



## Tutoring & Assessments

Our community is built upon an established house system which ensures that every student can find friendship, personal mentoring and an essential team spirit outside the confines of the classroom. We have 12 houses – seven for boys and five for girls - and because we are careful to integrate boarders with their day-student counterparts, a true sense of belonging infuses the whole school.

All houses have a house captain plus several student 'elders' who sit on cross-school committees and guide the younger pupils as they travel through their school lives. The houses are also supported by dedicated teams of tutors who monitor the work and behaviour of each year in their care. Tutor groups tend to be between fifteen and twenty in size in the day houses and between ten and fifteen in the boarding houses.

The tutor is the first port of call for a parent's communication about their child – dealing with academic progress, social skills, personal development and any health/well-being issues. Nearly all Cranbrook teachers are involved in house tutoring, ensuring that individual students (and their parents) have access to a wider cross-section of counsel and advice than on a traditional form-teacher/pupil basis. It's a formula what works well and won particular praise from Ofsted in their July 2011 report upon Cranbrook.

(Further, although we are a selective school, we recognise that each student is an individual with different needs and abilities. Where applicable therefore, additional support is sometimes offered to those who might need help meeting deadlines or mastering specific subject areas. This is a proven, "helping hand" philosophy that remains true to the school's values of respect, trust, empathy and academic excellence.)

Our system ensures that student progress is monitored continually and then reported to parents by a variety of methods.

All departments and subject teachers are given baseline information from Key Stage Tests, from the CAT's and from GCSE's, to use in setting achievement targets for their students. Through tutor progress reviews and, in the lower school, a regular series of significant assessments (reported to parents), progress towards the student's targets is monitored.

In the summer term, Year's 9 and 10 are set formal examinations and the results from these passed to parents; Year 11 are set mock GCSE examinations at the end of the autumn term and results reported to parents in January. For years 10 and 11 there is a parent/teacher consultation evening arranged immediately after the exam results are issued. Year 9 parents are offered a consultation evening during the spring term.

As well as the significant assessment information and the exam results, all parents receive one full and one summary report during the year. These reports detail academic progress and include comments from tutors and heads of house. All reports are scrutinised and commented upon by the Headteacher, Deputy Head or Head of Sixth Form.

In the Sixth Form we believe that students must begin to take responsibility for their own learning. Progress is monitored regularly by means of teacher reports to tutors and students. This allows for frank, unguarded discussion between tutor and student which we feel brings greater benefit to most. There will be regular reports going home and immediate contact with parents if there are any particular concerns.

Sixth Form parents receive a formal report each year and a parent/teacher consultation evening is arranged for each year group; in addition parents are encouraged to contact the tutor, Head of house or Head of Sixth Form directly should there be anxieties about pupil progress. All senior students take modular AS and A2 examinations in January and June each year meaning that most students receive real examination result feedback three times during the course of their studies.

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