



**Sunninghill**  
PREP SCHOOL DORCHESTER

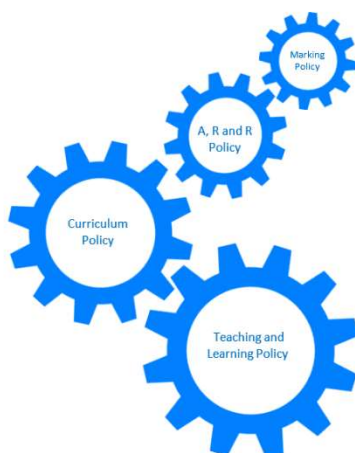
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# Teaching and Learning Policy



**Owner:** N. Sewed / L. Moss

- ☒ Policy required by ISI (inspection use)
- ☒ ISI requirement for publication on website
- ☐ Internal decision to publish on website
- ☐ Internal only
- ☐ Required reading for all staff

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## 1. Aim of this document

This document amalgamates four standalone policies and incorporates:

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

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 and can be seen in the diagram below:

1. Team Worker
2. Creative Thinker
3. Effective Participant
4. Independent Inquirer
5. Reflective Learner
6. Self-Manager

## The six areas of the PLTS framework

### Independent enquirers

**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.

Young people:

- 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.

### Team workers

**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.

Young people:

- 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.

### Effective participants

**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.

Young people:

- 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 improvements 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.

### Self managers

**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.

Young people:

- 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.

### Reflective learners

**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.

Young people:

- 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.

### Creative thinkers

**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.

Young people:

- 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.

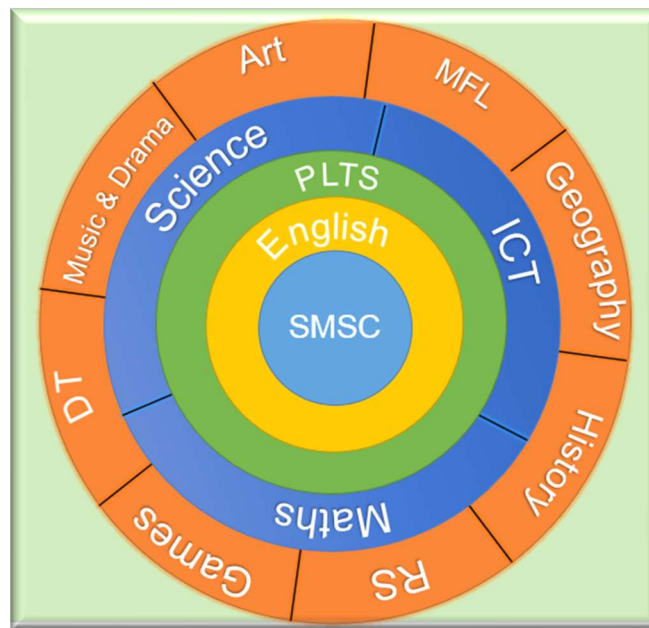
These generic skills, together with the functional skills of English, Maths, Science and ICT are essential to success in life, learning and indeed when first entering the workplace.

## 2. 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

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.

### **3. 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.

#### **4. 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 some choice of games and activities during our Friday afternoon enrichment time.

#### **5. 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 teaching 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
- Working collaboratively with other teachers in a cycle of improvement

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

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

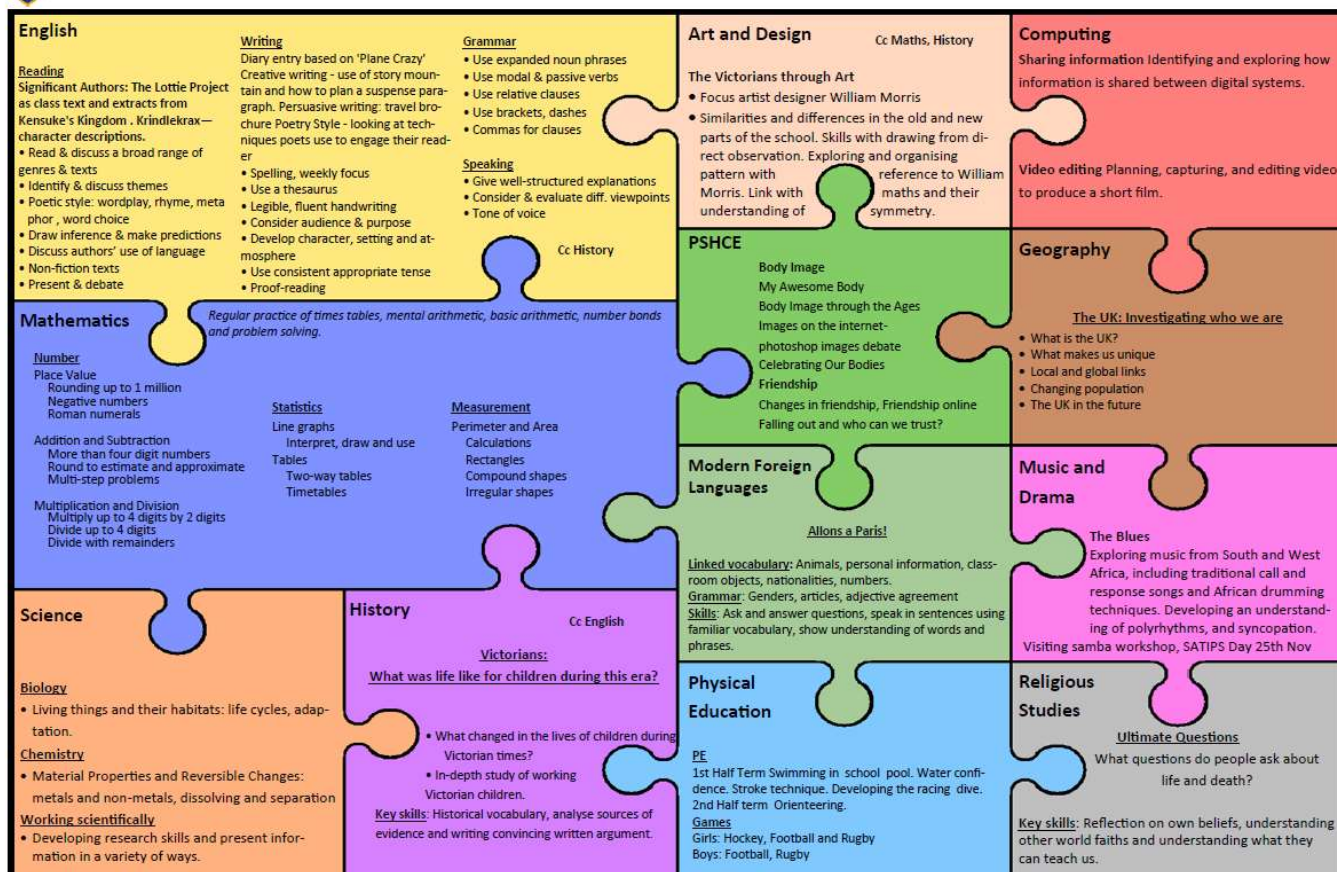


## 6. Planning

### Long Term Planning

Long term planning is produced termly by class teachers and subject teachers. It is overseen by the Heads of Departments, and should contain:

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



## Medium Term Planning

Medium Term Planning is generated by each 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

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

## Short Term Planning

Short-term planning is normally per lesson/week and contains:

- 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><b>Lesson 1: Place value in 7-digit numbers</b></p> <p><b>Starter</b> – Fill in and Cross out Game</p> <p><b>Main</b> – 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><b>Activity</b> - Frontis piece for books – Spring Term 2019 with feelings barometer. Use of maths signs and symbols and diagrams to decorate.</p> <p><b>Activity</b> – 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><b>Assessment</b> – 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

## 7. 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:

1. 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.
2. 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 shown in green ink. Pupil response should be in red ink.
- Marking software such as ‘[Mark Mate](#)’ may be used to give feedback on children’s work. Mark Mate can print teacher comments on to a label which can be stuck on a piece of work with ‘next steps’ information.

## Marking and Presentation Sheets

### Forms 3-8

Please bring with you to every lesson:				
<ul style="list-style-type: none"> <li>• Blue handwriting pen (roller ball, fibre tip or ink pen)</li> <li>• Red pen</li> <li>• HB Pencil and sharpener</li> <li>• Coloured pencils</li> <li>• Soft rubber</li> <li>• 30cm ruler</li> <li>• Scissors</li> <li>• Glue stick</li> <li>• 3 highlighter pens in orange, green and pink</li> <li>• Homework diary</li> <li>• Reading book</li> <li>• Scientific calculator (e.g. CASIO fx83) for maths in Year 7 &amp; 8</li> </ul>				
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/SA</i>	Peer or self-assessment	Assessment		
		Objective not met		
		Working towards		
		Achieved		
		Grading explanation		
		Attain.	Effort	Descriptor
<i>IE</i>	Independent enquirer	A*	1	Outstanding
<i>EP</i>	Effective participator	A	2	Excellent
<i>SM</i>	Self manager	B	3	Very good
<i>RL</i>	Reflective learner	C	4	Good
		D	5	Satisfactory
		E	6	Poor

## Forms 1 and 2

Things you will find written next to your work		
Marking		Presentation
—	spelling mistake	Write the date
/	finger space	Write the title
A	capital letter missing or incorrect	Write/draw in pencil
○	Punctuation missing or incorrect	Joined up handwriting
★	Something you have done well	1 digit per □ in maths
✨	How you can improve next time	
PLTs objectives		Assessment
<b>TW</b>	Team worker	Objective not met
<b>CT</b>	Creative thinker	Working towards
<b>EP</b>	Active learner	Achieved
<b>SM</b>	Self-manager	
Effort level		
	Excellent	Very good
	Good	Satisfactory

To ensure marking is consistent across the school, a work scrutiny will take place annually and best practice shared with teachers. Quality control will be carried out by the senior leadership team.

## 8. Homework

Homework can be a useful tool to improve a pupil's organisational skills, consolidate learning and enable parents and children to share learning at home. Older pupils should use the diary to tick off completed homework. The teacher should ensure that the pupils write the homework legibly in their diary and enter 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.

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.

## Homework Timetable

The table below outlines the amount of work we will set for each age group. You will understand that during particularly busy periods, such as Creative Arts week, not all homework may be set.

Class	Daily	Weekly amount	Time spent on each subject
Reception	Reading	Challenges with phonics on a weekend	10 mins
Form 1	Reading	Spellings after half-term, Maths after Christmas	15 mins
Form 2	Reading	Spellings, 1x Maths	15 mins
Form 3	Reading	Spellings, 1x Maths, 1 x SPaG (Spelling, Punctuation and Grammar) and occasional holiday projects	20 mins SPAG 10 min
Form 4	Reading	Spellings, tables table test, 1x Maths, SPaG focus of the week (Spelling, Punctuation and Grammar) and occasional holiday projects	20 mins, SPAG 10 min
Form 5	Reading	1x English, 1x Maths until half term. Humanities will set homework but not every week. Science homework, when appropriate.	30 mins
Form 6	Reading	1x English, 1x Maths, 1x French. Humanities will set homework but not every week.	30 mins 15 mins French
Form 7	Reading	1x English, 1x Maths, 1x Science and 1 x French. Humanities will set homework but not every week.	40 mins 20 mins French
Form 8	Reading	2x English, 1x Maths, 1x Science, and 1x French. Humanities will set homework but not every week. This may increase leading up to exams.	40 mins, 20 mins French
All age groups may be set holiday projects but we will check with each other that we are not setting too much collectively			

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

Form	Subject	Day normally set	Due
Form 5			
	English	Monday	1 week
	Maths	Friday	1 week
	Science	Thurs (when appropriate)	will vary
	Humanities	When appropriate	1 week
Form 6			
	English	Thursday	will vary
	Maths	Friday	1 week
	Science	Thurs (when appropriate)	will vary
	Humanities	When appropriate	1 week
	French	Wednesday	1 week
Form 7			
	English	Wednesday	will vary
	Maths	Friday	1 week
	Science	Wed (when appropriate)	1 week
	Humanities	When appropriate	1 week
	French	Thursday	1 week
Form 8			
	English	Tuesday	will vary
	Maths	Friday	1 week
	Science	Thursday	1 week
	Humanities	When appropriate	1 week
	French	Thurs	1 week



## **9. 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 may have the opportunity to study other languages in extra-curricular clubs as staffing allows. 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 to Form 8. In Forms 3 and 4, DT is taught through our Friday afternoon enrichment programme. 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 taught in Form 7 and 8 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 e.g. film making in English.

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 contribute.

The school has two class sets of iPads to support learning, one shared across Junior Prep and one in Senior Prep. English and Creative Arts have their own smaller sets of shared iPads. All pupils in Forms 1-8 have access to an online learning platform called [Seesaw](#). This tool is also used to support remote learning. Nursery and Reception use [Tapestry](#) as their online learning platform. *See the Remote Learning Policy.*

## **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 up to Form 2 as our creative curriculum (Topic). From Form 3 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 contributes to ideas and the promotion of SMSC values. We plan to build on this success and create an additional Student Council in the 2021\_22 academic year.

## **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 up to Form 6 and separately in Forms 7 and 8.

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. Forms 2 -4 also receive termly class instrumental lessons through our 'Musical Circus' program.

The Creative Curriculum is introduced for Form 7 and 8 pupils. Two 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 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
<b>F1</b>	9	8	9				1	1	2	2		1	2	4		3	3	0	45
<b>F2</b>	9	8	9				1	1	2	2		1	2	4		3	3	0	45
<b>F3</b>	8	8	4	2	1	1	2	2	2	2		2	2	7		4	3	0	50
<b>F4</b>	8	8	4	2	1	1	2	2	2	2		2	2	7		4	3	0	50
<b>F5</b>	8	8	6	3	2	1	2	2	2	2	2	2	2	7		4	2	1	56
<b>F6</b>	8	8	6	3	2	1	2	2	2	2	2	2	2	7		4	2	1	56
<b>F7</b>	8	8	6	3	3	1	2	2	2	2	2	2		6	2	4	2	1	56
<b>F8</b>	8	8	6	3	3	1	2	2	2	2	2	2		6	2	4	2	1	56

## 10. 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

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
<b>Nursery</b>	Via Tapestry	Internal	Ongoing	n/a	July	Oct & Feb
<b>Reception</b>	Via Tapestry Phonics	Internal	Ongoing	n/a	Dec & July	Oct & Feb
<b>Form 1</b>	Phonics Writing Maths	Internal	Ongoing	In full report at xmas and summer	Dec & July	Oct & Feb
<b>Form 2</b>	Reading Phonics Writing Spelling Maths	KS1 SATS (internal)	May	In full report at xmas and summer	Dec & July	Oct & Feb
<b>Form 3</b>	Writing Reading Maths Science	Internal	May	Half termly	Dec & July	Oct & Feb
<b>Form 4</b>	Writing Reading Maths Science INCAS	Internal  CEM	May  Oct	Half termly	Dec & July	Oct & Feb
<b>Form 5</b>	English Maths Science	Internal	May	Half termly	Dec & July	Sept & Feb
<b>Form 6</b>	English Maths Science  INCAS	CE 11+  CEM	May  October	Half termly	Dec & July	Oct & Jan
<b>Form 7</b>	All academic subjects	Internal	May	Half termly	Dec & July	Oct and Feb 1:1 with Head re future school choice
<b>Form 8</b>	All academic subjects  MidYIS	Scholarship CTP CE Internal CEM	From Feb to June Oct	Half termly	Dec & July	Oct & Jan

### **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.

## **11. Recording**

Our academic grade and effort data is recorded electronically on our school Management Information System (MIS), 3Sys. CATs, INCAS and MidYIS assessment data is downloaded to the staff server to enable all teaching staff to access this valuable data.

The Head, Deputy Head Academic, Head of Junior Prep and Head of Learning Support are responsible for tracking and analysing pupil progress using the 'Key Performance Indicators' tracking spreadsheet. An example KPI tracking sheet can be found in *Appendix 1*.

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.

## **12. 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 *Appendix 2*. An example of a half-termly effort grade report can be found in the *Appendix 3*



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
- Head's 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. One of these may be offered virtually.

### **13. 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.

### **14. 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 Head. There is in addition a formal *Complaints Policy* in the event of an issue not getting resolved satisfactorily.

### **15. Monitoring and Review**

The responsibility for the management and leadership of teaching and learning lies with the Head and Academic Deputy Head. 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 Head reports to the Governors on its implementation and effectiveness.

## **16. Appendices**

Appendix 1 Screenshot of KPI (Key Performance Indictors) tracking Yr8 2020

Appendix 2 Sample pages from a full school report

Appendix 3 Effort Grade report (half-termly)

Appendix 4 Full curriculum audit

Glossary

### Appendix 1 Screenshot of KPI (Key Performance Indictors) tracking spreadsheet, Year 8 2020

[illegible]

## Appendix 2 Sample pages from a full school report



**Sunninghill**  
PREP SCHOOL DORCHESTER

### Thomas School Report:

#### Pupil Learner Profile

	A*	A	B	C	D	E
<b>Creative Thinker</b> Thinks creatively by generating and exploring ideas in original ways.			✓			
<b>Effective Participator</b> Actively listens, 'have a go' attitude, shares thoughts and ideas and encourages others.	✓					
<b>Independent Enquirer</b> Takes informed and well-reasoned decisions, planning what to do and how to go about it.		✓				
<b>Reflective Learner</b> Evaluates strengths and limitations, sets realistic goals with criteria for success.		✓				
<b>Self Manager</b> Good organisation and timekeeping; completes homework and is self-disciplined.	✓					
<b>Team Worker</b> Works confidently with others and respects them; accepts responsibility and contributes to school life.	✓					

Absences/Lates for the whole academic year. One absence is equal to half a day.

**Absences: 6**

**Lates: 19**

Attainment Grades (as compared to yearly learning objectives)	Effort Grades
A* - Working at exceptionally high levels	1 - outstanding
A - Working well above expectation	2 - excellent
B - Working above expectation	3 - very good
C - Working at expectation	4 - good
D - Working below expectation	5 - satisfactory
E - Working well below expectation	6 - poor



### Example subject page from a full report:

English		Overall Attainment and Effort: B 1						
Teacher: Mrs Fernley		Individual skill attainment						
		A*	A	B	C	D	E	N/A
Speaking and Listening				✓				
Reading				✓				
Writing				✓				
<b>Teacher Comment:</b> Thomas has worked very conscientiously this term and has attended scholarship group. He has made excellent progress and begun to show greater maturity in his writing. He often engages the reader with wonderfully detailed descriptions. He needs to continue to note and learn personal spelling errors and should read widely to help his command of language develop. In the examination, he did not manage to finish the comprehension so more practice is needed under timed conditions. To boost his grade, he also needs to explain the effects of language choices more fully.								
<b>Target:</b> Learn personal spellings and aim to use the full range of punctuation accurately.								

Mathematics		Overall Attainment and Effort: A 1						
Teacher: Mrs Salisbury		Individual skill attainment						
		A*	A	B	C	D	E	N/A
Number			✓					
Shape, Space and Measurement			✓					
Handling data			✓					
<b>Teacher Comment:</b> Thomas has continued to work conscientiously and has made excellent progress this year, laying down some solid foundations. He has been well organised with homework and has worked with focus and enthusiasm in class. He has performed well in end of topic reviews and finished on a high note with a solid exam result. He answered all questions well, but to move forward needs to ensure he shows working to gain full marks and he also needs to read the questions carefully to avoid careless errors.								
<b>Target:</b> To review 2-D shapes, especially rotational symmetry and sequences.								



## Example final page with pupil comment:

PSHCE		Overall Attainment and Effort: B						
Teacher: Mrs King		Individual skill attainment						
		A*	A	B	C	D	E	N/A
Understanding yourself and others				✓				
Developing compassion and empathy				✓				
<b>Teacher Comment:</b> Thomas has been a pleasure to teach, really thinking about the issues covered and invariably giving a thoughtful, measured opinions. He knows how to keep safe online and about various types of relationships. He has looked at British laws and as a judge has passed fair sentences for different crimes!								
<b>Target:</b> Assess and manage risks associated with personal life choices; try new ideas and face new challenges safely. Give examples of bullying in the media.								

<b>Pupil comment:</b> This term I have really got into tennis. We have been entered into a tournament and so far we haven't lost. I also enjoyed playing cricket and we had match against Castle Court which which was a challenge but I caught a player out. My focus for next year is to try to improve on my weaker subjects. For example I should focus on my art work. I should also be more descriptive in my English writing.
---

<b>Tutor's Comment</b> Thomas has had a busy term, learning piano, drums and guitar at school. He has enjoyed tennis and cricket at school also. Thomas attended scholarship clubs, tennis, swimming sailing and music theory clubs. This year he recognises that his commitment to work has grown and, as a result of this he has achieved more. Thomas never fails to impress with his inquiring and conscientious approach to learning. This strong report shows great academic potential.
--

<b>Head's Comment</b> This is a fantastic report despite it being a difficult year. Thomas has a tremendous inner strength and he has many good friends. He is a great listener, and he enjoys completing school work to a high standard. The word 'conscientious' is frequently used when referring to Thomas, and next year I would like him to feel able to express his uniqueness in his work and explore his creative side (I may regret writing this!). Well done, Thomas. Mrs Sewed. Acting Head
---

### Appendix 3 Effort Grade report (half-termly)



**Thomas**

#### **Effort Grades**

**Form:**

Subject	Autumn		Spring		Summer	
	Half Term	Christmas	Half Term	Easter	Half Term	End of Year
English	2	2	2	2	2	
Mathematics	3	2	2	1	1	
Science	2	2	1	1	1	
History	3	2	2	2	1	
Religious Studies	3	2	-	-	2	
Geography	3	2	2	2	2	
French	2	2	1	1	1	
Computing	2	1	1	1	1	
Art	3	3	2	3	2	
Music and Drama	2	1	-	-	1	
Games	3	2	1	1	2	

**Effort Grades 1 - 6 (1 = outstanding, 2 = excellent, 3 = very good, 4 = good, 5 = satisfactory, 6 = poor)**

## Appendix 4 Full curriculum audit

Each lesson lasts 35 minutes. The number of periods allocated to each subject is shown below.

	Num	Lit	KUW	LE	FR	Music	Art	ICT	Games	PE/PD	Asm	Total
N	10	10	4	11	1	1	2	1	1	3	1	45
R	10	10	3	11	1	1	2	1	2	3	1	45

	Ma	Eng	Topic	PE	Ga	Fr	Art	M&Dr	ICT	Asm	PSHE	Enr	Total
F1	8	9	9	2	4	1	2	2	1	3	1	3	45
F2	8	9	9	2	4	1	2	2	1	3	1	3	45

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

	Ma	Eng	Sci	His	Geo	RS	PE	Ga	Fr	Art	M&Dr	ICT	DT	Asm	Tut	PSHE	Total
F5	8	8	6	3	2	1	2	7	2	2	2	2	2	2	1	2	56
F6	8	8	6	3	2	1	2	7	2	2	2	2	2	2	1	2	56

	Ma	Eng	Sci	His	Geo	RS	PE	Ga	MFL	Art	Music	ICT	FT/DT	Asm	Tut	PSHE	Creative Curriculum	Total
F7	8	8	6	3	3	1	0	6	2	2	2	2	2	2	1	2	2	56
F8	8	8	6	3	3	1	0	6	2	2	2	2	2	2	1	2	2	56

## 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
EAL	English as an Additional language
EYFS	Early Years Foundation Stage
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, - 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
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