test rocks, fossil formation</p>	<p>Plants lifecycles, pollination, seed-spreading</p> <p>Forest School</p>
Year 4	<p>Forces and Motion pushes, pulls, twists, Newtons, friction</p> <p>Living Things identifying and grouping living things, classification keys, environment</p> <p>Teeth and Eating identify human teeth and function, digestive system, food chains</p>	<p>Electricity common electrical appliances, simple circuits, conductors and insulators, switches</p> <p>States of Matter group materials by property, measuring changing temperature, water cycle</p>	<p>Changing Sounds identify sounds, vibrations, volume, sound travel</p> <p>Habitats</p> <p>Forest School</p>
Year 5	<p>Circulation and Health circulatory system, heart rate, healthy eating, smoking</p> <p>Separating Mixtures</p> <p>Irreversible Changes properties of materials, separation methods, reversible and irreversible changes</p> <p>How We See Things how light travels, reflection, shadow, colour</p>	<p>Earth and Beyond day and night, seasons, years, the planets</p> <p>Reproduction in Flowering Plants the parts of a plant; pollination, fertilisation, dispersal, germination</p>	<p>Reproduction in Flowering Plants continued</p> <p>Changing Circuits series circuits, changing components, changing current</p>
Year 6 B Biology C Chemistry P Physics	<p>B Classification & Variation the 7 life processes, taxonomy, branching and numbered keys</p> <p>C Safety, Apparatus and Skills using Bunsen burners, measuring, hazard symbols, drawing graphs</p>	<p>P Magnetism attraction and repulsion, electro-magnetism</p> <p>C Materials and their Properties identify material properties incl. thermal conductivity, density, select materials for purpose</p> <p>BCP Independent Project pupil decides on area of study to present</p>	<p>B Evolution universe timeline, first life, evolution, adaptation</p> <p>P Sound amplitude, wavelength, pitch, the speed of sound, hearing</p>
Year 7 B Biology C Chemistry P Physics	<p>B Cells, Organs and Organ System cells, animal and plant cell structure, microscopes, function of organ systems</p> <p>C Mixtures defining mixtures, colloids, solubility, separation by filtering, distillation</p> <p>P Energy nutritional energy, energy stores and transfers, renewable and non-renewables</p> <p>B Reproduction fertilisation in vertebrates, reproductive organs, pregnancy, gestation, birth</p>	<p>C Acids and Alkalis hazard, indicators, acidity and alkalinity, neutralisation,</p> <p>P Electricity current, series and parallel circuits, voltage and resistance</p> <p>B Muscles and Bones breathing, blood, skeleton, movement, drugs</p> <p>C The Particle Model solids/liquids/gases, particles, Brownian motion, diffusion, air pressure</p>	<p>P Forces measuring force, springs, friction, balanced/unbalanced</p> <p>B Ecosystems variation, adaptation, environment, food chains</p> <p>C Atoms, Elements, Molecules air, earth elements, metals and non-metals, compounds, chemical reactions</p>
Year 8 B Biology C Chemistry P Physics	<p>B Plant Nutrition photosynthesis, plant structure, minerals</p> <p>C Acids and Bases pH scale, indicators, neutralisation, further reactions, risk management</p> <p>P Electricity measuring current, parallel circuits, circuit diagrams, resistance, LEDs</p>	<p>B Heart Lungs Health circulatory system, lungs structure, breathing, respiration, smoking, healthy eating, viruses and bacteria</p> <p>P Space day, year, moon, gravity, satellites, eclipses</p> <p>C Types of Chemical Reactions oxidation, combustion, thermal decomposition</p>	<p>P Pressure calculating pressure, manipulating $p=f/a$</p> <p>Exam revision and research topic</p>



DCPS History Topic Overview

	Michaelmas	Lent	Trinity
Year 3	<p>Ancient Greece Evidence and using sources to ask questions Artefacts & Archaeology Myths – Theseus & Minotaur Gods & Goddesses</p>	<p>Ancient Egypt River Nile & flooding Agriculture & food Mummification and afterlife Hieroglyphics Tutankhamun People & Society Trip to Ashmolean Museum, Oxford</p>	<p>Timelines and Chronology Placing historical events on a timeline Drawing our own timelines Similarities and differences between aspects of life at different times in the past.</p>
Year 4	<p>Romans in Britain Reasons for invasion Resistance to Roman rule, incl. Boudicca Hadrian’s Wall Life in town and country Departure of the legions Legacy of settlement Trip to Chedworth Villa</p>	<p>Anglo-Saxons in Britain Reasons for invasion Settlements Alfred the Great life in town and country - Saxon society Sutton Hoo & the Staffordshire treasure find Beowulf Christianity Legacy of settlement</p>	<p>Vikings in Britain Reasons for invasion Viking longships Raids (Lindisfarne) & settlement (Jorvik) Resistance Britain as part of wider Viking world Life in town and country Legacy of settlement Visitors: The Vikings</p>
Year 5	<p>Tudor Times The wars of the Roses Tudor monarchs & court life the Break with Rome Life in town and country Investigating sources Who succeeded the Tudors? Debate – Can the Tudor period be considered as a key moment in British History? Visit: Mary Arden’s Farm – A day in the life of a Tudor child</p>	<p>Exploration & Encounters Maps from 1300s to now Voyages of exploration: late 15th C "known" world Reasons for exploration Study the explorers of the 1500s Tudor ships, typical jobs and navigation Diary entry – A day in the life of a Tudor sailor Source work</p>	<p>Local Study Study the history of DCS Compare and contrast school then and now Q – Can we find evidence that history has had an impact on Cheltenham? Complete a study sources and analyse evidence Visitor – Charles Whitney (DCS School Archivist)</p>
Year 6	<p>‘Heroes’ of the 18th Century How and why the throne passed from the Stuarts to the Hanovers ‘Bonnie Prince Charlie’ and the Jacobite Rebellion General James Wolfe</p>	<p>‘Heroes’ of the 18th Century Admiral Lord Nelson Florence Nightingale Victorian Times Thematic study: Education In Victorian times</p>	<p>The 20th Century World War II Introduction and background Air raid shelters & Evacuation Trip to Portsmouth (HMS Victory and HMS Warrior) World War II: Project</p>
Year 7	<p>1066 Contenders for throne of England in 1066 Battles of Stamford Bridge and Hastings Bayeux Tapestry Norman England</p>	<p>Castles Definition & development Locations, Attack and defence Life in a castle Individual research Trip to Chepstow or Warwick Castle</p>	<p>Henry V and the Battle of Agincourt Edward III and the start of the Hundred Years' War Reasons for Henry V’s victory Independent Project Summing up the Middle Ages</p>
Year 8	<p>Introduction to the ‘Early Modern Era’ Henry VIII and the ‘Break with Rome’ Investigation: did Henry live up to his public image? Sources</p>	<p>Charles I and the Civil War Investigation: Why was Charles executed? Oliver Cromwell: Hero or Villain? Part 1 Revision</p>	<p>Oliver Cromwell: Hero or Villain? Part 2 Revision and Examination Source work Summing up the Early Modern Era</p>

DCPS Geography Topic Overview

	Michaelmas	Lent	Trinity
Year 3	Basic atlas skills, Uk- countries, rivers, oceans, capital cities, human and physical features. World continents.	Polar regions.	Farms Different types of farming; focus on dairy, arable and mixed farms. UK land use and farming, rainforests. Field trip.
Year 4	Improving the Environment, Village settlers The UK in Europe Environment and resources Recycling & pollution Reasons for village location Growth of settlements	Comparing India with the UK Location of India. Major cities and physical features Village/country life/weather compared to UK. Harsh environments Life in tropical areas Indian food	Leisure and recreation How we use leisure time in UK Effects of weather on leisure Environmental impacts Volcanoes Simple plate tectonics Structure of the Earth Volcano case studies & models.
Year 5	Fairtrade The roots of Fairtrade. The Fairtrade premium. Comparing lives of UK and Fairtrade producers. India: its Geography and agriculture.	Mountains as a living environment. How mountains are formed Location Europe. Our neighbouring countries and their capital cities.	Investigating Coasts Looking at the coast line and the settlements on them. Human activities.
Year 6	Ordnance Survey Map work What are the different uses and types of maps? How do you read distances, directions and map symbols? How do you read 4 and 6 fig. grid references? How do contour lines relate to actual topography?	About the UK The countries that make up the British Isles Mountain ranges and main rivers Which parts of the UK are the warmest, coldest, wettest, and driest? Describing the patterns. Population density UK's biggest cities & economy Project: can you make a 5 minute presentation about a given country? (15% of exam mark)	Rivers: How does the landscape change as you go down a river? How are waterfalls and meanders formed? Causes of flooding and its impact on the environment Locations: What are the names of the major bodies of water around both the UK and the World? Where are the major UK and World rivers located?
Year 7	Environmental Issues Snowdonia National Park case study Geomorphological Processes Development of selected landforms and the role of rock types and weathering	Settlement What factors affected site choices? Different settlement patterns What are the benefits and problems of urban growth? How is internet shopping affecting the High Street?	Tectonic Processes Tectonic activity and plates The nature, causes and effects of earthquakes or volcanic eruptions Human responses to the hazards associated with a chosen earthquake or volcano.
Year 8	Economic Activities Different types and classifications of economic activity Geographical distribution of two contrasting economic activities from different sectors	Weather and Climate Weather and climate The water cycle How and why temperature and rainfall vary	Global Location Global Location exam questions Regular testing of knowledge and understanding. Ordnance Survey Map work Revision

DCPS Religious Studies Topic Overview

	Michaelmas	Lent	Trinity
Year 3	What do signs and symbols mean in religion? How do religious people use the symbol of light in their celebrations?	What is faith? What does it mean to be Jewish?	What do we know about Jesus? What are miracles?
Year 4	Why are people chosen? Why do people go to special places?	What religions are represented in our neighbourhood? What does it mean to be a Hindu? Why is Easter important to Christians?	Who met Jesus? How do the beliefs of Christians affect their actions?
Year 5	What is a parable? Why are rules important in life? How is Christmas celebrated around the world?	What does it mean to be a Muslim? How can Christians make a difference? What were the events leading up to Jesus' death and resurrection?	Why are sacred texts important? Why do people pray?
Year 6	Where did the Bible come from? What was life like at the time of Jesus? What does Jesus' incarnation mean to Christians?	How do the beliefs of Jewish people affect their actions? What can we learn from Christian religious buildings?	Why do people worship? How do people express their faith through the arts?
Year 7	What do Christians believe about the world? Why are people good and bad?	What makes Jews believe they are chosen? Can miracles happen?	What is so radical about Jesus?
Year 8	What makes a good religious leader? How do the beliefs of Muslim people affect their actions?	Why do Christians believe Jesus was God on earth? What happens when we die?	What does it mean to forgive? What is real?



DCPS French Topic Overview

	Michaelmas	Lent	Trinity
Year 3	INTRODUCTION TO FRENCH 1) Greetings 2) Classroom instructions 3) Pencil case items 4) Days of the week 5) Months 6) Numbers to 31 7) Age 8) Weather 9) Alphabet 10) Accents	RAINFOREST + ANIMALS 1) Identify Animals 2) Colour 3) Adjectives 4) Animal noises 5) Prepositions	REVISIT MICHAELMAS AND LENT AND EXAM STRATEGIES 1) Strategies to memorise vocabulary 2) Basic exam techniques and strategies to cope with listening, speaking, reading and writing
Year 4	FRANCOPHONIE + FESTIVALS 1) Countries + Flags 2) Locate on map 3) Famous person 4) Famous monuments 5) Singers & instruments	FOOD 1) Breakfast items 2) Fruit 3) Vegetables 4) Snacks 5) French cuisine 6) Ingredients 7) Locations	SPORTS LEGENDS + EXAM STRATEGIES 1) Sports 2) Famous sports persons 3) Describing personality traits 4) Strategies to memorise vocabulary 5) Basic exam techniques and strategies to cope with listening, speaking, reading and writing
Year 5	FASHION 1) Clothes 2) Colours 3) Parts of the body 4) Paris 5) Famous designers	MUSIC 1) Instruments 2) Famous singers 3) Music of the world	FESTIVALS + EXAM STRATEGIES 1) Strategies to memorise vocabulary 2) Basic exam techniques and strategies to cope with listening, speaking, reading and writing
Year 6	ALL ABOUT ME 1) Introduce yourself 2) Countries, nationalities, languages 3) Appearance	MY WORLD 1) Describe your personality 2) My Family and relationships 3) My friends	THE WORLD AROUND ME + EXAM STRATEGIES 1) My school 2) Where I live 3) At the youth club 4) At the safari park 4) Strategies to memorise vocabulary 5) Basic exam techniques and strategies to cope with listening, speaking, reading and writing
Year 7	MEAL TIMES 1) Food and drink 2) Meals 3) Cultural facts 4) Buying and ordering food	MY AREA 1) Places in town 2) Activities 3) Directions 4) Arranging to go out	MY INTERESTS + EXAM STRATEGIES 1) Clothes and styles 2) Weekend activities 3) Strategies to memorise vocabulary 4) Basic exam techniques and strategies to cope with listening, speaking, reading and writing
Year 8	HOLIDAY DESTINATIONS 1) Usual holidays 2) In my suitcase 3) Dream holidays 4) Travel around the world	KEEPING ACTIVE 1) Sports 2) Winter or summer sports? 3) Body parts and injuries	MY ROUTINE + EXAM STRATEGIES 1) Daily Routine 2) What you did yesterday 3) Strategies to memorise vocabulary 4) Basic exam techniques and strategies to cope with listening, speaking, reading and writing



DCPS Spanish Topic Overview

	Michaelmas	Lent	Trinity
Year 7	UNIT 1 1) Spanish-speaking countries 2) Greetings 3) Numbers 4) Dates 5) Colours 6) Opinions 7) Classroom language	UNIT 2 1) High numbers 2) Siblings 3) Pets 4) Describing hair and eyes 5) Physical description 5) Personality traits	UNIT 3 + EXAM STRATEGIES 1) Hobbies 2) Sports 3) Opinions 4) Weather 5) Strategies to memorise vocabulary 6) Basic exam techniques and strategies to cope with listening, speaking, reading and writing
Year 8	UNIT 4 1) My area 2) My house 3) Describing rooms of the house 4) My bedroom 5) My dream home 6) Helping around the house	UNIT 5 1) Places in town 2) Activities 3) Directions 4) Weekend plans 5) City or countryside? 5) Personality traits	UNIT 6 + EXAM STRATEGIES 1) School subjects 2) Opinions 3) Timetable 4) My school 5) Future plans 6) Strategies to memorise vocabulary 7) Basic exam techniques and strategies to cope with listening, speaking, reading and writing



DCPS Computing Topic Overview

	Michaelmas	Lent	Trinity
Year 3	Introduction Coding	Creating an E-Book) Coding Robots (Ozobots)	Sound Editing
Year 4	Scratch Coding Creating a Website	Databases Animation	Video Editing (Wildlife Documentary)
Year 5	Digital Citizenship (Staying Safe and Happy Online) Computer Systems - What's Inside a Computer?	Sound Editing (Podcasts) Coding Robots (EdBot)	Algorithmic Art
Year 6	HTML & CSS Architectural Design (Sketch-Up)	PhotoShop Artificial Intelligence	Video editing (with Green Screen)
Year 7	Python Coding Data Handling – Spreadsheets	Safety & Security (with iDEA Badges) App Design (TeenTech Award)	VBA Quiz
Year 8	Game Design Photoshop + Digital Imaging	Data and Computer Systems Coding with JavaScript (EdBot)	Interactive Riddle/Escape Room



DCPS Latin Topic Overview

	MICHAELMAS	LENT	TRINITY
Year 7	<p>Introduction to the Latin language: Latin alphabet Word derivations Word order and endings Subject and Object Verb endings: Present Tense Model verb: porto Nouns: Declensions, Gender, Case Nominative and Accusative [1st- 2nd Dec.] The verb to be: sum Genitive: puella + dominus</p>	<p>Nouns: More Cases Ablative: puella + dominus Prepositions [2]: With the Ablative 2nd Declension: vir, puer, liber 2nd Dec. Neuter pattern: bellum</p> <p>Background: The Trojan War Second Conjugation Verbs: moneo Verbs like moneo</p> <p>3rd Conjugation Verbs: traho</p> <p>4th Conjugation Verbs: audio</p> <p>The Infinitive: 1st-4th Conjugation Principal Parts To, From and In Cities: The Locative Case Time expressions [1]: 'Time how long'</p>	<p>Chapter Three: Verbs - The Imperfect Tense</p> <p>The Verb 'I Can': possum Revision Week</p> <p>Exam Week</p> <p>The Eagle: Roman Britain DVD and mini project based on either: 1] The Roman Army and battle tactics 2] Hadrian's Wall 3] The Picts (known as the Seal people in the film)</p>
Year 8 Set 1	<p>Adjectives [1]: laetus –a –um Using Adjectives [1] sum + complement</p> <p>Using Adjectives [2] Gender and Declension Adjectives [2]: miser and pulcher</p> <p>Direct Commands: The Imperative</p> <p>The Vocative Case</p> <p>Time adverbs</p> <p>Grammar Qs</p>	<p>Verbs: the perfect tense 1st conjugation Principal parts and learning</p> <p>Perfect tense: 2-4th conjugations sum and possum and any irregulars</p> <p>Exam style assessment</p> <p>3rd declension nouns rex pattern</p> <p>3rd declension neuter nouns nomen pattern</p> <p>Easter revision pack</p>	<p>Direct questions</p> <p>Practice paper</p> <p>Mixed conjugation verbs</p> <p>Revision week: Practice Paper review and corrections</p> <p>Exam Week</p>
Year 8 Set 2	<p>Stage 1 Cultural: Pompeii Caecilius' household Houses in Pompeii Language: Word order in sentences with 'est' Word order in sentences without 'est' Nominative singular</p> <p>Stage 2 Cultural: Pompeii Daily life and food</p> <p>Language: Nominative and accusative singular</p> <p>Sentence pattern: nominative + accusative + verb</p> <p>Stage 3 Cultural: Pompeii Town life and business Language:</p>	<p>Stage 4 Cultural: The forum at Pompeii Finance and the law courts</p> <p>Language: 1st and 2nd person singular present verbs, including 'sum', 'es'</p> <p>Stage 5 Cultural: The theatre Actors and performances Pantomime, comedy</p> <p>Language: Nominative plural 3rd person plural present verbs</p> <p>Stage 6 Cultural: Slaves and freedmen</p> <p>Language: Imperfect and perfect [v- stems] in 3rd person singular and plural verbs 'erat' and 'erant'</p>	<p>Stage 7 Cultural: Roman beliefs about life after death</p> <p>Language: Sentence pattern: accusative + verb [ie nominative omitted] Perfect tense [other than forms in -v]</p> <p>Stage 8 Cultural: The amphitheatre and gladiatorial shows</p> <p>Language: Accusative plural Superlative adjectives</p> <p>Gladiators topic project</p>



	Nominative and accusative of 1 st , 2 nd and 3 rd declensions		
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DCPS PSHCE Topic Overview

	Michaelmas	Lent	Trinity
	Emotional Literacy	Personal Safety	Citizenship and British Values
Year 3	Beginning and Belonging: Identifying support Building independence Thoughts and feelings Feelings: body language and facial expressions. Calming down if we are upset or angry	Ways to keep myself safe in risky situations Identifying safe adults Knowing my address and phone number Knowing when it is safe to tell Life Bus visit: taking risks	Me in my community/Similarities and Differences What creates my identity? Knowing external and physical differences between people Challenging stereotypes Citizenship and British Values
Year 4	Family and Friends/Rights and Responsibilities: Mending friendships Coping with changes in friendships Differences can be a good thing Needs and wants Relationships and Sex Education: Puberty and Body changes	Safety Contexts/Personal Safety Risk: fire, road, water and sun Staying safe and judging risk Preventing accidents How to keep my body safe Saying 'No' Life Bus visit: taking risks	Me in my community/Similarities and Differences Understanding my identity and the wide range of identities in the UK Knowing the negative effects of prejudice and stereotyping Understanding the positive influence I can have on others
Year 5	Emotions: Feelings are shown in body language, facial expression and tone of voice. Dealing with a bad mood Other's strong feelings Relationships and Sex Education: Puberty and Body changes	Risk is physical, social and emotional. Risk taking can have benefits Keeping safe Personal boundaries and saying no Skills Zone trip: safety Life Bus visit: risk	Rules and Rights/Understanding and Practising Democracy, including British Values. Understanding their role as active citizens Giving their views on topics which interest them Understanding how laws are made
Year 6	Family and Friends/Anti-Bullying: Resolving conflicts with friends Managing our mental health Appearance and stereotype The hurtful effects of name calling and put downs Relationships and Sex Education: Puberty and Body changes	Safety Contexts/Personal Safety Risk and keeping safe Examining physical, social, emotional risks related to drugs and alcohol Challenging and responding to bullying Life Bus visit: taking risks	Rules and Rights/Understanding and Practising Democracy Understanding negative effects of stereotyping and prejudice Challenging racism Citizenship and British Values
Year 7	Learning about me/Keeping on Learning: The importance of positive self-talk The six second rule Reading feelings in others Overcoming barriers to learning Dealing with failure and disappointment	Healthy and Safer Lifestyles Healthy and Safer Lifestyles; Managing my Own Health. Dealing with risk: risky activities, road safety, cyber-bullying, exploitation (FGM) and gambling. Relationships and Sex Ed: Puberty and body changes. Life Bus visit: taking risks	Identities and Diversity Me as a citizen Democracy and local government Crime and punishment Citizenship and British Values Radicalisation Healthy Living Day typically: outdoor education, camping skills, cookery and first aid
Year 8	Keep on Learning/Learning to be Together: Relationship and Sex Education: Making good decisions about personal relationships. Successful intimate relationships Mistakes are opportunities to learn Intrinsic and Extrinsic motivation Past experience & today's actions Compromise Healthy Living Day typically: Relationship and Sex Education,	Healthy and Safer Lifestyles: Managing my own well-being and dealing with risk Personal financial capability Gambling FGM	Identities and Diversity: Understanding myself and others as active citizens of a local, national, European and global society Financial responsibility Citizenship and British Values. Radicalisation Mental health awareness Healthy Living Day modules: careers, transition to Senior school,



fitness, mindfulness, cookery, and outdoor education	fitness, mindfulness, outdoor education and cookery
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DCPS Music Topic Overview

	Michaelmas	Lent	Trinity
Year 3	<p>Rhythms, Games and Songs Composing vocal polyrhythms. Singing songs about rhythm. Working on simple rhythm patterns. Writing class polyrhythms and performing them. Adding pitch to polyrhythms.</p>	<p>Music for Animals Musical vocabulary. <i>Carnival of the Animals/ Peter and Wolf</i>. Composing new versions. Recognising musical characteristics then mimicking them. Choosing appropriate rhythms</p>	<p>The Sound of Music Singing songs in two parts. Tonic solfa – composing with staff notation. Understanding what is a musical and what must it include.</p>
Year 4	<p>Time and Seasons (Strings) Explore music connected with Time/Seasons. Four seasons –compose 4 contrasting sections related to seasons. <i>4 minutes 33'</i> – exploring silence. 20th Century music compositions – graphic compositions</p>	<p>Musical Colours Explore how sections of the orchestra create different musical colours. Perform own version of <i>Fanfare for the Common Man</i> Brass and Percussion <i>Pictures at an Exhibition</i> – Mussorgsky. Describe Melody, Instrument, Rhythm, and Tempo. Compose own pieces in response to a visual stimulus.</p>	<p>Melody What makes a good melody? Sing/listen to good melodies. Discuss repetition / scales / intervals. Compose melodies on xylophones. Rhythm patterns in melodies (recap rhythm work from year 3) Write melodies/rhythms down using notation.</p>
Year 5	<p>Magic Sing magic songs. Experiment with timbre choices. Listen to melodic percussion instruments. Explore the way magic is highlighted musically in film clips. <i>Fantasia</i> – use of glissando. <i>Night on a Bald Mountain</i> – poem / picture – compose piece in response to magic picture. <i>Danse Macabre</i> – tone poem. Using a tritone –</p>	<p>Space Music Singing space songs. Recognising the use of Drones. <i>Also Sprach Zarathustra</i> Recognise and understand the use of ostinatos in <i>The Planets</i>. Recognise key features of each one. Exploring timbres – compose own Planet (Pluto? Earth?) Use graphic score to represent drone/ostinato. Investigate film music - Holst <i>The Planets / Star Wars</i></p>	<p>African Drumming Continuing ostinato. Polyrhythms recap. Syncopation / Improvisation. Rhythm dictation work Project on African music Composing rhythmic and pentatonic ostinati</p>
Year 6	<p>Music Through the Ages: The Orchestra History of Music – key features – medieval music – use of moving 5th. Historical instruments and what they became. Classroom orchestra performances using own instruments, for note reading skills. Medieval, Baroque, Classical, Romantic. Creating a three part texture.</p>	<p>Transport and Journeys Recognise key features of movement in music. Transport songs. <i>Short Ride on a Fast Machine</i>. Using ostinato to build excitement – media use of ostinato in movement <i>Batman – Descent in Mystery</i>. Musical journeys – <i>Vltava</i> – Smetana – recognising the key sections of his musical journey – composition task – compose own musical journey.</p>	<p>Music of the Caribbean Calypso / reggae / ska / calypso song / group compositions/ Rastafarianism / drugs culture. Recap rhythms. Understand the key historical points. Compose syncopated rhythmic ideas. Introduce the concept of texture - soprano – bass – discuss in relation to voices. Combine with steel pans workshop.</p>
Year 7	<p>The Piano Reading notation / playing keyboards / listening <i>Fur Elise/ Rhapsody in Blue</i>. Recognising the development. The harpsichord – baroque music – ground bass – Pachelbels' Canon. Developing keyboard skills</p>	<p>Music for Special occasions Fanfares / sad music / using drones and ostinatos. Recognising important instrumental choices. Recapping work on melody and rhythm and keyboard skills. Write down compositions using notation. Introduce basic “2 hand” skills Listening : Fanfares / barber adagio</p>	<p>Mozart His life and music. How is his life/music relevant to today? Introducing chords I IV and V – diatonic harmony. Harmonising a melody. Writing a new melody and harmonising it. Performing with 2 hands (1 chords / 1 melody)</p>
Year 8	<p>Blues Understanding Musical structures. 12 bar blues patterns. Performing with two hands. Listening to blues music. Blues projects. Using</p>	<p>Dance Music Looking at how music to dance to has developed. Look at time signatures / waltz / march etc. History. Modern dance music- recap ostinato. Look at 3</p>	<p>Writing a chorus Understand key elements of song structure. Look at chorus. Recap chord sequences. Recap melody writing. Recap rhythm writing.</p>



	software to play along with / compose own blues riffs. Introduce 3 part texture of lead rhythm and bass	part textures. Rhythm / bass and drums – compose dance music on software.	Compose chord sequence on keyboard and perform – take onto software.
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DCPS Art Topic Overview

	Michaelmas	Lent	Trinity
Year 3	Observational drawing assessment task Drawing cakes in 3D from life Watercolour Wizards Colour theory – colour wheel, mixing gradient tones, warm & cold Step-by-step watercolour pigment explorative activities Christmas Wet-on-wet watercolour cards with tissue paper collaged trees	Egyptian Art Egyptian figure and symbol drawings on papyrus Ceramic canopic jars	Matisse Abstract Work Experimental painted textures sheet to be used for 'cut-out' paper collages
Year 4	Observational drawing assessment task Drawing cakes in 3D from life Shells Pencil, water colour, tissue, ink work focusing on shapes, patterns, mark making and texture Christmas Pop up cards	Ceramic monster pots 3D drawings, designs and clay coil/thumb pots	Lino prints inspired by David Hearld Collages overlaid with a lino print
Year 5	Observational drawing assessment Still life drawing Self-portraits Studies of facial features – practise sheet Acrylic painted Pop Art style self-portrait	Henri Rousseau Section Piece Oil pastel individual section for collaborative piece - exploration into colour mixing, blending and mark making	Fish Experimentation into melting plastics and using recycled materials to create artwork
Year 6	Observational drawing assessment Still life drawing Zentangle/Jon Tremaine Batik Cushions Animal inspired Zentangle patterned batik cushions and textile embellishments	Continuation of textile project	Fruit and Veg inspired clay tile Observational drawings of various fruit and veg using different media and exploring colour mixing/blending/textures Textured clay tile using different techniques and mark making
Year 7	Observational drawing assessment Still life drawing Colour Theory Revisited Worksheets exploring mixing colours, gradient tones, tints and shades Jasper Johns Letters Overlapped typeface/letters and exploration into colour blending and texture	Gaudi Chimneys Ceramic candle holder	Shoes Observational tonal pencil drawings Abstract close up section using different materials
Year 8	Observational drawing assessment Still life drawing Alphabet Art Mixed media letter collages inspired by Peter Blake and Kurt Schwitters	Banksy stencils Hand cut stencil and spray painted piece onto collaged background	Animal Heads Observational drawing of animal head focusing on mark making, blending and texture

DCPS Games/P.E. Topic Overview

	Michaelmas	Lent	Trinity
Year 3	Rugby (boys) - tag rugby (6 a side), Hockey (girls) Swimming Tennis Gymnastics	Hockey (boys) - No goal keepers Netball (girls) Swimming Tennis Gymnastics	Cricket (boys/girls) - Soft ball pairs Tennis (girls) Athletics – Introduction to long jump and ball throw. Short and middle distance running, relay
Year 4	Rugby (boys) - Contact rugby. (6/7 a side); no scrums, lineouts, kicking. Hockey (girls) Swimming Tennis Gymnastics	Hockey (boys) - 7 a side with Goal keepers Netball (girls) Swimming Tennis Gymnastics	Cricket (boys/girls) – mixture of Hard and soft ball 8 and 10 a side matches. Girls play soft ball Tennis (girls) Athletics – long jump and ball throw, high jump; Short, middle and long distance running; relay
Year 5	Rugby (boys) –RFU U10 NROP Hockey (girls) Swimming Tennis Gymnastics	Hockey (boys) - 7 a side Netball (girls) Swimming Tennis Gymnastics	Cricket (boys/girls) – mixture of Hard and soft ball 11 and 10 a side matches. Girls play soft ball Tennis (girls) Athletics – long jump and ball throw, high jump; short, middle and long distance running; relay
Year 6	Rugby (boys) – RFU U11 NROP Hockey (girls) Swimming Tennis Gymnastics/Movement	Hockey (boys) - 7 a side Netball (girls) Swimming Tennis Gymnastics - vaulting	Cricket (boys/girls) – mixture of Hard and soft ball 11 and 10 a side matches. Girls play soft ball Tennis (girls) Athletics – long jump, ball throw and high jump; javelin; shot and Triple Jump; short, middle and long distance running, relay
Year 7	Rugby (boys) – U12 NROP 12 a side. Hockey (girls)	Hockey (boys) - 11 a side and some 7 a side matches Netball (girls)	Cricket (boys/girls) – mixture of Hard and soft ball 11 and 10 a side matches. Girls play soft ball Tennis (girls)
	Swimming – stroke development, Personal survival skills. Badminton – Introduction, rules, grip, overhead clear Trampolining – 180 & 360 turns, seat drops, sequence ideas Health related fitness – Use of the Cardio-Vascular (CV) equipment Tennis		Athletics – Shot, Javelin, long jump, triple jump, high jump and discus, all track events, relay
Year 8	Rugby (boys) – U13 NROP 13 a side Hockey (girls)	Hockey (boys) - 11 a side and some 7 a side matches. Netball (girls)	Cricket (boys/girls) – mixture of Hard and soft ball 11 and 10 a side matches. Girls play soft ball Tennis (girls)
	Swimming – stroke development, water polo Badminton – game play, use of tactics, drop shots, smashes. Trampolining – front drops, back drops, front and back somersault		Athletics – Shot, Javelin, long jump, triple jump, high jump and discus, all track events, relay



	Health related fitness- develop a more personal training plan Tennis	
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DCPS Design Technology Topic Overview

	Project title	Skills
Year 3	Menu	Learning the process of Designing and Making. Product analysis and using ICT to create their own menus.
	Cereal Box / Xmas Box	Design and Make project; identify key features; use 2D design to fill in the net of the Box; Logo design
	Musical Instrument	Research other instruments, triangular joints, joining different materials. Making string and wind instruments. Evaluating their project.
	Board Game	Working in groups to design an Egyptian themed board game. Word Process game instructions. Cross-curricular with History and English
Year 4	Healthy Ice Lolly	Comparison of fresh and concentrated flavours, evaluating their own choice. Testing - eating, Food Hygiene and Safety.
	Puppets - Hand felt	Creating ideas, cutting felt accurately, Threading a Needle, running stitch, round Stitch
	Puppets - String	Creating a Pompom, Plaiting Legs and Neck, Joining parts, creating a Housing joint for handle, sanding wood, painting accurately using masking tape
Year 5	Wall Hanging	Create a fabric wall hanging based on safari animals. more refined cutting skills and a look at the design process.
	Isometric Drawing	Drawing cubes and rectangles, rendering drawings, drawing a sphere
	Woodwork – Pencil Box	Marking accurately, sawing with a Tenon Saw, using a Try Square, using a Marking Gauge to create a Lap Joint, Using a Chisel, Gluing and Nailing, using a Smoothing Plane, (Sanding with different grades), Varnishing
	Woodwork – Tray	Creating Finger joints - accuracy.
	Woodwork - Stool	Creating Housing Joints - even more Accuracy is required, setting a plane, reading the grain
Year 6	Mobile Phone Holder	Properties of Acrylic, Sawing using a Coping Saw, Cross Filing and Draw Filing, Polishing with Wet n Dry Paper, Bending using a Strip Heater and Heat Gun,
	2D Design	Create Stickers, Multiplying shapes, rotating and mirroring shapes, changing colour of lines. Filing in Shapes, Changing page shape to match Stika Plotter.
	Pods	Creating the Male and Female shape out of MDF, Drilling, Sawing with a Coping Saw, filing, Sanding edges, Heating large areas with a Heat Gun, Cutting out shape with a Stanley knife or Coping Saw, Gluing with Contact Adhesive
	Robotic Lego	Making basic robots and using the default programs, following instructions (Step by Step), Creating own programs to use the Light and Touch sensors, Create a robot to stay inside an area using a light sensor.
Year 7	SketchUp	Creating 3D shapes, Creating new sketches, Transforming shapes, Assembling Parts, convert drawings ready for 3D Printer.
	Solid Works	Create 2D and 3D designs; create precise designs of their clocks. Convert their file to a DXF file for use with the laser cutter.
	2D Design	Using DXF files; Selecting Lines, Multiplying shapes, rotating and mirroring shapes, changing colour of lines to match Laser cutter settings.
	Adobe Photoshop	Layering images, cropping tools, changing layer order, filters, Masking, Text functions, Merging Layers, Saving as Bitmaps and Jpeg's, resolution, page size.
Year 8	Wooden Bowl and Cutlery	Reading the Grain, Using Gouges and Mallets, sanding, Wetting the wood to expand the grain, bending and Laminating wood, Sawing using a Hegner Saw, staining wood, Creating a complete project portfolio to accompany their project.
	Eco Warriors	Research endangered species, develop initial ideas, use sustainable resources, and make the product to a high quality. Pupils learn a variety of woodworking skills.
	Lamp	Shaping a wooden base; Creating a plastic shade; understanding how to wire a plug and lamp fitting safely.
	Nursery Toys	Marketing project, research the needs of the children, develop initial ideas, liaise with a customer and make the product to an extremely high quality. Joining Wood
	Bettridge Support	Marketing project, research the needs of the children, develop initial ideas, liaise with a customer and make the product to an extremely high quality. Joining Wood



Appendix 1: Prep Timetable 2020-21

Year 6:

One 30 minute prep per evening

	6O	6Y	6D
Monday	English	English	English
Tuesday	Maths	Maths	Maths
Wednesday	Science	Science	Science
Thursday	French	French	French

Year 7:

One 45 minute prep per evening plus occasional project work

	7D	7E	7A	7N
Monday	Maths	Maths	Maths	Maths
Tuesday	Science	Science	Science	Science
Wednesday	MFL	MFL	MFL	MFL
Thursday	English	English	English	English

Year 8:

Two 20-30 minute preps per evening

	8D	8E	8A	8N
Monday	Maths Geography	Maths Geography	Maths Geography	Maths Geography
Tuesday	RS (set Mon) Science	English History	English History	English Science
Wednesday	English Latin	MFL Latin	RS (set Tues) Latin	MFL (set Tues) Latin
Thursday	MFL History	Science RS	Science MFL	History RS



Appendix 2: Contact Details

Please contact any of the staff via email or phone and we will endeavour to respond within 24 hours. It may be more appropriate to arrange a meeting to discuss more complex issues, although we recognise that for some parents this can be difficult.

In the first instance, please contact your child's tutor.

Headmaster	Mr P. Moss	hmdcps@deanclose.org.uk
Headmaster's PA	Ms S. Clark	slclark@deanclose.org.uk 01242 512217 Ext 610
School Office	Mrs D. Smith	dcpsoffice@deanclose.org.uk 01242 512217 Ext 611
Deputy Head (Operations)	Mr J. Harris	jebharris@deanclose.org.uk
Academic Director Head of History	Mr J. Gould	jgould@deanclose.org.uk
Director of Studies	Mr K. Donnelly	kdonnelly@deanclose.org.uk
Head of Pastoral	Mrs. L. Hunt	alhunt@deanclose.org.uk
DSL Head of Girls' Games	Mrs E. Bailey	ecbailey@deanclose.org.uk
Boarding Coordinator Deputy DSL	Mrs A. Gould	agould@deanclose.org.uk
Head of English	Mr R. Shelley	rpshelley@deanclose.org.uk
Head of Maths	Mr R. Brown	rsebrown@deanclose.org.uk
Head of Science	Mr D. Fraine	drfraine@deanclose.org.uk
Head of Geography	Mrs R. Beecham	rbeecham@deanclose.org.uk
Head of Computing and Digital Learning	Mrs. C. Rubringer	cjrubringer@deanclose.org.uk
Head of Religious Studies	Mrs C. Salisbury	clsalisbury@deanclose.org.uk
Head of Latin	Mr M. Dobbs	mjdobbs@deanclose.org.uk
Head of PHSCE	Mrs S. Davies	sadavies@deanclose.org.uk
Director of Music	Mr T. McVittie	tjmcvittie@deanclose.org.uk
Assistant Director of Music	Mrs. A. Godley	akgodley@denaclose.org.uk
Head of Art	Mrs L. Sutherland	lasutherland@deanclose.org.uk
Head of DT	Mr D. Jones	dajones@deanclose.org.uk
Director of Drama and Dance	Mrs L. Lawrence	llawrence@deanclose.org.uk
Director of Sport Head of Boys' Games	Mr J. Sutherland	jasutherland@deanclose.org.uk
Head of Learning Support	Mrs J. Cahill	jcahill@deanclose.org.uk
Head of EAL	Mrs C. Goodwin	cgoodwin@deanclose.org.uk
Admissions	Mrs K. Wells Mrs R. Hayes	admissions@deanclose.org.uk 01242 258001



Housemasters/Housemistresses			
Deacon House	Mrs R. Beecham	deacon@deanclose.org.uk	01242 258028
Oaksey House	Mr E. Harris	oaksey@deanclose.org.uk	01242 258083
Yeaman House	Mr C. Standing	yeaman@deanclose.org.uk	01242 258085
Caldecote House	Mr M. Cooper	MGCooper@deanclose.org.uk	01242 258014
Fortfield House	Mrs J. Sheldon	fortfield@deanclose.org.uk	01242 258030
Wilton House	Mr D. Fraine	wilton@deanclose.org.uk	01242 258012

Form/ House Tutors		
Year 3 Form Tutor	Miss A. Eelbeck	areelbeck@deanclose.org.uk
Year 3 Form Tutor	Mrs S. Ridsdale	slridsdale@deanclose.org.uk
Year 4 Form Tutor	Mr. G. Wadsworth	gwadsworth@deanclose.org.uk
Year 4 Form Tutor	Mrs. J. Fletcher	jyfletcher@deanclose.org.uk
Year 5 Form Tutor	Mrs L. Bailey	lkbaily@deanclose.org.uk
Year 5 Form Tutor	Mr P. West	pmwest@deanclose.org.uk
Year 6 House Tutor	Miss C. Cooper	cacooper@deanclose.org.uk
Year 6 House Tutor	Miss P. Sparrow	psparrow@deanclose.org.uk
Year 7 House Tutor	Mrs A. Godley	agodley@deanclose.org.uk
Year 7 House Tutor	Mrs McWilliam-Clune	hmcwilliamclune@deanclose.org.uk
Year 7 House Tutor	Mr O. Way	orway@deanclose.org.uk
Year 7 House Tutor	Mrs J. Morgan	jlmorgan@deanclose.org.uk
Year 8 House Tutor	Mrs S. Thomas	sdthomas@deanclose.org.uk
Year 8 House Tutor	Miss B. Parkinson	bhparkinson@deanclose.org.uk
Year 8 House Tutor	Mrs J. Moss	jmoss@deanclose.org.uk
Year 8 House Tutor	Mr S. Cahill	sacahill@deanclose.org.uk
Year 8 House Tutor	Miss R. Goldrick	rgoldrick@deanclose.org.uk
Year 8 House Tutor	Mr S. Taylor	staylor@deanclose.org.uk