

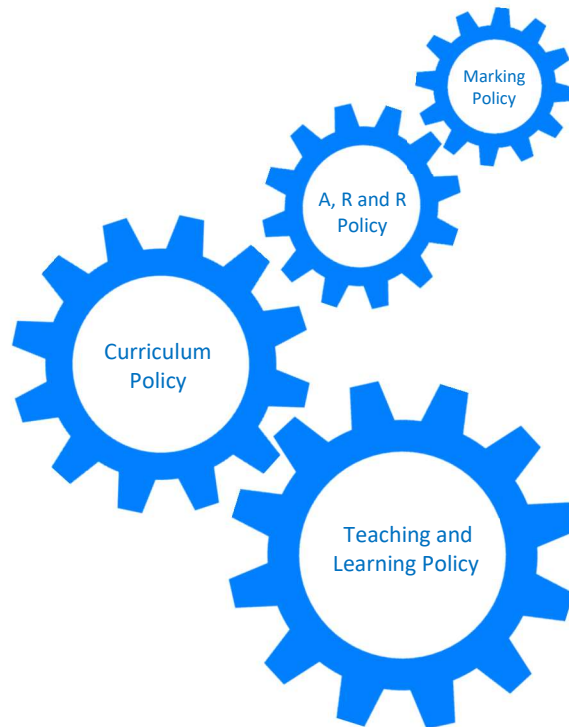


Sunninghill
PREP SCHOOL DORCHESTER

Teaching and Learning Policy

This document amalgamates four standalone policies and incorporates:

- The Curriculum Policy
- The Assessment, Recording and Reporting Policy
- The Marking and Presentation Policy



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The rationale behind combining these documents is that each area has so much in common with each other that together their contribution to learning will be “far greater than the sum of their parts”.

Alongside our Behaviour Policy, this document belongs at the very core of the school in helping to shape a child’s personal development and academic achievement.

It reflects our mission of enabling each individual to be happy, fulfilled learners, making the most of the opportunities available to them and developing skills that will hopefully stay with them for life.

Our aim is to provide all our pupils with an outstanding, individualised and holistic education in an inspiring setting that prepares all our pupils for a purposeful, healthy and fulfilling life.

The vast majority of our children arrive at school in their early years and stay with us through to Form 8. This gives us the privilege of a gentle and supportive “slow bake” that nurtures and inspires learners to be the very best version of themselves.

We want everyone to feel valued and respected as learners, full of self-belief and understanding of the needs of others. We want all our pupils to feel encouraged to take risks with their learning so they can push learning boundaries.

From the EYFS onwards, we aim to embed in all our pupils, Personal Learning and Thinking Skills (PLTs) that underpins personal development and academic achievement. PLTs are taught as an inherent part of every lesson, with teachers and pupils identifying the required skills at the beginning of a lesson, alongside the learning objective.

The framework consists of six groups:

- Team Worker
- Creative Thinker
- Effective Participant
- Independent Inquirer
- Reflective Learner
- Self-Manager

The six areas of the PLTs framework

<p>Independent enquirers</p> <p>Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ➤ identify questions to answer and problems to resolve ➤ plan and carry out research, appreciating the consequences of decisions ➤ explore issues, events or problems from different perspectives ➤ analyse and evaluate information, judging its relevance and value ➤ consider the influence of circumstances, beliefs and feelings on decisions and events ➤ support conclusions, using reasoned arguments and evidence. 	<p>Team workers</p> <p>Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ➤ collaborate with others to work towards common goals ➤ reach agreements, managing discussions to achieve results ➤ adapt behaviour to suit different roles and situations, including leadership roles ➤ show fairness and consideration to others ➤ take responsibility, showing confidence in themselves and their contribution ➤ provide constructive support and feedback to others.
<p>Effective participants</p> <p>Focus: Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p> <p>Young people:</p> <ul style="list-style-type: none"> ➤ discuss issues of concern, seeking resolution where needed ➤ present a persuasive case for action ➤ propose practical ways forward, breaking these down into manageable steps ➤ identify requirements that would benefit others as well as themselves ➤ try to influence others, negotiating and balancing diverse views to reach workable solutions ➤ act as an advocate for views and beliefs that may differ from their own. 	<p>Self managers</p> <p>Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p> <p>Young people:</p> <ul style="list-style-type: none"> ➤ seek out challenges or new responsibilities and show flexibility when priorities change ➤ work towards goals, showing initiative, commitment and perseverance ➤ organise time and resources, prioritising actions ➤ anticipate, take and manage risks ➤ deal with competing pressures, including personal and work-related demands ➤ respond positively to change, seeking advice and support when needed ➤ manage their emotions, and build and maintain relationships.
<p>Reflective learners</p> <p>Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p> <p>Young people:</p> <ul style="list-style-type: none"> ➤ assess themselves and others, identifying opportunities and achievements ➤ set goals with success criteria for their development and work ➤ review progress, acting on the outcomes ➤ invite feedback and deal positively with praise, setbacks and criticism ➤ evaluate experiences and learning to inform future progress ➤ communicate their learning in relevant ways for different audiences. 	<p>Creative thinkers</p> <p>Focus: Young people think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p> <p>Young people:</p> <ul style="list-style-type: none"> ➤ generate ideas and explore possibilities ➤ ask questions to extend their thinking ➤ connect their own and others' ideas and experiences in inventive ways ➤ question their own and others' assumptions ➤ try out alternatives or new solutions and follow ideas through ➤ adapt ideas as circumstances change.

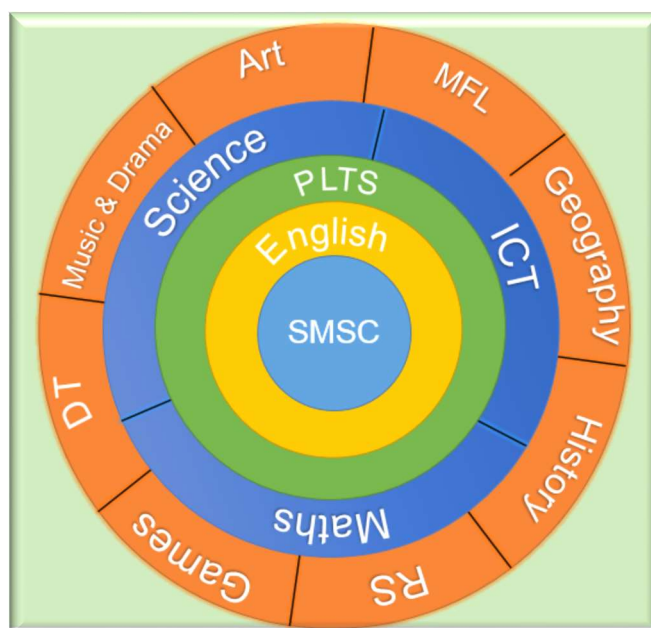
These generic skills, together with the functional skills of English, Maths, Science and ICT are essential to success in life, learning and indeed when first entering the workplace.

Our model for learning

From the EYFS upwards, all learning platforms share a common framework that focusses on:

- The spiritual, moral, social and cultural aspects of learning
- The development of written and oral language skills
- Personal Learning and Thinking Skills (PLTs)
- A determined work ethic
- A strong knowledge and understanding of each subject
- Benefits that arise from cross-curricular links
- Assessment that focusses on formative values

Pictorially, these values are represented by the diagram below.



Our objectives are to:

- Ensure that pupils develop essential literacy, numeracy, ICT and scientific skills
- Provide pupils with a full and rounded entitlement to learning, making the experience as personalised as possible
- Foster pupils' creativity
- Develop investigative, cooperative and independent learning skills
- Promote a healthy lifestyle and encourage wellbeing
- Inspire pupils to have a love of learning which will last a lifetime
- Promote high standards in all areas of learning and teaching
- Ensure Religious Education is provided for all pupils
- Embed Fundamental British Values across the school and support anti-radicalisation amongst our pupils
- Promote respect for others with regard to the protected characteristics (section 4, Equality Act 2010): age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Equal Opportunities

All programmes of study cater for a range of academic abilities, regardless of gender, race, disability, religion or belief. Differentiation is practised in every classroom to ensure all ability groups are appropriately challenged. Our Head of Learning Support and Head of Highly Able and Talented keep staff informed of appropriate practical techniques to support our SEN, EAL and HAT pupils. A wide variety of teaching and learning methods and materials are used in all courses to cater for pupils' differing needs.

Disabilities:

In accordance with the statutory requirements, the school aims to identify these children early and to provide additional support (with additional parental funding, if necessary) to make the curriculum accessible to all pupils as far as is reasonably practicable.

The characteristics of effective learning at Sunninghill are:

- Providing a stimulating, motivating and supportive learning environment
- Targeted learning to an individual pupil's level
- Providing a learning platform that extends far beyond the classroom and includes strong partnerships with parents, local industry, charities etc.
- Incorporating a range of technologies to support learning
- Ensuring strong bonds of trust between pupil, teacher and parent
- Personalised learning by allowing pupils a "menu choice" during Friday games/activities.

The characteristics of effective teaching at Sunninghill are:

- Setting high standards which inspire, motivate and challenge pupils
- Promoting excellent progress and outcomes by pupils
- Demonstrating excellent subject and curriculum knowledge
- Planning and teach well-structured lessons
- Adapting teaching to respond to the strengths and needs of all pupils
- Making accurate and productive use of assessment
- Managing behaviour effectively to ensure an excellent and safe learning environment
- Fulfilling wider professional responsibilities
- Demonstrating the highest standards of personal and professional conduct

The full teacher's standards can be found on the GOV.UK website:

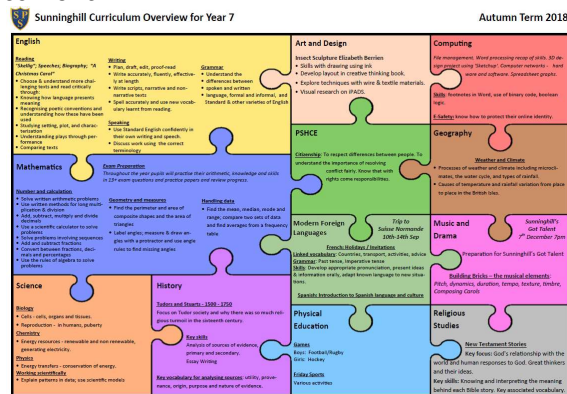
<http://www.gov.uk/government/publications/teachers-standards>

Planning

Long Term Planning

Long term planning for each subject is generated by each Head of Department (in collaboration with class and subject teachers) and is termly. It should contain:

- An overview of the topics covered within each year group (as provided by Curriculum Maps)
- Key opportunities for cross curricular links
- Visits, trips and assessment



Medium Term Planning

Medium Term Planning is generated by the subject teacher on a topic basis and should contain:

- Topic heading
- Timeframe
- Method of pre-module assessment
- Learning objectives
- Resources
- Methods of assessment
- Teacher evaluation of the topic

Class	Topic	Time
Form 6	Unit 1 Block A - Number and calculations	3 weeks
Pre-assessment/prior knowledge		
None - this is a new class establishing good practices and possibly rusty after long summer holiday.		
Learning objectives		
<ul style="list-style-type: none"> • I can find the rule for a number sequence • I can estimate numbers on a number line • I can round large numbers to the nearest multiple of 10, 100 or 1000 and decimals to the nearest whole number or tenth • I can multiply decimal numbers by one-digit whole numbers • I can divide decimal numbers by one-digit whole numbers • I can place brackets to make a calculation correct • I can use written methods to solve number problems and puzzles 		
Methods of assessment		
<ul style="list-style-type: none"> • Mostly self-assessment followed by teacher review • Use of MyMaths assessment tool • Link to CE11+ Questions • CGP Autumn Term Tests at the end of the topic to assess learning and inform next topic 		
Teacher evaluation of topic/notes		

Short Term Planning

Short-term planning should be per lesson and contain:

- Learning objective and PLTs
- Main activity
- Role of the learning assistant

- Key vocabulary and literacy skills needed
- How technology is to be integrated into the subject
- SMSC influence on the topic and Fundamental British Values
- Resources needed
- Ways in which differentiation will take place

Plans for Spring Year 6
1 double lesson per week
Claire Thomasson

Week	Main focus of teaching and activities each lesson	Differentiation/resources	Outcomes of each lesson
1 W/B 14/1	<p><i>Set up new class and Number and place value</i></p> <p>Lesson 1: Place value in 7-digit numbers</p> <p>Starter – Fill in and Cross out Game</p> <p>Main – New class new start! How do you feel about the subject of maths? How well do you think you are doing? What this lesson will focus on each week.</p> <p>Activity – Frontis piece for books – Spring Term 2019 with Feelings barometer. Use of maths signs and symbols and diagrams to decorate.</p> <p>Activity – look at large numbers on board 4,351,468 – discuss use of commas or spaces. Cover the first 4 digits read number, uncover the next 3 digits and read it uncover final digit and read again. Repeat with other 7 digit numbers.</p>	<p>Enlarge grids for Katie and William</p> <p>Grids, dice and pens</p> <p>Comparing and ordering large numbers worksheet.</p> <p>Enlarge for Katie and William</p> <p>SB to work with ...</p>	<p><i>Number and place value</i></p> <p>1. Say what each digit represents in a 7-digit number.</p> <p>Assessment – verbal feedback in lesson</p>

The structure of lessons:

Whilst not wanting to be over prescriptive, listed below are ideal qualities of lessons:

- A formal start
- A brief introduction which ties in that learnt previously
- A significant period of discussion and engagement
- Time set aside for feedback and reflection
- An awareness of how well the learning objective has been achieved
- A formal finish

The timings of the school day

Marking of work

Marking is a means of communication between teachers, pupils and parents. It should be positive and remain consistent throughout the school in all subject areas and be clear to pupils and parents.

There are two distinct approaches to marking. The appropriateness of each will depend upon a number of factors, such as the nature of the task, or the specific objectives of the marking:

- Summative marking will focus on what a student has achieved in the piece of work, recording grades (A*-E for attainment and 1-6 for effort)
At least two pieces of summative assessment in key subjects will be recorded each term.
- Formative marking will offer feedback on how the student might develop their work in the future, and should encourage the student to take responsibility for their own progress – by asking questions, for example. Opportunities for redrafting following self

and peer assessment are key to students' progress and are used alongside (and at times in place of) teacher formative assessments.

For core subjects, at least two pieces of formative marking will be recorded each term. At least one piece of peer and self-assessment will also take place each term.

Successful marking will combine the dual approaches outlined above.

Marking is also central to the process of short-term planning as it allows teachers to plan their teaching from an informed perspective.

Evidence of the following considerations and guidelines should be apparent when work is monitored.

Considerations for all teachers:

Marking of classwork and homework should be:

- Supportive, constructive and useful.
- Legible, i.e. written in handwriting of the same standard we expect from pupils.
- Completed within 7 days.
- Usually marking will involve more than just ticks (except in the case of spelling tests etc.) Ticks alone, or comments like "Good" or "Well done," do not constitute adequate marking of a sustained piece of work.
- Consistent with pupils' individual needs.
- Following the agreed marking codes

Guidelines:

- At the beginning of every year, teachers should explain the marking and procedures, so that all children understand and can respond to marking appropriately.
- The codes used for marking, after careful explanation, should be stuck inside the front cover of pupils' subject exercise books.
- There should be evidence that all teachers, in all curriculum areas, contribute (where appropriate) to pupils' literacy skills development.
- Usually no more than about three key spelling errors should be marked in each piece of work. Corrections will be selective, focusing on a specific area for improvement, such as a repeated technical error. Extensive marking of a variety of errors can be demotivating, and can be seen as a rejection of the work.
- Feedback from teachers should be in green ink. Pupil response should be in red ink.

A Marking and Presentation Sheet

Please bring with you to every lesson:	
<ul style="list-style-type: none"> • Blue and red handwriting pen (roller ball, fibre tip or ink pen) • Pencil and sharpener • Coloured pens and pencils • Soft rubber • 30cm ruler • Scissors • Glue stick • 3 highlighter pens in orange, green and pink • Homework diary • Reading book 	
If you have all of these items on a Monday tutor period you are ready for the week ahead and will be awarded two house points	
Things you will find written next to your work	
Abbreviation explanation (in green)	Presentation advice
<i>sp</i> spelling mistake	Date to the left and title centred, both underlined
<i>gr</i> grammar	
<i>u</i> underline	Form 3 to 4 write in pencil or pen Form 5 to 8 write in blue pen
<i>tbc</i> to be completed	Join up handwriting
<i>?</i> does not make sense	Draw straight lines with ruler
<i>vg</i> very good	1 digit per square in maths
<i>hp</i> house point	Drawings and diagrams in pencil
<i>T</i> see teacher for help	
<i>PA</i> Peer assessment	Assessment
<i>SA</i> Self-assessment	Objective not met
<i>WWW</i> What went well	Working towards
<i>EBI</i> Even better if	Achieved
<i>PLTs objectives</i>	Grading explanation
<i>TW</i> Team worker	Attain. Effort Descriptor
<i>CT</i> Creative thinker	A* 1 Outstanding
<i>IE</i> Independent enquirer	A 2 Excellent
<i>EP</i> Effective participator	B 3 Very good
<i>SM</i> Self-manager	C 4 Good
<i>RL</i> Reflective learner	D 5 Satisfactory
	E 6 Poor

High quality work scrutiny will take place annually as part of lesson observations, carried out by CPD reviewers. Details will be logged on an individual teacher's CPD file and quality control carefully carried out by the senior leadership team as part of their regular overview.

Homework

Homework is valued as a way of improve organisation, consolidating learning and enabling parents and children to share learning at home. An appropriate part of the lesson should be set aside for setting homework. The teacher must ensure that the pupils write the homework legibly in their diary and with a due date for completion. When there is no homework, this should also be written in the home school/diary to support parents at home.

The pupil diary should be checked and signed by the tutor, parent and pupil once a week. When homework is being returned, the teacher should give feedback and, where appropriate, reinforce key points.

We believe that homework should tie in with the needs of the family and that it be set from a "quality not quantity" point of view. There will be plenty of occasions when a child may not be able to complete homework. With a supporting letter from home this is perfectly acceptable.

The homework timetable

Below is a table of when homework will normally be set for Forms 5-8:

Form	Subject	Day normally set	Due
Form 5			
	English	Mon	1 week
	Maths	Tues	Tues
	Science	Half-termly project	will vary
	History	Mon	1 week
Form 6			
	English	Thurs	will vary
	Maths	Mon	1 week
	Science	Tues (when appropriate)	will vary
	History	Frid	1 week
Form 7			
	English	Tues	will vary
	Maths	Mon	1 week
	Science	Tues (when appropriate)	1 week
	History	Frid	1 week
Form 8			
	English	Tues	will vary
	Maths	Mon	1 week
	Science	Tues	1 week
	History	Mon	1 week
	French	Thurs	1 week

Areas of Experience

Our curriculum provides experience in each of the areas:

Linguistic

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

We tell all our teachers, no matter what subject they teach, that they are all teachers of English, alongside their own subject.

Whilst French may be the language of choice we study in the classroom, we consider ourselves to be a language rich school. Children have the opportunity to study Mandarin, Portuguese, Greek and Spanish in extra-curricular clubs.

In the EYFS, linguistic experience is gained directly through planned activities within the Communication, Language and Literacy area of learning. However, communication skills are practised constantly in all aspects of daily Nursery and Reception life.

Mathematical

There is a generous timetable allocation to Mathematics across the year groups. Mathematical experience is also gained in many other subject areas such as Science, Geography and Technology.

In the EYFS, mathematical experience is provided through planned activities in problem solving, reasoning and numeracy, as well as through cross-curricular daily activities.

Scientific

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

In the EYFS, scientific experience is gained through the Knowledge and Understanding of the World area of learning and through the cross-curricular topics which are planned each term. The school grounds and the local area are used by all pupils from the EYFS to Year 8 to enhance scientific discovery.

Technological

DT is timetabled weekly from Form 5 upwards. This gives direct technological experience in terms of developing ideas, planning and making projects, the use of a wide range of materials and tools and the evaluation of projects.

Food Technology is studied in the Form 8 curriculum as part of their Life Skills learning.

Experience in ICT and Computing is used across the curriculum via timetabled Computing lessons and through its use in other subject areas.

The school has a Computer suite which can accommodate whole classes and all classes have access to interactive whiteboards. Teachers can book their classes into the Computer suite in addition to discrete Computing lessons.

In the EYFS, there is computer provision and weekly specialist teaching but we are careful not to allow it to impede the social development of our youngest pupils. DT is present through the designing and making of objects within topics. Planned activities within the Knowledge and Understanding of the World and the Creative Development areas of learning also make a contribution.

The school has a shared bank of iPads spread across the school, all of which are used to support learning in variety of forms.

Human and Social

Geography, History, RS, PSHE and RE (Relationships Education)/ RSE (Relationships and Sex Education for Years 7 & 8 from Sept 2020) form the core input to Human and Social experiences in school. These subjects are combined in Junior Prep as our creative curriculum (Topic). From Form 5 upwards, they are studied as discrete subjects. Huge contributions to this are also made through the school's commitment to our enrichment program, Rights Respecting, Eco Schools, Forest Schools and other environmental issues. A number of charities are supported and a varied programme of assemblies also contributes to this area of study. Extra experiences are provided through visits to museums, field trips in the region and through interaction with visiting speakers.

In the EYFS, this area of experience is addressed through topics and falls within the Knowledge and Understanding of the World area of learning.

Our Pupil Voice committee also contributes to ideas and the promotion of SMSC values.

Physical

The school has an excellent range of facilities and resources which include a Sports Hall; an all-weather astro pitch, an outdoor swimming pool; large grassed areas for outdoor games; an outdoor classroom and a large nature garden.

Off-site we ski at Warmwell ski slope, play our home cricket matches at Martinstown Cricket Club, play our senior rugby games at Dorchester RUFC, sail, SUP and windsurf at the Weymouth and Portland Sailing Academy and climb at Rockburn in Bridport.

These facilities enable a wide variety of physical and practical activities to take place to a high standard.

There is also plenty of outdoor equipment which is available at playtimes to enhance physical and social development.

There is generous timetabled provision for P.E and Games with specialist staff for all children from Reception upwards. This comprehensive programme includes the development of fine and gross movement, co-ordination, physical control and a wide variety of sporting skills.

Children are encouraged to evaluate their performance and to develop tactical skills. Knowledge and understanding of the principles of fitness and health is also developed with additional input from the PSHCE curriculum.

In the EYFS, Nursery and Reception supplement their specialist lessons through further planned activities and unplanned opportunities for the physical development area of learning. Both Nursery and Reception utilize the outdoor areas on a daily basis with a balance of planned and unplanned activities. The development of fine motor skills is provided through the use of tools and resources such as scissors, clockwork toys and malleable materials on a frequent basis.

Aesthetic and creative

The Creative Arts are integrated into all areas of school life and are the bedrock of the creative curriculum and essential to confidence building.

The main Creative Curriculum subjects are Art, Dance, Drama and Music. Each subject is delivered by a subject specialist. Music & Drama are taught together as a combined subject. Dance is incorporated in Music & Drama and P.E lessons. All subjects are also delivered through assemblies, shows & concerts, church services, LAMDA, PSHE and Friday afternoon Games/Enrichments.

A significant proportion of our children learn at least one musical instrument in school through our peripatetic teaching program.

The Creative Curriculum is introduced for Form 7 and 8 pupils. Five lessons are set aside each week to this advanced curriculum which is modular based and strongly cross-curricular. Modules studies include Model United Nations, STEM projects and conservation project and much more. It takes its inspiration from the program of study found within World IB schools and is designed to enhance higher order thinking skills.

Many professionals from a range of backgrounds are invited to work with the Form 7 and 8 children in the Creative Curriculum. Careers advice features prominently in their support.

Many of the above modules invite external professionals to work with us. Alongside external trips and visits and internal assemblies, this forms the basis of the careers advice we offer Form 7 and 8 children.

Other experiences are provided through visiting major productions, visiting artists, theatre trips and theatrical events. Artists are involved in workshops with all year groups through creative days and enrichments, including sculptors, model makers, puppeteers and ceramicists. Musicians, as well as pupils from senior schools, are invited in to conduct workshops and develop musical talent. Drama and dance specialists are invited in to deliver enrichment days.

An overview of the curriculum audit

	Eng	Ma	Sci	His	Geog	RS	FR	PSHE	M&D	Art	DT	COM	PE	Games	CC	Enrich	Asm	Tutor	Total
F1	8	8	12				1	1	2	2	0	1	2	2	0	3	3	0	45
F2	8	8	12				1	1	2	2	0	1	2	2	0	3	3	0	45
F3	8	8	4	4		1	2	1	2	2	0	2	2	7	0	4	3	0	50
F4	8	8	4	4		1	2	1	2	2	0	2	2	7	0	4	3	0	50
F5	8	8	6	2	2	1	3	1	2	2	2	2	2	10	0	0	2	2	55
F6	8	8	6	2	2	1	3	1	2	2	2	2	2	10	0	0	2	2	55
F7	8	8	6	2	2	1	3	1	2	2	2	2	0	10	3	0	2	1	55
F8	8	8	4	2	2	1	3	1	2	2	2	2	0	10	5	0	2	1	55

Assessment

Assessment is an integral tool in supporting Teaching and Learning through:

- Formatively tracking individual pupil progress
- Highlighting when and where Teaching and Learning may need to be adapted to further support individual progress throughout the curriculum
- Informing parents of academic progress
- Aiding parents in choosing an appropriate senior school
- Providing senior/follow on schools with data required prior to acceptance

Assessment

The table below shows when we formally test and report on effort and attainment.

Form	Assessment	Type	When	Effort Grade report	Full written report	Parents Evening
Nursery	Tapestry	Internal	Ongoing	n/a	July	Oct and March
Reception	Tapestry	Internal	Ongoing	Twice yearly	Dec and July	Oct and March
Form 1	Reading Writing Maths	Internal	Ongoing	Half termly	Dec and July	Oct and March

Form 2	Reading Writing Spelling Maths	KS1 SATS	May	Half termly	Dec and July	Oct and March
Form 3	English Maths Science	Internal	May	Half termly	Dec and July	Oct and March
Form 4	English Maths Science	Internal	May	Half termly	Dec and July	Oct and March
	INCAS	CEM	Oct			
Form 5	English Maths Science	Internal	May	Half termly	Dec and July	Sept and March
Form 6	English Maths Science	CE 11+	May	Half termly	Dec and July	Oct and Feb 1:1 with HM re future school choice
	INCAS	CEM	October			
Form 7	All academic subjects	Internal	May	Half termly	Dec and July	Oct and March
Form 8	All academic subjects	Scholarship CTP CE Internal	From Feb to June	Half termly	Dec and July	Oct and Feb
	MidYIS	CEM	Oct			

Formative Assessment

Teachers routinely employ Assessment for Learning (AfL) strategies to inform their planning and to enhance pupil progress.

Best practice includes:

- Tracking pupil progress towards the shared learning objectives by highlighters in pupil workbooks.
- Agreeing individual targets with each pupil and recording these in their work books
- Marking key pieces of work (for attainment and/or effort) against these agreed targets in line with the school grading system.

Peer and Self-Assessment

We place significant emphasis on a pupil's ability to reflect on their own practice and also that of their peers. This encourages responsibility for personal learning and progress and self-motivates pupils to want to reach their potential.

Best practice includes:

- Setting expectations by sharing and evaluating examples of differing standards of work
- Providing and/or building (with children) success criteria
- Success criteria remaining visible and referred to during lessons
- Allowing pupils time to incorporate feedback comments in their work

- Pupils peer and/or self-assessing completed work using the success criteria e.g. two stars and a wish
- Pupils allocating themselves an attainment and/or effort grade
- Pupils setting personal formative targets.

Recording

Our academic data is recorded electronically on 3sys.

INCAS and MidYIS assessment data is downloaded to the staff server to enable all teaching staff to access this valuable data.

The Headmaster, Deputy Head Academic and Head of Learning Support are responsible for tracking and analysing pupil progress using the Key Performance Indicators tracking spreadsheet.

A KPI tracking sheet can be found in the index

Head of Departments and subject teachers are actively encouraged to utilise this data to inform their planning (including differentiation and targeting in-class support).

The data is particularly useful for determining where support or enrichment is needed.

Reporting

Parents receive Effort Grades six times a year for pupils in Years 3-8 which, along with Attainment grades, paint an accurate learner profile.

Formal written reports for Reception to Form 8 pupils are sent home twice a year at the end of the autumn and summer Terms. Parents access their child's reports and effort grades via the Parent Portal.

An example of a full written report can be found in the index

An example of effort grades can be found in the index

These include:

- Pupil Learner Profile generated at whole school staff meeting reflecting PLTs skills
- subject overall Attainment grade
- subject skill grades
- Effort grades
- subject teacher comment and pupil target
- pupil comment
- Tutor comment
- Headmaster comment

Pupils in Nursery and Reception receive regular weekly reports via Tapestry which might amount to three observations uploaded each week. These observations will include a description of the activity, the COEL achieved and EYFS development statement. Parents will also receive a written report at the end of the summer term.

There are two Parents' Evenings per year for each age group.

Learning Support

The school has a Learning Support policy for pupils with learning difficulties. The school will determine the appropriate courses in consultation with the parents, teachers and appropriate outside agencies such as educational psychologists, speech and language therapists etc. The Head of Learning Support is responsible for sharing best practice with teachers, regularly discussing pupils in staff meetings, supporting EAL and handing out notes on how teachers can best differentiate their lessons.

There is also a Highly Able and Talented coordinator, looking after the HAT register, implementing policy and helping to shape best practice.

Concerns and Complaints

Parents who have concerns about learning should discuss these in the first instance with the child's subject teacher then the child's tutor.

If the issue is not resolved satisfactorily at this stage, parents should speak first to the Academic Deputy Head then the Headmaster.

There is also a formal *Complaints Policy* in the event of an issue not getting resolved satisfactorily.

Monitoring and Review

The responsibility for the management and leadership of teaching and learning lies with the Headmaster, Academic Deputy Head and Director of Studies. All aspects of this policy are regularly discussed at termly Governor academic sub-committee meetings.

The team undertake systematic quality assurance through a focused evaluation of teaching and learning e.g. planning, book scrutiny, use of technology etc. This promotes and develops best practice and increases opportunities for cross-curricular links ensuring high standards of teaching and learning throughout the school.

The Headmaster reports to the Governors on its implementation and effectiveness.

Approved by the Education & Staffing Committee: 24th September 2020

Glossary

AfL	Assessment for Learning. Have the children got it e.g. questioning, quiz, green/red/yellow cards
COEL	Characteristics of Effective Learning e.g. finding out and exploring; using what they know in their play; willing to have a go
CPD	Continuing Professional Development (includes lesson observations)
EAL	English as an Additional language
EYFS	Early Years Foundation Stage (N to Rec)
FBV	Fundamental British Values
HAT	Highly Able and Talented (previously referred to as Gifted and Talented)
KPI	Key performance Indicators – a spreadsheet used in school to record key data e.g. report grades, predictors, INCAS tests, reading ages etc. This is used to track pupil progress as they move through the school.
LAMDA	London Academy of Music and Dramatic Art. LAMDA qualifications are graded examinations in performance and designed to develop the skills necessary to communicate dramatic text to an audience.
IB	International Baccalaureate – an alternative to traditional exams such as A levels
ICT	Information Communication Technology
INCAS	Interactive computerised assessment system, - a type of online ability test devised by the Centre for Evaluation and Monitoring (CEM) at the University of Durham. Measures verbal and non-verbal raw ability.
MidYIS	Middle Years Information System. Tests are designed to measure ability and aptitude for learning rather than achievement. Results can be used to give an expected level of attainment in National Qualifications.
PLTs	Personal Learning and Thinking Skills. We record these on the main reports. They include: team worker, creative thinker, independent enquirer, reflective learner, self-manager, effective participator.
PSHCE	Personal, Social, Health & Citizenship Education (may include economic too)
RE	Relationships Education (for primary pupils)

RS	Religious Studies
RSE	Relationships and Sex Education (for secondary pupils)
SEN	Special Education Needs e.g. speech and language, behaviour, Attention Deficit Disorder, Dyslexia
SMSC	Spiritual, Moral, Social, Cultural education – this is the centre of everything we do in school.
STEM	Science, Technology, Engineering and Maths

Curriculum audit

Each lesson lasts 35 minutes. The number of periods allocated to each subject is in individual cells.

	Num	Lit	PSED	PD	EAD	UW	ICT	Fr	Asm	Total
N	8	10	4	10	4	6	1	1	1	45
R	8	10	3	10	4	5	1	1	3	45

	Ma	Eng	Topic	PE	Ga	Fr	Art	MDr	ICT	Asm	PSHE	Enr	Total
F1	8	8	11	2	2	1	2	2	2	3	1	3	45
F2	8	8	11	2	2	1	2	2	2	3	1	3	45

	Ma	Eng	Sci	His	Geo	RS	PE	Ga	Fr	Art	MDr	ICT	Asm	PSHE	Enr	Total
F3	8	8	4	2	2	1	2	7	2	2	2	2	3	1	4	50
F4	8	8	4	2	2	1	2	7	2	2	2	2	3	1	4	50

	Ma	Eng	Sci	His	Geo	RS	PE	Ga	Fr	Art	MDr	ICT	DT	Asm	Tut	PSHE	Total
F5	8	8	6	2	2	1	2	10	3	2	2	2	2	2	2	1	55
F6	8	8	6	2	2	1	2	10	3	2	2	2	2	2	2	1	55

	Ma	Eng	Sci	His	Geo	RS	PE	Ga	MFL	Art	MDr	ICT	FDT	Asm	Tut	PSHE	CC	Total
F7	8	8	6	2	2	1	0	10	2	2	2	2	2	2	1	1	4	55
F8	8	8	4	2	2	1	0	10	3	2	2	2	2	2	2	1	4	55