Date of Review: Autumn 2025	Review Due: Autumn 2026
Approving Body: ILG Education Committee	
Date of Approval: Autumn 2025	

Teaching and Learning Policy
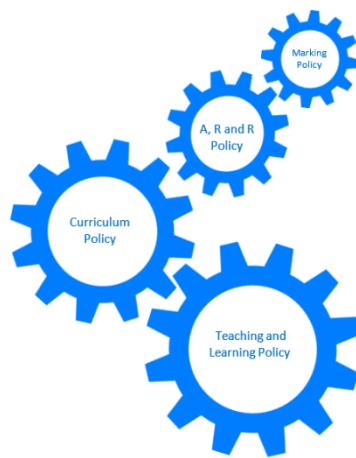
Owner	Head/Deputy Head Academic

Contents

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 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 through embracing our school values of Courage, Commitment, Creativity and Compassion. 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, reading 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 focuses on formative values

These values are represented by the diagram below.
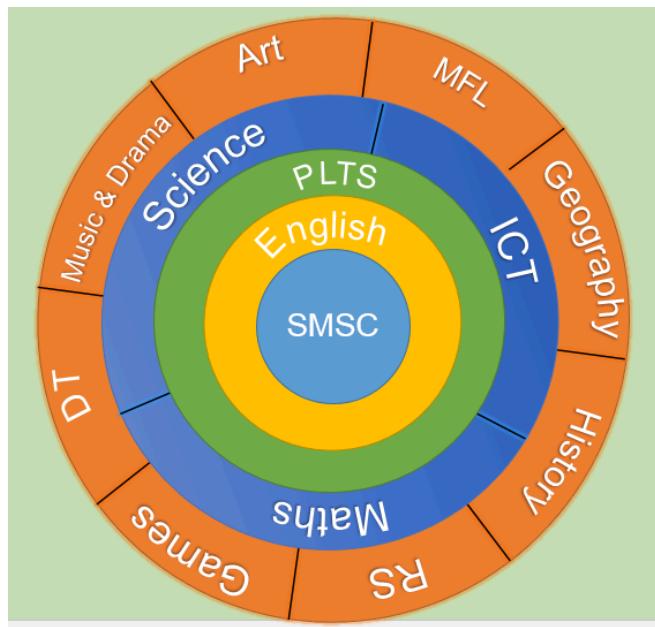
Our objectives are to:
- Ensure that pupils develop essential literacy, numeracy, ICT and scientific skills
- Provide pupils with a full and rounded entitlement to learning, making the experience as personalised as possible
- Foster pupils' creativity
- Develop investigative, cooperative and independent 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

Sunninghill Curriculum Overview for Year 4 — Topic: World War Two — Autumn Term 2025
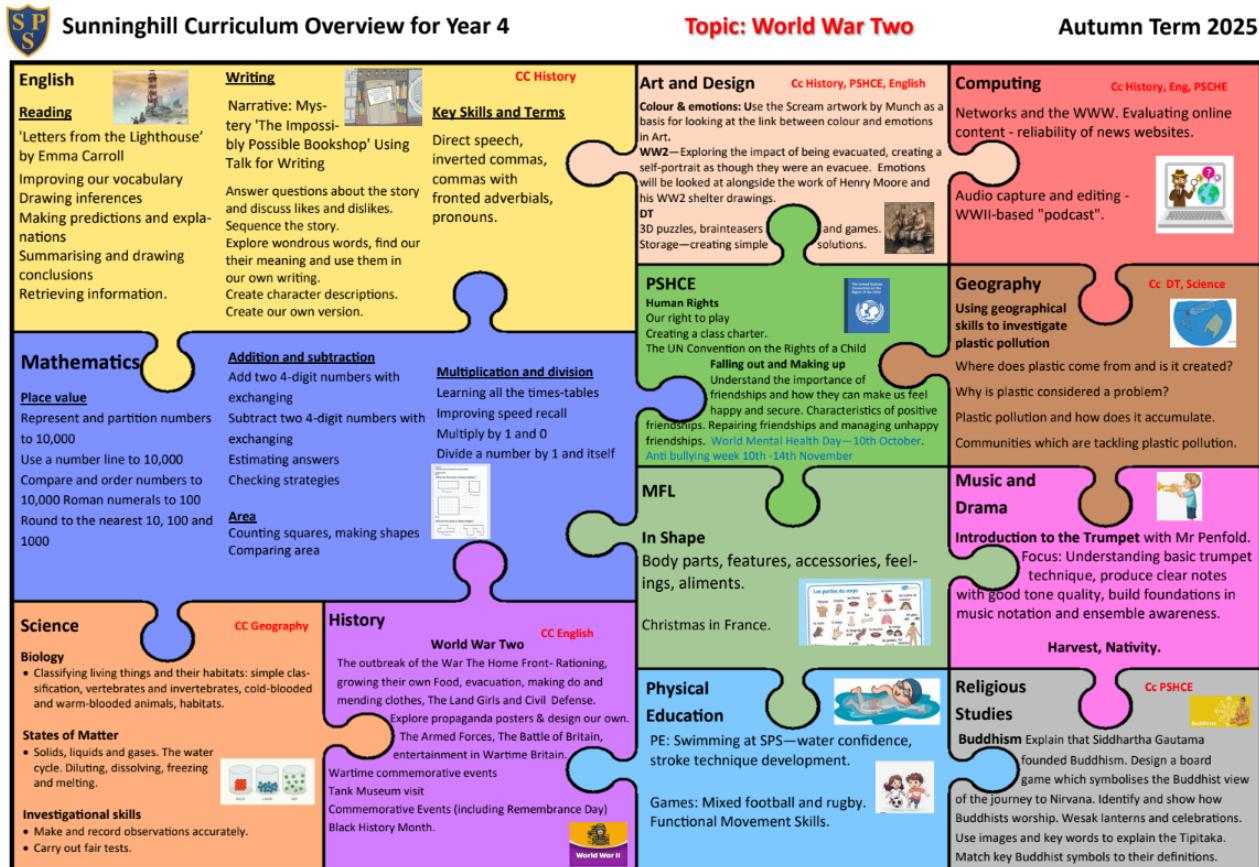
Medium Term Planning

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

Topic: The Execution of Charles I: why did the English execute their king?	No. of lessons: 8 lessons (4 weeks) 2nd ½ Autumn term, after English Civil War Unit	Form: 8
Method of pre-assessment: Who fought on each side during the English Civil War?		
Timeframe	Learning Objectives	Method(s) of Assessment
2 lessons	What happened during the English Civil War to lead to Charles I's execution?	Sources Assessment: the Execution of Charles I (2 lessons) Planning - highlight and annotate sources of evidence looking at: reliability – origin, purpose and nature, also, how useful each source of evidence is (1 lesson) SA and Ta (1 lesson)
1 lesson	What happened at Charles I's trial?	IT opportunity: create a speech explaining why King Charles I should or shouldn't be executed.
		IT opportunity: create a pamphlet on Publisher promoting your side in the English Civil War Explain why your side is superio
Teacher evaluation of topic:		Date: Teacher: S. Smith

Short Term Planning
Short-term planning is recorded in individual teaching diaries and often 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

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
- An element of awe and wonder
- 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-D for attainment and 1-4 for Attitude to Learning for senior pupils). At least two pieces of summative assessment in core 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, approximately 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.

The online learning platforms, Google Classroom and Tapestry, are also used to record, mark and provide valuable feedback with creative work through recordings, verbal feedback, peer and self-assessment.

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 as recorded in the pupils' presentation sheet
- To ensure feedback is effective, verbal and written feedback often takes place with the pupils (individually, as a group, or as a whole class) within the lesson or shortly after.

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 purple 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.

o   **Marking and Presentation Sheets**

Forms 3-8

Please bring with you to every lesson:

- Blue handwriting pen (roller ball, fibre tip or ink pen)
- Red pen
- HB Pencil and sharpener
- Coloured pencils
- Soft rubber
- 30cm ruler
- Scissors
- Glue stick
- 3 highlighter pens in orange, green and pink
- Homework diary
- Reading book
- Scientific calculator for maths e.g. Casio (Year 7 & 8)

Things you will find written next to your work

Abbreviation explanation		Presentation advice			
sp	spelling mistake	date to the left and title centred, both underlined			
gr	grammar				
u	underline	Form 3 to 4 write in pencil or pen			
		Form 5 to 8 write in blue pen			
tbc	to be completed	join up handwriting			
?	does not make sense	draw straight lines with ruler			
vg	very good	1 digit per square in maths			
hp	house point	drawings and diagrams in pencil			
T	see teacher for help				
PA/SA	Peer or self-assessment	**Assessment**			
		Objective not met			
	PLTs objectives	Working towards			
TW	Team worker	Achieved			
CT	Creative thinker	**Grading explanation**			
IE	Independent enquirer	Attain	Descriptor	ATL	Descriptor
EP	Effective participator	A	Working well above	1	Outstanding
SM	Self manager	B	Working above	2	Good
RL	Reflective learner	C	Working within	3	Satisfactory
		D	Working towards	4	Cause for concern

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**
TW	Team worker	Objective not met
CT	Creative thinker	Working towards
EP	Active learner	Achieved
SM	Self-manager	
Attitude to Learning 1. Outstanding 2. Good 3. Satisfactory 4. Cause for concern		

To ensure marking is consistent across the school, departmental work reviews will take place annually and best practice shared with teachers. Quality control will be carried out by the Head of Department, Deputy Head (Academic) and Director of Studies.

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 (or the 'to do' list in Google Classroom) to tick off completed homework. The teacher should ensure that the pupils write the homework legibly in their diary (if appropriate) and record this in the subject's Google Classroom 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.

In the Senior Prep (F5-8), the completion of homework is tracked and support is offered to ensure it is completed to the best of the child's ability.

Homework Timetable

The table below provides an overview of the amount of homework which is usually set for pupils across the school:

Class	Daily	Weekly amount	Time spent on each subject
Form 1	Reading	Spellings, 1x Maths	15 mins
Form 2	Reading	Spellings, 1x Maths	15 mins
Form 3	Reading	Spellings, 1x Maths, 1 x Timestables, 1 x SPaG (Spelling, Punctuation and Grammar) and occasional holiday projects	20 mins
Form 4	Reading	Spellings, 1x Maths, SPaG focus of the week (Spelling, Punctuation and Grammar) or an English task and some occasional cross curricular work.	20 mins
Form 5	Reading (20 mins)	1x English & spelling, 1x Maths 1x French (starts Week 3) Humanities will set homework but not every week. Science homework, when appropriate.	30 mins
Form 6	Reading (20 mins)	1x English & spelling, 1x Maths 1x French (starts week 3) Science and Humanities when appropriate.	30 mins (15 mins French)
Form 7	Reading (30 mins)	1x English, 1x Maths 1 x French (starts week 3). Humanities will set homework but not every week. 4 daily goals per week in Tassomai for Science	40 mins (20 mins French)
Form 8	Reading (30 mins)	1x English, 1x Maths 1x French (starts week 3). Humanities will set homework but not every week. This may increase leading up to exams. 4 daily goals per week in Tassomai for Science	40 mins, (20 mins French)

Below is a table of when homework will normally be set for Forms 1-8:

Form	Subject	Day normally set	Due
Form 1			
	Spelling (to begin after October half term) Maths (to begin after Christmas)	Friday	Thursday
Form 2			
	Spellings and Maths	Friday	Thursday
Form 3			
	Maths, English and Topic	Wednesday	Tuesday
Form 4			
	Maths, English and Topic	Wednesday	Monday/ Tuesday
Form 5			
	English	Monday	1 week
	French	Monday	1 week
	Maths	Friday	1 week
	Science	Wednesday (when appropriate)	will vary
	Humanities	When appropriate	1 week
Form 6			
	English	Thursday	will vary
	Maths	Friday	1 week
	Science	Wednesday (when appropriate)	will vary
	Humanities	When appropriate	1 week
	French	Monday	1 week
Form 7			
	English	Monday	will vary
	Maths	Friday	1 week
	Science	4 x daily goals on Tassomai	Monday-Sunday
	Humanities	When appropriate	1 week
	French	Monday	1 week
Form 8			
	English	Thursday	will vary
	Maths	Friday	1 week
	Science	4 x daily goals on Tassomai	Monday-Sunday
	Humanities	When appropriate	1 week
	French	Monday	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 3 to Form 8. 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.

ICT is timetabled weekly from Reception to Form 8. Experience in ICT and Computing is used across the curriculum via these 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. All pupils in Forms 1-8 have access to an online learning platform called Google Classroom. This tool is also used to support remote learning. Nursery and Reception use Tapestry as their online learning platform. S*ee 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 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 Student Council committee contributes to ideas and the promotion of SMSC values. Each form will vote for two student council representatives and meetings take place weekly.

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, a shepherds hut 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, Music and includes DT. Each subject is delivered by a subject specialist. Music & Drama are taught together as a combined subject up to Form 4 and within the English lessons and Friday enrichment programme in Forms 5-8.
Dance is incorporated in Music & Drama, 4Cs lessons, P.E lessons and through our enrichment programme. All subjects are also delivered through assemblies, shows & concerts, church services, LAMDA, PSHE and Friday afternoon Games/Enrichments.

There are a wide range of musical ensembles across the school.

A significant proportion of our children learn at least one musical instrument in school through our peripatetic teaching program. Forms 1 -4 also receive termly class instrumental lessons through our 'Musical Circus' programme.

Our weekly Friday enrichment programme for Reception to Form 8 is an advanced cross-curricular programme which includes a variety of projects, for example, STEM projects (for example, Flying Start), cross-curricular conservation projects, off-site sports (for example sailing, skiing, power boating and climbing), community-based projects (for example, visiting our local care homes) and creative projects (for example, whole school productions and nativity).

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

Other experiences throughout the year 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 (for example Disney artists).

All pupils in Reception to Form 8 also choose three '4C's' lessons which are timetabled each week within the school day. These are linked closely to our four school values (Courage, Commitment, Creativity and Compassion). There is a wide variety to choose from and children are encouraged and supported to try new activities. Some examples include: chess, young leaders, touch typing, verbal and non-verbal reasoning, debating, choir, art skills, Spanish, mindfulness.

The curriculum audit:

2024/25	Num	Lit	Knowledge & Understanding World	Lets Explore	Fr (N & Rec joint)	Music	PSED/ART	ICT	Games	PE/PD	Enrich	Activity	Tutor	Asm	Total lesson count
Nursery 3-4 Specialist lessons					1	1			2	4					
Reception	11	11	6	10	1	1	3	1	2	4	4	3	1	2	60

2024/25	Eng inc phonics	Ma	Topic	PSHE	Fr	Drama	Music	Art	ICT	Games	PE /swim	Enrich/ sports	Activity		Asm	Total lessons
F1	12	10	13	2	1	1	2	2	1	4	3	4	3		2	60
F2	12	10	13	2	1		2	2	1	4	3	4	3		2	60

	Eng inc phonics	Ma	Sci	His	Geog	RS	PSHE	Fr	Drama	Music	Art	ICT	Games	PE /swim	DT	Enrich	Activity		Asm	Total lessons
F3	12	10	4	2	2	1	2	2	1	2	2	2	9	2	2	5	3		2	65
F4	12	10	4	2	2	1	2	2	1	2	2	2	9	2	2	5	3		2	65

	Eng & Dr	Ma	Sci	His	Geog	RS	PSHE	Fr	Drama	Music	Art	ICT	Games	PE /swim	DT	Enr	Activity	Tutor	Asm	Total lessons
F5	10 + 1x 20 min	10	6	3	3	2	2	3		2	2	2	8	2	2	5	3	2	2	70
F6	10 + 1x 20 min	10	6	3	3	2	2	3		2	2	2	8	2	2	5	3	2	2	70

	Eng & Dr	Ma	Sci	His	Geog	RS	PSHE	Fr	Drama	Music	Art	ICT	Games	PE	DT	Enr		Tutor	Asm	Total lessons
F7	10 + 12x 20 min	10	6	3	3	2	2	3		2	2	2	8	2	2	5	3	1	2	70
F8	10 + 1x 20 min	10	6	3	3	2	2	4		2	2	2	8	2	2	5	3	1	2	70

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	ATL Report	Full Written Report	Parents Evenings
Nursery	Via Tapestry	Internal	Ongoing	N/A	July	Nov and Feb
Reception	Via Tapestry Communication, Language and Literacy Mathematics Phonics	Internal Quest	Ongoing	N/A	December and July	Nov and Feb
Form 1	Phonics Writing Arithmetic Mathematical Reasoning Grammar, Punctuation and Vocab Spelling Reading Well Being	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	In Full report at Christmas and Summer	December and July	Nov and Feb

Form 2	Writing Arithmetic Mathematical Reasoning Grammar, Punctuation and Vocab Spelling Reading Well Being	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	In Full report at Christmas and Summer	December and July	Nov and Feb
Form 3	Writing Arithmetic Mathematical Reasoning Grammar, Punctuation and Vocab Spelling Reading Cognitive Potential Well Being Science	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	Half Termly	December and July	Nov and Feb
Form 4	Writing Arithmetic Mathematical Reasoning Grammar, Punctuation and Vocab Spelling Reading Cognitive Potential Well Being Science	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	Half Termly	December and July	Nov and Feb
Form 5	Writing Arithmetic Mathematical Reasoning Grammar, Punctuation and Vocab Spelling Reading Cognitive Potential Well Being Science	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	Half Termly	December and July	Nov and Feb
Form 6	Writing Arithmetic Mathematical Reasoning Grammar, Punctuation and Vocab Spelling Reading Cognitive Potential Well Being Science	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	Half Termly	December and July	Nov and Feb

Form 7	Writing Maths (calc) Maths (non-calc) Grammar, Punctuation and Vocab Spelling Reading Cognitive Potential Well Being Science	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	Half Termly	December and July	Nov and Feb
Form 8	Writing Maths (calc) Maths (non-calc) Grammar, Punctuation and Vocab Spelling Reading Cognitive Potential Well Being Science	Internal Internal Quest	Ongoing Ongoing Autumn and Summer Term	Half Termly	December and July	Nov and Feb

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 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 Attitude for Learning) 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 Attitude for Learning grade
- Pupils setting personal formative targets.

11. Recording

Our academic attainment grades and ATL (Attitude to Learning) data is recorded electronically on our school Management Information System (MIS), iSams and the KPI (Key Performance Indicators).

Quest assessments form an integral part of our assessment strategy. They provide robust, standardised data that complements teacher judgement and day-to-day formative assessment. Outcomes are analysed to identify trends, track progress over time, and inform strategic decisions about curriculum planning, targeted intervention, and enrichment. This ensures teaching is evidence-based and responsive to pupils' needs.

The Head, Deputy Head Academic, Head of Junior Prep and Head of Learning Support are responsible for tracking and analysing pupil progress using the KPI 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 ATL (Attitude to Learning) grades six times a year for pupils in Years 3-8 which, along with Attainment grades, paint an accurate learner profile.

Below are the ATL Descriptors used for assessing a child's ATL Grade:

Attitude To Learning (ATL) Descriptors

Categories	Descriptors	ATL Grade	
1. Personal Organisation	• Arrives at lessons on time and is ready to learn • Has the correct equipment • Homework is completed to a high standard	1 – Always 2 – Mostly 3 – Mainly 4 – Hardly	1- Outstanding 2- Good 3- Satisfactory 4- Cause for concern
2. Commitment towards learning	• Plans and presents work carefully and accurately • Remains on task throughout the lesson • Explores class topics outside lessons, independently of the teacher	1 – Always 2 – Mostly 3 – Mainly 4 – Hardly	1- Outstanding 2- Good 3- Satisfactory 4- Cause for concern
3. Participation and courage	• Contributes in a positive way in lessons – with a buddy, in a group or as part of the whole class • Listens to others • Challenges themselves to take calculated risks	1 – Always 2 – Mostly 3 – Mainly 4 – Hardly	1- Outstanding 2- Good 3- Satisfactory 4- Cause for concern
4. Citizenship and compassion	• Kind and caring • Shows a willingness to help others • Respects other people's feelings and property	1 – Always 2 – Mostly 3 – Mainly 4 – Hardly	1- Outstanding 2- Good 3- Satisfactory 4- Cause for concern

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 ATL grades via the iSams Parent Portal.

These include:
- Pupil Learner Profile generated at whole school staff meeting reflecting PLTs skills

- Subject overall Attainment grade
- Subject skill grades
- ATL 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 Form tutor Parents' Evenings per year for each age group and these are offered both virtually and in-person. Subject teacher Parent evenings for Forms 5-8 and Learning Support Parent evenings are also offered once every year.

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. (Refer to Highly Able and Talented Policy).

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 education committee meetings.

The team undertake systematic quality assurance through a focused evaluation of teaching and learning e.g. planning, work reviews, 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.

Appendices

Appendix 1 Screenshot of KPI (Key Performance Indictors) tracking

Glossary

Appendix 1 Screenshot of KPI (Key Performance Indictors) tracking spreadsheet (up to July 2025)

CAT4- Autumn					Predicted GCSE point Score							Writing		Reading		Spelling			Pass		Progress Tests								
																					English			Maths			Science		
Verbal	Non-verbal	Quantitative	Spatial Ability	CAT4 Average	Maths	English Language	Science Combined	French	Geography	History	RS	November	June	NGRT Autumn SAS	NGRT Summer SAS	NGST Autumn SAS	NGST Spring SAS	NGST Summer SAS	Autumn	Spring	Autumn	Summer	Summer Exam %	Autumn	Summer	Summer Exam %	Autumn	Summer	Summer Exam %
96	100	98	117	103	5.4	4.7	5.4	4.9	5.2	5.2	5.7	12	16	97	105	84	90	88			101	98	38	106	110	78	113	113	43
122	107	115	121	116	7.2	7	6.8	6.1	6.9	6.7	7	20	20	127	130	115	114	117			127	116	74	111	103	79	122	122	69
97	86	107	114	101	5.2	4.9	5.2	4.7	5	5	5.5	12	15	98	113	109	108	104			94	97	48	94	90	26 (dif)	88	90	38
117	118	108	119	116	7.2	6.6	6.8	6.1	6.9	6.7	7	15	16	116	114	94	97	93			110	108	56	126	130	85	119	116	69
107	104	105	118	109	6.2	5.8	6	5.4	6	5.9	6.3	12	14	107	111	91	90	101			102	100	50	106	102	74	99	111	43
108	109	105	118	110	6.4	5.9	6.1	5.5	6.1	6.1	6.4	20	20	116	119	113	113	117			108	122	84	115	120	92	115	108	76
116	103	94	97	103	5.4	6.5	5.4	4.9	5.2	5.2	5.7	18	21	119	122	111	115	113			102	115	82	103	102	55	107	115	31
134	126	130	130	130	8.8	7.9	8.3	7.4	8.3	8.1	8.1	24	24	123	131	115	117	116			134	136	86	134	131	89	134	141	80
102	101	96	86	96	4.3	5.4	4.5	4.1	4.1	4.2	4.8	13	15	111	106	108	111	117			106	105	38	110	102	78	99	98	53
106	111	111	97	106	5.8	5.7	5.7	5.2	5.6	5.6	6	16	19	114	123	100	94	99			95	107	66	113	103	70	112	118	68
119	104	112	101	109	6.2	6.7	6	5.4	6	5.9	6.3	21	20	116	109	119	113	121			132	108	64	106	109	65	107	124	51
114	111	116	124	116	7.2	6.3	6.8	6.1	6.9	6.7	7	11	15	108	113	91	99	97			114	97	60 S	115	113	81	123	113	82
115	136	122	119	123	8.1	6.4	7.6	6.8	7.7	7.5	7.6	19	20	126	122	108	104	101			122	109	82	134	135	98	137	126	89
124	130	112	126	123	8.1	7.1	7.6	6.8	7.7	7.5	7.6	20	20	125	125	136	141	141			141	127	62	135	126	98	122	133	82
123	111	115	112	115	7.1	7.1	6.7	6	6.8	6.6	6.9	20	20	120	118	118	106	108			133	120	66	111	111	80	122	127	62
112	109	105	105	108	6.1	6.2	5.9	5.4	5.9	5.8	6.2	15	15	120	121	104	96	105			111	105	50	118	111	82	131	127	76
85	94	90	96	91	3.7	3.7	4	3.7	3.5	3.6	4.3	11	12	95	99	76	81	79			84	80	44	90	90	42 (diff)	94	82	45

Glossary

AfL	Assessment for Learning. Have the children got it e.g. questioning, quiz, green/red/yellow cards
ATL	Attitude to Learning Grades
BASE	An assessment produced by CEM. It is a reception baseline assessment designed to give an overview of a pupil's current ability as they enter school.
CAT4	Cognitive Ability Tests. 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.
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
GL	GL is an abbreviation of 'Granada Learning', a leading provider of the 11+ assessment across the country for over 35 years.
HAT	Highly Able and Talented (previously referred to as Gifted and Talented)
IB	International Baccalaureate – an alternative to traditional exams such as A levels
ICT	Information Communication Technology
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.
NGRT	New Group Reading Test
NGST	New Group Spelling Test

PASS	Personal Assessment of Self and School. It provides an understanding as to why pupils may be reluctant, disengaged or even disruptive by sensitively exploring social and emotional wellbeing.
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)
PTE/PTM/PTS	Standardised assessment in English, Maths and Science. The tests are designed to measure the progress and are produced by GL Assessments.
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
Quest	Standardised tests used from Reception to Year 8 that measure attainment and progress against national benchmarks and provide teachers with diagnostic information to guide learning.