

PATHWAY



NURTURING CHILDREN AND DEVELOPING EXCELLENCE



Castle Court has an outstanding record in preparing pupils for a wide variety of future schools, both state and independent, at a local and national level. This is achieved through a curriculum that embraces academic rigour whilst acknowledging the importance of the enjoyment of learning and the precious time spent as a child.

At the heart of our flourishing co-educational prep school is a curriculum that offers every child the opportunity to grow skills, acquire knowledge and develop character as well as enjoy their childhood in the safety of a nurturing environment. The importance placed on the spiritual, emotional, social, physical and academic development of each child will enable them to be positive contributors in tomorrow's society. The landscape of tomorrow is ever-changing, but what is constant is our delivery of a broad curriculum which lays the foundation for your child's love of learning, and firmly establishes curiosity, creativity, commitment, courage, collaboration, courtesy and compassion as the bedrock of the skills they need for their future.

This document outlines your child's journey through the school. The Castle Court Pathway covers all stages of the journey and looks at your child's progress though the school from all perspectives, whether academic, pastoral, sporting, creative or extra-curricular. The Castle Court Pathway is an essential roadmap to enable us, and you, to ensure that your child reaches their full potential.

Luke Gollings – Headmaster





ACADEMIC PATHWAY

THE CURRICULUM

At Castle Court we believe we have an essential role to play in preparing children not only for the next stage of their educational journey, but more importantly for the future world in which they will live and work. We seek to empower our children to be inquisitive, independent thinkers, to have a passion for learning and the resilience to overcome the challenges that will come their way. We have always aimed to base our curriculum on the best of the traditional approaches, whilst also incorporating the latest educational thinking and research. We are committed to achieving high academic standards through an inspiring, knowledge-rich curriculum which also develops essential skills. We do not believe that the curriculum should be seen as a list of topics to be covered and 'ticked off' or learnt simply to pass an exam. Instead, it should be seen as knowledge for lifelong learning. We give pupils the time they need to go deeper into their learning and encourage them to be articulate, creative and inquisitive learners who are able to fulfil their unique talents and potential.

The Castle Court Pathway consists of four stages which are linked. Children learn in a happy, stimulating learning environment where they are known as individuals and their unique contributions are recognised and celebrated.

PRE-PREP – DEVELOPING CURIOSITY

The Castle Court Pathway begins in Pre-Prep. In Badger Cubs, Badgers and Reception classes, our Pre-Prep team ensure that they recognise and celebrate each child's unique personality and learning journey. All children are encouraged and helped to form positive relationships with each other and with the adults who care for them in school. Parents are involved and welcomed into classrooms to share in the wonder of their child's learning. The environments in which the children learn are exciting and stimulating, enabling learning, both outside in our glorious grounds and inside the classrooms, where there are excellent resources, up-to-theminute IT provision and comfortable areas where the children can relax and be themselves.

"A genuine sense of wonderment permeates throughout the whole school."

Extract from ISI Inspection Report.

A recognition of the importance of the individual, positive relationships and an inspiring setting that makes the most of the school's 60-acre site, enables excellent learning and development opportunities.

These principles foster the characteristics of effective early learning, which are:

- Playing and exploring
- Active learning
- Creating and thinking critically

As the children move from the Early Years to Year 1 and 2, the importance of these principles continues to be central to life in the Pre-Prep. Each child is nurtured and follows their unique learning journey in these years. The children benefit from a very broad curriculum, where Forest School, drama, dance, sport and music skills are celebrated alongside mathematics and literacy. The Castle Court 7Cs underpin all the opportunities and experiences, and these values are recognised as being just as important as the academic subjects. There is nothing more amazing than a child's capacity to learn: to see the world through the eyes of a child is to see a world of awe and wonder, of endless questions and possibilities. We nurture children's innate curiosity and thirst for knowledge by giving them the time and space to explore, question and learn to collaborate with others, both in their classrooms and in the specialist facilities (ICT suites, Performing Arts Centre with its drama/dance studio and performance hall, plus the sports hall and astro) and across the school's 60 acres of grounds. Our child-centred approach ensures that each child receives the attention and support they need to grow in confidence, develop academically and flourish as individuals.

JUNIOR (YEARS 3 AND 4) - TOWARDS INDEPENDENCE

In Year 3, children move to the main school campus and have full access to all the specialist facilities at the school. Through a supportive, caring learning environment, children embrace all the new and exciting opportunities available to them and begin to become more independent.

At this stage, children benefit from being taught by year group teachers, who know them best, whilst also receiving specialist teaching in sport and the creative subjects. The curriculum is broad and wide ranging, using the best of the National Curriculum, but going further in terms of breadth of opportunity. For example, in Years 3 and 4, children receive STEM (bringing together science, technology, engineering and maths) lessons to help them understand the connections between subjects, as well as promoting their creativity and critical thinking skills. Children have sports matches for the first time and learn invaluable lessons about teamwork, resilience and being a positive role model to others. From Year 3, all children are given their own iPad which is used to enrich their learning experience and help them to develop the essential skills they will need in this technological age. Above all, the Junior years are about enjoyment, friendship and developing a love for learning.

MIDDLE (YEARS 5 AND 6) – BROADENING UNDERSTANDING

From Year 5, children are taught by specialist teachers in all subjects to give them a greater breadth of understanding and inspire a passion for learning. Through the personalised tutor system, children are supported in developing the essential skills they will need to be life-long learners. There is a greater emphasis on children taking responsibility for their own learning by developing personal organisation, self-discipline and resilience. This is an important time for children academically as many will be sitting entrance exams to senior schools in the Autumn and Spring Terms of Year 6. Children, in most cases, are then offered a place at their senior school of choice.

To help ensure that each child is prepared for these important Year 6 entry tests, children receive study skills lessons as part of their curriculum. These lessons focus on developing skills in literacy, maths, verbal reasoning and non-verbal reasoning, as well as developing critical thinking, a growth mindset and the ability to articulate their ideas and views. These important middle years are a huge time of growth for children both academically and pastorally. To reflect this, the reporting and assessment of pupils will now include reference to their progress across the whole breadth of the school curriculum, including academic progress and core learning and behavioural skills.



SENIOR (YEARS 7 AND 8) -FUTURE LEADERS

This is the final stage of the children's Pathway with us, although we hope that the knowledge, skills and experiences they have gained at Castle Court will continue to live with them long after they have left the school. Maintaining high academic standards and intellectual rigour continues to be of paramount importance in Years 7 and 8. Through excellent teaching, individualised support and increased specialisation, children are expertly prepared ahead of their transition to their senior school. However, we know that senior schools and employers are increasingly wanting more than just high academic grades. They want young people who are passionate about learning, who are inquisitive and creative thinkers and who are able to communicate and collaborate effectively with others.

To this aim, as a school we have been looking for a framework that encompasses the Castle Court academic approach as well as improving our support for each child's personal development. We are delighted to be introducing the Prep School Baccalaureate (PSB) to Castle Court. The PSB provides an accredited assessment model recognised by all leading senior schools, and in doing so enables Castle Court to truly deliver a broad and rigorous curriculum for Years 7 and 8.

At the heart of the PSB model are the core skills of thinking and learning, reviewing and improving, and communicating. In addition to formal exams in their academic subjects, children are also assessed on the core skills and how they achieve these independently, collaboratively and in terms of leadership. For senior schools, the PSB offers a robust and rigorous assessment of children's academic ability, whilst also enabling them to gain a greater understanding of the whole child and their strengths as a learner. The PSB framework means we have the freedom to use the best elements of Common Entrance (ISEB), the National Curriculum and academic Scholarship syllabi without being unnecessarily restricted by the constraints of any of them, to ensure that our children are inspired and challenged academically. Within this framework pupils are fully prepared for both scholarship and other entry pathways to their senior schools.



As well as confirming their places at their senior school, a key aspect of our senior curriculum is preparing our children to be the leaders and role models of tomorrow in whatever field or setting they may find themselves. To achieve this, children need to have the confidence to be their own person; the resilience to bounce back when they encounter challenges; the humility to learn from others and the compassion to be positive contributors to their community and the wider world. Through our Leadership Programme, children are given the opportunity to take on additional responsibilities, learn about themselves and be a positive role model to others. The Leadership Programme aims to grow an awareness of the skills and attributes that will enable the children to lead and be led. Children also take part in an extended project, The Scott Project. This will provide an opportunity for children to investigate and research a subject which they are passionate about. The aim is that the children will share their research, helping to hone their presentation skills, whilst also sharing their passions and inspiring others. The final presentations will be externally moderated and accredited in line with the PSB core skills.

Children who leave Castle Court at the end of Year 8 will now do so with so much more than just an impressive set of exam results and scholarships. We will support them to be the best version of themselves so that they can embrace the challenges that lie ahead of them with confidence and be happy, successful and positive contributors in tomorrow's world.

"Older pupils are exceptionally well prepared for their next schools, displaying the confidence, maturity and character required for their next step in their education."

Extract from ISI Inspection Report.

SENIOR SCHOOL VIEWS ON THE MOVE FROM COMMON ENTRANCE TO PREP SCHOOL BACCALAUREATE

Bryanston

"Bryanston has always been impressed by the academic calibre of pupils from Castle Court and I have no doubt that this will not change. The rationale behind the adoption of PSB has clearly been carefully thought through and the emphasis on character development alongside independent learning and academic progress will, I am sure, continue to prepare thoroughly Castle Court pupils for entry into, and then success at, Bryanston. The attributes that Castle Court aims to develop—such as resilience, creativity and flexibility of thought—mirror our own, cherished Guiding Principles."

Mark Mortimer - Headmaster, Bryanston School

Canford

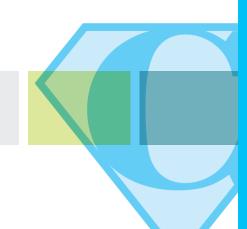
"Canford and Castle Court have a long standing, well established relationship which we value highly. We have welcomed a great many of your pupils over the years who have thrived with us and contributed greatly to Canford life. Pupils join us from over 50 different prep and junior schools each September, schools which offer a variety of different curriculum options in Years 7 and 8. Castle Court's decision to move away from Common Entrance to the Prep School Baccalaureate is a choice being made in a number of schools which feed us, while others are continuing on different paths, such as maintaining full CE, partial CE or following the national curriculum Key Stages. We appreciate that individual schools wish to make their own decision on which route to follow, and we will continue to work closely with all schools throughout our admissions process. We have faith in our pre-assessment methods, alongside references and information from the schools themselves, in identifying pupils who will thrive at Canford both academically and in a wider educational sense. Our primary desire is that pupils join us who have progressed academically and intellectually to the standards we require in their former schools, have shown positive character traits of hard work, resilience and self-motivation while also making the most of wider personal development opportunities. As a result, they will arrive at Canford excited, curious and passionate to learn more. They should be eager and ready to embrace all we offer alongside a desire to engage actively with the values we hold dear, to help fulfil our vision for 'A school community where all are inspired to explore, empowered to express and challenged to excel.'

We have every expectation that the plans Castle Court has in place for its new curriculum will provide this, and look forward to many more Castellans joining us to build on the fine legacy of those who have taken that step before them."

Ben Vessey - Headmaster, Canford School



www.psbacc.org



Clayesmore

"We are fully supportive of this exciting curriculum change at Castle Court and know that the students who come to us will continue to be curious, ambitious and intellectually engaged as well as prepared and ready to embrace the challenges of GCSE."

Jo Thompson – Head, Clayesmore School

Felsted School

"In this rapidly changing age, the PSB provides a modern and innovative approach, focusing on core learning skills that will encourage pupils to be life-long learners, and is well designed to educate young people in the broadest sense, instead of just focusing on learning facts and sitting exams."

Chris Townsend - Headmaster, Felsted School



Marlborough College

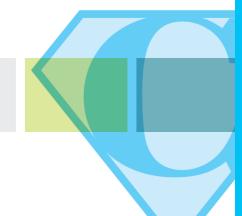
"Senior schools like Marlborough are keen to encourage the development of pupils' learning skills and we have actively supported PSB from the outset. Its focus on encouraging independence, collaboration, communication, resilience and reflection can only help pupils in the next stage of their education, and we wish Castle Court all success in this exciting new venture."

Julia Hodgson – Director of Admissions, Marlborough College

Milton Abbey

"Castle Court is a hive of creativity and critical thinking, in and beyond the classroom. We love the spark, compassion, imagination and sense of fun we see in Castle Court pupils. They are team players, great communicators, problem solvers and socially aware. I am delighted to see the innovative and exciting steps Luke and the team are taking in reshaping the Y7 and 8 experience so that it provides just what children need to thrive and excel, not only today and at their senior schools but on into adult life. Mr Gollings and the team have put great thought and care into planning Castle Court's innovative and research-based curriculum. Together with a well-established commitment to character education, this will set Castle Court pupils up brilliantly for the challenges of 21st century life. I am confident that the new curriculum will further enhance the love of learning and academic drive that are the hallmarks of Castle Court's senior pupils/graduates. We look forward to seeing the programme in action."

Judith Fremont-Barnes - Head, Milton Abbey School





PASTORAL CARE

At Castle Court, the happiness and wellbeing of each and every child is paramount. As a family-orientated school we pride ourselves on the strength of our pastoral care system. We value the whole child and place their well-being at the heart of all we do so that they are nurtured and supported throughout their Castle Court journey.

Our Pastoral Care is underpinned by excellent relationships between staff and pupils where every child is known as an individual and their unique talents and qualities are recognised and developed. We want our pupils to be happy and fulfilled; to be able to bounce back from the inevitable set backs which will come their way and to make a positive difference to their community and wider world. We understand that life does not always run smoothly, but through open and honest communication, strong relationships built on mutual trust and a focus on developing character and essential life skills, we aim to help pupils overcome the challenges they may face and in doing so unlock their full potential. At Castle Court, there is a comprehensive pastoral staffing structure in place to support pupils' emotional and social development. All staff have a responsibility towards pastoral care, with Heads of Section, Form teachers and tutors overseeing the daily welfare of pupils. In Pre-Prep and the Junior years, the form teacher is predominantly responsible for the welfare of the children in their form group. The form teacher sees and teaches their form every day which ensures that they get to know each individual child. In Years 5 to 8, each child is also allocated a tutor. The tutor is responsible for the social, emotional and academic development of their tutees and acts as their advocate throughout the school.

Tutors meet with their tutees twice a week. In the tutor sessions, pupils have the opportunity to discuss relevant topics and issues as a group, as well as meeting individually with their tutor to discuss their progress and set targets. As pupils progress through the school, it is expected that they will begin to lead these conversations by being able to reflect critically and accurately on their abilities and set their own effective targets for the future. This proactive approach to pastoral care aims to help pupils gain a better understanding of themselves and others, encourage them to build on their strengths and develop their weaknesses and to help them be positive contributors in school and in the wider community. As part of the PSB framework, tutors will be able to make the most of the monitoring it provides on the core skills, enabling them to develop an excellent understanding of their tutees' strengths and areas for improvement. In turn, this will help our tutors to tailor their support even more individually to the needs of the children in their care.

"Year 8 pupils encapsulated the experience on offer at Castle Court by saying the school represents 'freedom', 'opportunity', 'choice', and 'friendly faces'."

Extract from ISI Inspection Report.



THE 7Cs

At Castle Court we are committed to providing our children with a 21st Century education which enables them to lead successful and fulfilled lives in an ever-changing world. At the heart of this vision is the belief that education needs to focus on the whole child. Whilst academic progress is important, we are equally committed to developing in our children the key skills and characteristics which they will need to be successful in a rapidly changing world.

At Castle Court, we have identified 7 key characteristics, known as our 7Cs, which we want our children to demonstrate not only at Castle Court but throughout their lives. These 7 qualities underpin all aspects of life at Castle Court and the Castle Court family. Through assemblies and lessons, children learn about the meaning of each of these qualities and how they can demonstrate these in their learning, around the school and in their interactions with each other and the wider community. The children will in future be assessed across their core skills through interim and end of year reports, as character is just as important as academic success. We know that these qualities will equip our children to be the best they can be and enable them to confidently chart their own individual pathways in life.



SPORT ACROSS THE SCHOOL

The life-long lessons of loving sport, enjoying healthy levels of competition and striving for excellence permeate all aspects of the sporting strands of the Pathway through Castle Court. Above all, we want children to engage in and enjoy their sport, gaining life-long skills and important values, while at the same time enabling them to improve and strive for high levels of achievement and success.

With excellent facilities across the site, including an astroturf hockey pitch, swimming pool, numerous netball and tennis courts, 10 acres of sports fields and a soft-floor sports hall, we seek to give our children the best opportunities we can throughout the year, following the traditional patterns of boys' (football, rugby, hockey, cricket) and girls' (hockey, netball, cricket) sports, but allowing scope for pupils to branch out into other sporting endeavours, through swimming, tennis, athletics and cross-country. Partnerships with local providers enable us to offer golf and rowing for those who might not be suited to the traditional team sports in Year 6 and above, enabling all pupils to find their niche in the sporting world as they prepare for life beyond Castle Court.

Emphasis is placed on the values of 'Sport for All', allowing opportunities for all pupils to develop their skill levels and enjoyment across a range of different sports; in doing so, we hope to promote healthy lifestyles and a love of sport that stretches beyond school, rather than allow results and championship successes to dominate our thinking. That said, in recent years many of our pupils have gone on to County, National and International honours in different sports and we are very pleased to have been able to play a part in their success.



MUSIC AND PERFORMING ARTS

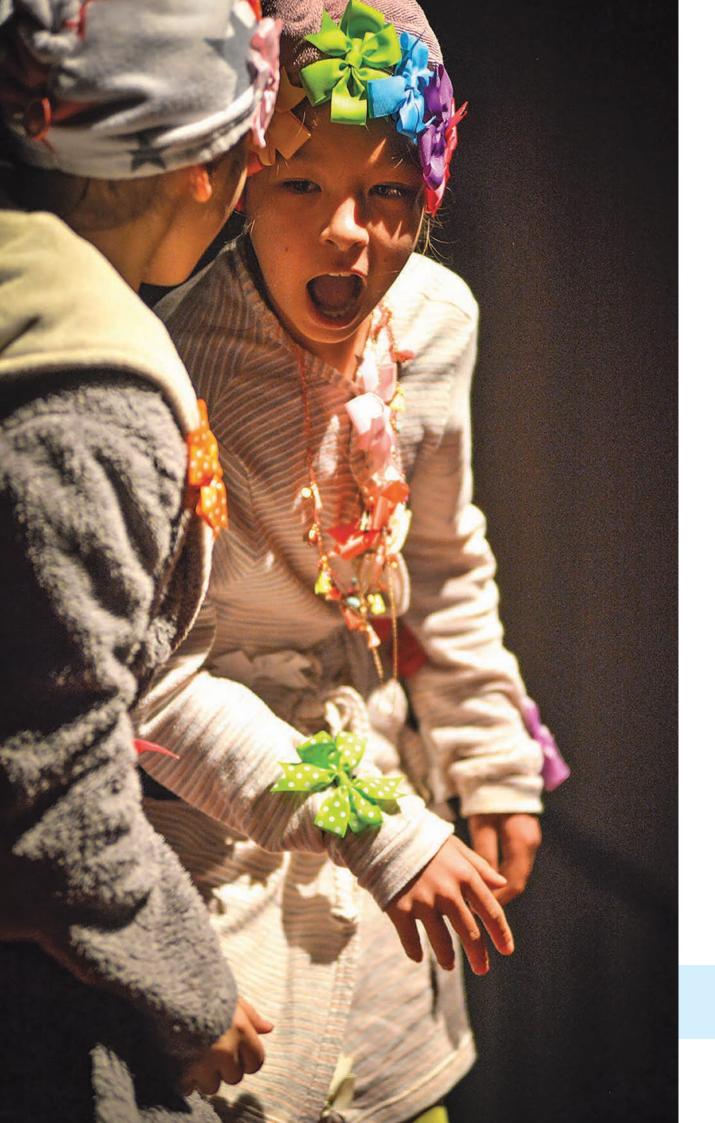
At Castle Court, collaboration between the music, drama and dance departments across a wide range of curricular and extra-curricular activities ensures that the school is a community in which the performing arts are an integral part of school life.

Initially we seek to foster a love of music through class-based music lessons, in which the key strands of performing, composing, listening and appraising are explored. However, this is often only the start, as we also have the ability and creativity to integrate the skills and musicality developed through our excellent extra-curricular provision into the classroom.

Learning of individual instruments is actively encouraged from Year 2, and pupils in Year 3 and Year 4 pupils can join the free Group Tuition Scheme and have group lessons on a chosen orchestral instrument. All instrumental lessons are taken by our team of 12 specialist teachers.

Beyond the classroom, there are numerous opportunities for pupils to find and develop their musicality, whether in one of our informal choirs, our string, brass and percussion ensembles, or in one of our two orchestras. Performance opportunities are tailored to the needs of the individual pupils, whether in our junior and senior informal concerts, or as part of major whole-school concerts and events.

Beyond Castle Court, the children take part in regional and national orchestral courses, local singing festivals and bespoke performance opportunities, as we believe that taking our music-making beyond the walls of the school is an important aspect of our ethos. Many pupils progress through the grade examinations, with a number celebrating success at grade six (or beyond) before they leave the school. Coupled with this, we have a strong record of securing music and performing arts scholarships to local senior schools and we work hard to ensure that the transition to those schools is as seamless as possible as pupils continue on their musical journey beyond Castle Court.



Through drama and dance, we aim to develop confidence, creativity and communication skills and provide children with opportunities to work collaboratively with others.

Pupils in Years 3 to 8 receive specialist timetabled drama and dance lessons. In drama, they learn new skills including mime, improvisation, role-play and script work. Pupils develop confidence in performing their work to others, as well as learning to respond positively as a member of an audience. These skills are integral to helping the children develop confidence as public speakers across the curriculum.

In dance, during their time on the Castle Court Pathway pupils will learn ballet, street dance, hip-hop and African dance.

Opportunities to perform exist throughout the school. Children in Badgers, Reception and Pre-Prep, directed by their class teachers, perform nativity plays at the end of the Autumn Term and in Years 3 and 4 go on to present year group musical productions directed by specialist staff. Pupils in Years 5 and above have opportunities to perform in informal 'Performing Arts Presentations' in both the Autumn and Spring Terms and in Years 6 to 8 pupils can audition for the senior production which is performed at the end of the Summer Term. Previous productions have included Shakespeare's 'The Tempest' and musical productions of 'Bugsy Malone' and 'The X Factory'. For pupils who wish to develop their skills further in both drama and dance, there are also opportunities to do so in after school drama and dance clubs.



LIFE OUTSIDE THE CLASSROOM

If school life was only about what goes on inside the classroom, our Pathway would be very one dimensional. We want our pupils' journey through Castle Court to provide an holistic education which gives our children the best chance to excell in all sorts of wonderfully varied areas of school life in preparation for life beyond Castle Court.

We are rightly proud of the breadth of opportunity afforded to our children throughout their time at Castle Court. Younger children benefit hugely from our Forest School sessions in Pre-Prep, which enable pupils to get inspired by the wider world through positive outdoor experiences in our extensive woodland areas. As they learn to relate to the natural world and each other in such a wonderful outdoor environment, we see them taking risks, working in small groups, being inquisitive and understanding, relating to and caring for the natural world around us, whilst enjoying the fresh air and freedom that comes from being in the Great Outdoors.

Further along the Pathway, we encourage wider enrichment and deeper learning through a programme of trips and educational visits. Many of these take place on our Scott Days, named after our founders, on which pupils in Years 3-8 are taken off timetable for the day giving them more meaningful opportunities to explore life-skills or go deeper into aspects of the curriculum: we have seen pupils in Year 5 putting on a 'Play-in-a-day', trips to Kimmeridge, Hampton Court and the Russell-Cotes Museum, along with pupils taking part in an accredited first aid course and learning to host a sports tournament as part of their Sport Leadership program. These days give us a chance to look beyond examination grades and progress tests, to give our children the opportunity to think about and experience life beyond Castle Court: in recent terms it has given us the opportunity to introduce new strands to our children's wider curriculum, including environmental issues and classical architecture, as well as enabling more in-depth engagement on important PSCHE topics and a far-reaching STEM program, involving colleagues from a variety of different departments working in partnership with local businesses. As pupils see the barriers between their traditional timetabled subjects being broken down on such days, they begin to appreciate more fully the wide-ranging applications of the topics they are learning, preparing them more readily for life in the 'real' world, where opportunities and challenges don't manifest themselves in neat 'subject-areas' and usually require an interdisciplinary response and the flexibility to adapt: skills learnt in one area of school life may end up being put to the test, honed and used to the full in an entirely different area of life in the real world.





During the academic year, all pupils in Year 3-8 also take part in an Activities Week: these give pupils, in age-appropriate ways, the opportunity to enjoy time set aside from the normal curriculum to pursue wider academic and skill based challenges. Whether they're in school enriching their learning from topics explored in previous terms, enjoying a first 'sleep-out' in the school grounds, heading off on residential activity trips, or experiencing the sites of the D-Day Landings, our Activities Weeks have an excellent track record in giving pupils the chance to develop their broader understanding and critical thinking.

In the after school activity programme children from Year 3 to Year 8 are given opportunities to develop their interests, from Science to Horseriding, Hockey to Textiles and Minecraft coding to Junior and Senior Choir: there is an opportunity for everyone. Pupils can also stay and complete their prep.

The Pathway of opportunities at Castle Court is diverse and exciting. The driving force behind the Pathway is our desire to see our pupils grow and fulfil their potential. Our aim is that when each Castellan has completed their journey on the Pathway they have the strength, resilience and confidence to move onto their senior school of choice, take on new challenges and be positive contributors in an ever changing world.





A DAY IN THE LIFE

Days at Castle Court are always full and varied.

The main school day begins at 8.25am and ends between 3.30pm and 4.15pm depending on the age of the child. However, pre and post school care is also available, so that we are able to look after every child from 7.45am to 5.45pm. There is no average day, but the timetable below outlines the timetable that the school follows on most days.

7.00am Before school sports clubs begin for children from Year 3 to Year 8 (Badminton, Swimming, Tennis)

7.45am Breakfast Club begins

8.15am Breakfast club ends. Children arriving for the day are dropped off in their classrooms

8.35am Assembly (Monday and Friday)

10.30am Break

12.00pm Lunch for children in Badger Cubs to Year 4

1.00pm Lunch for children in Year 5 to Year 8

2.00pm Matches (Tuesday for children in Year 3 to Year 4, and Wednesday for children from Year 5 to Year 8)

3.30pm School day ends for children from Badger Cubs to Reception

3.45pm School day ends for children in Year 1 and Year 2

4.15pm School day ends for children in Year 3 to Year 8, and tea begins for those staying for after school clubs.

4.45pm After school activities start

5.45pm After School activities finish.



APPENDIX

FREQUENTLY ASKED QUESTIONS ABOUT THE PREP SCHOOL BACCALAUREATE (PSB)

Q. Why is CCS moving away from CE?

A. The rise of pre-testing in Year 6 and Year 7 now determines the vast majority of Senior School entry decisions, and essentially renders CE irrelevant in the process. It also begs an important question about what the curriculum focus should be for our children in Years 7 and 8.

Q. How will the PSB benefit my child in Year 7 and 8?

A. The PSB will provide your children with a flexible, broad, creative and purposeful educational experience. It will give your children a better and more relevant education for the evolving workplace. And it will also make them more attractive to Senior Schools.

In most cases, children are now offered a place to their senior schools in Year 6 or Year 7. In Year 8 they have to sit a limited range of tests to finalise their place, but they do not have to sit the Common Entrance exams in order to secure their place. This has meant that at a key stage in a child's development, both academic and social, we are no longer hindered by having to coach the children purely to pass an exam. Rather, as your child enters Year 7, we are able to develop the curriculum, and look deeper into certain areas to ensure that their intellectual curiosity is fully sparked, that they remain open-minded and optimistic without cynicism. Our excellent, expert teachers, who know your children really well, will now be better able to tailor the pace, content and variety of learning to their individual needs, rather than being restricted by the content-driven, rote-learning required by some of the Common Entrance courses. Children will spend more time

and knowledge rich curriculum. Academic rigour and challenge will not be diminished. The end of year exams will still ensure pupils leave Castle Court ready for the examination challenges of Senior School. However, the new curriculum allows more time to cover a broad range of subjects and their associated skills in greater depth. We want to develop a more robust platform for future learning, purpose and fulfilment: this is an opportunity to move away from memorising and back to learning.

developing their independent learning and collaboration skills under the auspices of a broad, differentiated

Q. Have you already discussed this with Senior Schools? Have they confirmed that they will accept PSB?

A. Yes. Please refer to the Senior School Views section towards the beginning of the Pathway for a selection of feedback from senior school heads. Every school is happy with the changes that we are making.

Q. What are other schools doing?

A. The PSB is a consortium of a growing number of Prep Schools nationwide. Some Prep Schools have been following the PSB curriculum for a long time while others have decided to create their own schemes of work. Others are continuing with CE.

Q. Will there be any changes to the scholarship programme?

A. No. Preparation for scholarship will remain as it is. However, the grounding and breadth of thinking introduced from Year 7 will ensure that, if anything, pupils are even better prepared for their scholarship exams and interviews. Over the last three years children at Castle Court have won 14 academic scholarships to Canford, more than any other prep school in the country. In addition, they have been awarded a further

53 scholarships including an Election to Winchester (regarded as one of the toughest scholarship tests in the country), five academic scholarships to Talbot Heath, two to Bournemouth Collegiate and one to Millfield. We are proud of this level of academic rigour and see PSB as a key move to ensure that our pupils continue with this level of success.

Q. Will there be any changes to Learning Support?

A. The development of the tutor programme will allow us the time to spend more time focusing on the individual needs of our children.

Q. What do these changes look like?

A. In short, your children will be developing their thinking skills rather than their remembering skills. Success in CE relies to a greater degree on the simple acquisition of knowledge. Over the two years children will be immersed in a programme which delivers the acquisition of knowledge AND the acquisition of skills AND the application of knowledge.

Q. What about Character Education?

A. We will continue to teach subject specific knowledge and skills but we will also bolster and integrate the importance of our 7Cs and core learning skills across all learning environments and subjects. These key values are the foundations of all learning in school, work and life; they underpin our attitude to learning, our concentration and focus; our desire to learn and our attainment, achievement and future opportunities and success.

Q. How does assessment work?

A. The PSB is a flexible and adaptable assessment model recognised by all senior schools that will allow your child to leave CCS with a cumulative externally recognised and verified certificate of achievement across all aspects of school life. Teachers will be able to track achievement in subject- specific skills, transferable skills and character virtues alongside knowledge-based content. A combination of end of year exams, projects, presentations and inclass teacher assessment will contribute toward each child's individual portfolio and grading. This means that the senior schools will have more information on your child when they transition, ensuring that they are supported more effectively and appropriately from the start.



APPENDIX 2

WHAT DOES A PREP SCHOOL LOOK LIKE?



Christopher King, chief executive of the Independent Association of Prep Schools

Close your eyes and picture a prep school in your head. Open them and think again. The Independent Association of Prep Schools (IAPS) was founded 126 years ago and currently has 670 of the world's leading prep schools in membership. The question that comes to mind is: "Why does this association continue to thrive?"

There are those who want to believe their own version of reality and who see us setting like the sun going over the horizon, drifting inevitably to a gentle end, but an end nonetheless. The truth is the opposite and the past 126 years does not reveal, on interrogation, over a century of struggle for survival but a record of innovation, adoption of new ideas, and true depth in commitment to values which are enduring.

The modern prep school demonstrates this more than ever. There is curriculum innovation where prep schools are free of the shackles of government ministers'diktat. In 1967, the then education minister, Tony Crosland, introduced sweeping changes to many aspects of English education but, nevertheless, he said: "I didn't regard either myself or my officials as competent to interfere with the curriculum" (Kogan, 1971). Move on to 2013 and the then Secretary of State for Education, Michael Gove, was entirely comfortable saying: "We have stripped out the piously, vapid happy-talk and instead laid out the knowledge that every child is entitled to expect they be taught."

The World Economic Forum reported in 2016 that you will need the 10 skills listed below to thrive in 2020:

- 1. Complex problem solving
- 2. Critical thinking
- 3. Creativity
- 4. People management
- 5. Coordinating with others
- 6. Emotional intelligence
- 7. Judgement and decision making
- 8. Service orientation
- 9. Negotiation
- 10. Cognitive flexibility

The skills on this list make sense for the age that we are living in. But are they enough for you to succeed? Marty Neumeier, a speaker on work and brand design, defines four types of work in his 'Rules of Genius'. These are:

Creative – Unique, imaginative, non-routine, and autonomous

Skilled – Standardised, talent-driven, professional, and directed

Rote - Interchangeable, routinised, outsourceable, and managed

Robotic - Algorithmic, computerised, efficient, and purchased.

Of these, the focus really needs to be on creative work, because that is where you are likely to remain employable in the future.

You might have started to realise that you will need more than the 10 skills listed earlier. Alvin Toffler, author of *Future Shock*, as long ago as 1970 said: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." His words are as true now as they were prophetic at the time he wrote them.

It is a simple truth that one of the great joys, and indeed responsibilities, of being a head in an independent school is that you get the freedom to choose the curriculum and co-curricular shape that is best for the pupils in the school.

IAPS schools are innovating and very much have the sense that a major objective must be to equip their children with the skills relevant to the future world. There are any number of schools adopting a baccalaureate design to their curriculum with problem-solving embedded at the heart. Growth mindset, wellbeing and resilience-building feature increasingly prominently in the prep school day and not as a bolt-on after-school club. Seeing what is really happening behind the doors of flourishing prep schools will cause you to open your eyes wider and to understand why such schools are relevant and entirely well set for the future, whatever it throws at them.

The 46 Rules of Genius: An Innovator's Guide to Creativity, 2014, New Riders Press: A book of concise insights about how people innovate and create Marty Neumeier *The politics of Education:* Edward Boyle and Anthony Crosland in conversation with Maurice Kogan 1971 Harmondsworth: Penguin Gove, M. (2011) House of Commons Oral Answers to Questions, February 7.







The Knoll House, Knoll Lane, Corfe Mullen, Wimborne, Dorset BH21 3RF t: 01202 694438 e: office@castlecourt.com w: www.castlecourt.com