



HEREWARD HOUSE SCHOOL

# HEREWARD HOUSE SCHOOL

## Curriculum Policy

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Author: Eva Olsen

Policy ratified by: Pascal Evans

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# HEREWARD HOUSE SCHOOL

## CURRICULUM POLICY 2018-2019

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## 1. MAIN AIMS AND INTRODUCTION

### 1.1 School Aims

**At Hereward House we aim to provide a warm, welcoming and safe atmosphere in which every child can thrive and feel comfortable. Whilst embracing the highest academic aspirations for our pupils, we believe that a school should not be an exam factory. We strive to create a stimulating, purposeful, safe, and happy community, where every child feels valued and secure. We aim to be a school where pupils will be encouraged and assisted to develop academically, morally, emotionally, culturally and physically. It is our belief each one should enjoy his school days and reflect upon them with pride, pleasure and affection. We are preparing pupils not just for senior school, but for life.**

### 1.2 Aims of our Curriculum

Hereward House aims to meet the standards of The Education (Independent School Standards) Regulations 2014<sup>1</sup>.

Our main educational aim is to provide an excellent education through a varied, balanced, and enriched curriculum. This policy applies to all pupils at the school, including those in the EYFS.

In order to meet our main educational aim we have produced a written policy on the curriculum (Hereward House Curriculum Policy), supported by appropriate plans (Departmental Policies and Schemes of Work).

Our Departmental Policies and Schemes of Work:

- take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. This is because we believe that all pupils must have the opportunity to learn and make progress. We believe

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<sup>1</sup> Found at: <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>

that all pupils, regardless of their ability, disability, ethnic origin, primary language or nationality, should be fully provided for.

- encourage the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In accordance with section 8 of the Education Act 1996, we provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative education, as per DfE Guidance (see Appendix 1).

The education that we provide at Hereward House can be divided into three groups:

- Group One: formal education in lessons
- Group Two: extra-curricular education
- Group Three: co-curricular education

Our curriculum is designed to allow pupils to acquire and develop speaking, listening, literacy and numeracy skills. Please see *Section 3 of this policy, which outlines our curriculum, as well as Appendix 6, which outlines our teaching and learning guidelines.*

We are preparing pupils not just for Senior School, but for the opportunities, responsibilities, and experiences of adult life in British society, so should inculcate a love of, and commitment to, learning for its own sake, and provide the framework of values that support a happy life. To encourage this we have developed a detailed SMSC Policy and a PSHEE Policy and schemes of work, as well as allocated time in assemblies and Form Time, when SMSC values and PSHEE are taught. Our PSHEE and SMSC programmes, as well as many subject lessons reflect our school's aims and are represented in an impartial manner, thus enabling pupils to make informed decisions and develop respect for other people. In addition, we believe in giving pupils responsibilities, which increase their sense of ownership and belonging to the school. Please see *Section 3, in particular sub-sections 3.6 and 3.7, which outline those responsibilities referred to above.*

Hereward House has an outstanding record of preparing pupils for senior school entry and scholarships. Although it is our firm belief that school is about much more than exams, this success is fundamental to our *raison d'être*. Please see the school website for exit routes of CE1 (Year 8) pupils and their recent scholarship successes.

Moral, spiritual, social, environmental, cultural, musical, creative and physical activities are also extremely important. It is important that we build on pupils' interests and experiences. *Please see appendices on Co- and Extra-Curricular enrichment.*

Academic provision is almost entirely from specialists who are zealous about their subject. We believe profoundly that pupils should enjoy learning and be inspired by it. Striving to fulfil potential is good in itself; achievement is rousing and drives pupils on to reach even greater heights.

### **1.3 Learning Styles and Teaching Strategies**

Learning Styles and Teaching Strategies are closely tied at Hereward House. We believe that each teacher should be given the freedom to teach in a manner which he or she deems to be suitable in a particular class or subject. However, through policies, departmental reviews, work scrutiny, lesson observations and appraisal of staff, we monitor and maintain high standards of teaching and learning. We also aim to keep awareness amongst staff of particular pupils' interests, progress and needs. This is because the best learning takes place when a pupil's needs are met. To increase and maintain awareness amongst staff, we thus meet three times per week to discuss pupils' academic and pastoral matters. The Form Teacher is also fully involved and aware of target-setting for pupils on individual education plans (IEPs) and all teachers connected to this pupil make comments on IEPs and discuss them at the start and end of the term.

To allow pupils to fulfil their potential we employ a variety of teaching methods that cater to different learning styles. As a base, we ensure that pupils feel safe, are heard, are aware of what is expected, and are given appropriate time to learn and succeed.

Some pupils learn well on their own, whereas others prefer to work in pairs or groups. Some pupils are confident readers, whereas others will benefit from more discussion, and some through visual stimuli. Some pupils need to see a demonstration, to re-enact scenarios, or to physically move objects. Our departmental policies, schemes of work and lesson planning highlight the ways in which we vary learning activities, and our schemes of work are updated yearly to ensure that our planning caters to the needs of those who need particular help or scaffolding, and to those who need extension work. In reality, most pupils learn in a variety of ways and enjoy taking part in multiple types of activities.

We employ both traditional methods of teaching as well as modern methods, which can make a subject more accessible. We have a school library, which is updated annually with fiction and non-fiction in order to encourage reading and independent learning. A class set of laptops and iPads help to incorporate ICT into the curriculum and to enable pupils to learn more independently. In most classrooms we now have interactive whiteboards which are used to illustrate information or to involve pupils directly in activities. In addition, we make use of online resources such as mangahigh.com and mymaths.com, which help pupils to make progress in Mathematics.

Several departments also employ outdoor and enquire-based fieldwork strategies, especially the History, Geography and Science departments, which run several yearly excursions and fieldwork trips in London and further afield.

Please see the table below for teaching guidance at our school.

<b>Useful pointers to meet teaching standards</b>
<p><b>The following are useful pointers of the standards that we should all expect of ourselves in the classroom:</b></p> <ul style="list-style-type: none"><li>• Are my lessons well-planned, prepared and organized?</li><li>• Are they conducted at a suitable pace?</li><li>• Are my teaching methods varied?</li><li>• Does assessment inform my teaching plan?</li><li>• Am I fully acquainted with the demands of all relevant external exams?</li><li>• Am I aware of the content of the Common Entrance syllabus and National Curriculum?</li><li>• Am I using ICT effectively?</li><li>• Is my teaching part of a steady progression from year to year?</li><li>• Have I attended subject training courses in the past two years?</li><li>• What is the quality of my classroom control?</li><li>• How good is my relationship with the pupils in the classroom?</li><li>• Do I differentiate? Are both the most and least capable catered for?</li><li>• Are preps relevant, varied and stimulating?</li><li>• Do I have realistic expectations of the pupils? Am I expecting too much or too little?</li><li>• Do standards achieved reflect the pupils' potential?</li><li>• Do my pupils enjoy my subject?</li><li>• What is the quality of the written work?</li><li>• Do I set enough written work?</li><li>• Do I mark pupils' work in time for the next lesson?</li><li>• Do I ensure that pupils' written work is in line with the school's presentation policy?</li><li>• Do I overuse a textbook? Do I rely too heavily on workbooks and worksheets?</li><li>• Is there too much or too little writing in class?</li><li>• What is the quality of oral work?</li><li>• Do pupils have opportunities to discuss and speak clearly, with confidence and fluency?</li></ul> <p>Such questions should form part of a teacher's self-appraisal in relation to their teaching and pupils' progress. Teachers must have an up-to-date Scheme of Work for each form, submitted to the Deputy Head before the beginning of term. Each department must also have a Policy Document explaining its aims and methods.</p> <p>All teachers should use a planner and fill this in on a daily basis so that it can readily be seen what has been taught to each form during the term.</p>

Further teaching and classroom management guidance is given to teachers in the Staff Handbook.

## 2. ADMISSIONS

Pupils usually enter in Transition (Reception) and leave in CE1 (Year 8). Entry is not academically selective. We also allow pupils to enter when they are older, provided there is space and that we feel that the pupil would be happy at Hereward House (Please see Admissions Policy for further detail).

## 3. CURRICULUM

### 3.1 Curriculum in the Junior School

Junior School refers to pupils in Transition (Reception), Form 1 (Year 1) and Form 2. However, the EYFS is a separate department in the Junior School and the Head of EYFS is on SMT. Here the curriculum is broad and, in Transition, often play based. However, the curriculum is accelerated and pupils achieve above and beyond what is taught in the maintained sector. The EYFS and the Junior School Curricula can be found in the Schemes of Work folder and in the Departmental Policies folder on the Staff Drive.

The lesson allocation and typical school day can be found in the Timetables folder on the Staff Drive and in Appendix 7.

#### Typical School Day

Pupils may go directly to their form rooms from 8.40am. An early room operates from 8.15am, when a member of staff (on a rota) will supervise the pupils until it is time for them to go to their form rooms. Clubs run after school on a Monday and Tuesday until 4.15pm. Late Room also runs Monday - Friday until 4pm.

8.50am	Registration		
9am	Lessons		
10am	Break		
10.30am	Morning Snack		
10.40am	Lessons	<b>Thursday Afternoon:</b>	
11.40am	Lunch	12.40pm	Transition leave for Park
12.40pm	Lessons/activities	1.10pm	Forms 1 and 2 leave for Park
2.40pm	Afternoon Break	2.15pm	Pick up Transition from Park
3pm	End of school day (Transition)	2.30pm	Pick up Forms 1 and 2 from Park
3.30pm	End of school day (Forms 1 and 2)	3.30pm	Collect from school

#### 3.1.1 Transition

The school has opted out of the EYFS Camden learning and development programme, this is to allow greater flexibility in teaching. However, we still closely follow the goals, which you can read more about via the link below<sup>2</sup>. There are seven main learning areas, with the prime three being:

- communication and language;
- physical development; and
- personal, social and emotional development

The other four areas, through which the prime areas are applied and strengthened are:

- literacy;
- mathematics;

<sup>2</sup> EYFS Link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_\\_with\\_clarification\\_note.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf)

- learning about the world; and
- expressive arts and design.

The types of learning processes that pupils take part in during Transition are:

- playing and exploring;
- active learning
- creating and thinking critically

Outdoor play is very important in Transition. The class have access to outdoor play areas in the school playground, adjacent to their form, and go to Primrose Hill or the Talacre Centre every week for play, sports, and exploration. Pupils in Transition also take part in weekly Physical Education lessons, a weekly 30-minute Creative Movement session, Junior Sports Day in the Summer Term as well as the whole school Sports Day. Extra-curricular and Co-Curricular enrichment are outlined in Appendices 2 and 3.

### 3.1.2 Form 1

In Form 1 lessons begin to be formal, incorporating carpet time and desk-led activities within each lesson. However, many activities involve paired or group work and the amount of play-based activities is gradually reduced through the course of the year to ease the transition from one academic year to the next.

In English, the pupils follow the Jolly Phonics programme as the framework for the spelling and grammar curriculum and practise a set of 10 words throughout the week to be tested on the following week. Pupils also work their way through the Oxford Reading Tree programme and read out loud four days per week in school and daily at home. There is a weekly handwriting lesson to develop the pupils fine motor pencil control and cursive formations. A weekly writing lesson enables pupils to learn a variety of writing texts such as story recounts, recipes, letters and diary entries. Comprehension is developed from class-based to group-based activities throughout the year. Listening and speaking skills are developed in the daily News sessions.

In Mathematics, the pupils learn about a variety of topics, including Number, Shape, Space and Measurement, and Problem Solving, in conjunction with the Power Maths programme of study. Pupils are also introduced to Times-tables in the form of skip counting in 2s, 5s and 10s. Pupils learn to work from the board and engage in mathematical games to reinforce their understanding of different topics. They complete a workbook each term as well as additional worksheets to extend and reinforce curriculum topics.

Science, History and Geography are now taught as distinct subjects with each subject allocated a weekly lesson. Science concepts explored in Form 1 are ourselves and other animals, healthy eating, materials, forces and movement, and plants. History topics include myself and my family, famous people and events, toys from the past, Victorians and castles. Geography explores our local area, Barnaby bear's travels and little blue planet. In addition, the timetable includes Yoga, Creative Movement, French, ICT, Singing, Art, Religious Education (RE), Personal, Social, Health and Economic Education (PSHEE), and Physical Education (PE). MiMo is a programme developed by neurodevelopmental therapists to improve pupils' capacity for learning through the use of various, short, physical exercises. The aim is to improve literacy and numeracy.

Social Development: Pupils are encouraged to develop their independence from the start of Form 1. This includes coming to the class room independently, unpacking their book bags and having certain roles to fulfil in the classroom and in the wider school community, such as returning registers to the Office.

Outdoor play is also very important in Form 1. The class have access to outdoor play areas in the school playground and go to Primrose Hill or the Talacre Centre every week for play, sports, and exploration. Physical Education is also taught as a distinct lesson. Pupils in Form 1 also take part in Junior Sports Day in the Summer Term as well as the whole school Sports Day. Extra-Curricular and Co-Curricular enrichment is outlined in Appendix 2 and 3, respectively.

### 3.1.3 Form 2

Form 2 continues to have a more formal approach to lessons, balanced between both teacher-directed and self-directed activities. Many opportunities are provided for hands-on experiences with peers. The end of Form 2 seeks to build a smooth transition from the Junior School to the Middle School. Pupils attend a Games session in

Lent and Summer Term as part of this transition, and participate at assemblies, lunch and the Middle School Meet and Greet.

Form 2 English continues to use the Jolly Phonics programme as the framework for the spelling and grammar curriculum. A weekly spelling test helps to reinforce the understanding of spelling patterns. Pupils have the opportunity to engage in a variety of different writing experiences (e.g. a short story or instructional text) and complete different comprehension texts. A short, but intense, cursive handwriting lesson is completed each week. Speaking and listening skills are developed during daily News sessions. Pupils continue progressing through the Oxford Reading Tree books, and move onto chapter books through the year.

In Mathematics knowledge and understanding of the number system forms a significant part of the curriculum. The pupils work through several workbooks throughout the year. This is supplemented and extended with additional work. Space, shape, and measurement work is also completed. Problem solving is an essential part of the curriculum, and gives an opportunity to apply mathematical understanding and we have introduced Power Maths to support this skill since September 2018. The 2x, 3x, 4x, 5x, 10x, and 11x tables are formally introduced. A Times-Tables test of 12 questions (either ordered or mixed) is completed each week.

General studies such as History, Science, and Geography lessons, develop and strengthen the pupils' knowledge and understanding of the world around them. History topics include influential inventors, dinosaurs, and Tudor England. Geography explores the topic of weather, places around the world, island homes, and the concept of communities, with a focus on developing mapping skills. Scientific concepts explored in Form Two are sound and hearing, Space, light, materials, and electricity. The pupils engage in a variety of different experiments related to the topics. PSHEE is also taught in Form 2, in order to fulfil our school aims. Chess has been introduced as an academic lesson once a week. The aim is to increase pupil independence and to make the pupils take responsibility for their decisions. There is evidence that chess aids literacy and numeracy. MiMo is a programme developed by neurodevelopmental therapists to improve pupils' capacity for learning through the use of various, short, physical exercises. The aim is to improve literacy and numeracy.

Social and emotional development: As the oldest pupils in the Junior School, Form 2 have additional behaviour expectations and responsibilities, these include setting a good example to the younger forms, and developing skills that encourage greater responsibility for their own learning and belongings. As for Transition and Form 1, rewards include 'Star of the Week,' 'Lunchtime Pupil,' and house points. Form 2 also spend some time in the Middle School at the end of the Summer Term in order to ease the transition from Junior School to Middle School.

Outdoor play continues to be very important in Form 2. The class have access to outdoor play areas in the school playground and go to Primrose Hill or the Talacre Centre every week for play, sports, and exploration. The pupils participate in a weekly swimming lesson at Swiss Cottage Leisure Centre on a Monday afternoon that lasts 30 minutes. The class is placed into smaller groupings to allow the teachers to develop specific swimming skills. This is also an opportunity for the pupils to practise changing in and out of their school uniforms. Pupils in Form 2 also take part in Junior Sports Day in the Summer Term as well as the whole school Sports Day. Extra-Curricular and Co-Curricular enrichment is outlined in Appendix 2 and 3, respectively.

### **3.2 Curriculum in the Middle School**

Pupils in Form 3 (Year 3), Form 4 (Year 4), and Form 5 (Year 5) attend the Middle School. They benefit from a broad and enriched curriculum. Whilst most topics are taught by their Form Teacher in Form 3, more subject specialists are introduced in Form 4, with all subjects being taught by subject specialists in Form 5.

As in the Junior School, the Middle School Curriculum is focused on the development of literacy and numeracy. However, a wide range of subjects are taught, ensuring that pupils receive a rounded education. *The Middle School Curricula can be found in the Schemes of Work folder on the Staff Drive.*

The subject allocation and the school day are outlined in the class timetables in the Timetables folder on the Staff Drive. Middle School timetables can also be seen in Appendix 7.

The structure of each day is outlined in the table below.

Typical Middle School Timetable			
Monday, Wednesday and Thursday Timetable:		Tuesday and Friday Timetable:	
8.35am	Registration	8.35am	Registration
8.50am	Assembly or Form Time	8.50am	Lesson 0 or Assembly
9.10am	Lesson 1	9.10am	Lesson 1
9.50am	Lesson 2	9.50am	Lesson 2
10.30am	Break	10.30am	Break
11am	Lesson 3	11am	Lesson 3
11.40am	Lesson 4	11.40am	Lesson 4
12.20pm	Lunch and Break	12.20pm	Lunch
1.20pm	Lesson 5	1pm	Leave for Games
2pm	Lesson 6	2.45pm	Pick up from Games
2.40pm	Lesson 7	3.15pm	Pick up from school
3.20pm	Lesson 8	3.15-5pm	Clubs
4pm	Dismissal		
4.05pm-5pm	Clubs**		

\* Lesson 0 on a Tuesday is PSHEE in the form group. \*\*Prep club every day; other clubs run from Monday to Thursday.

Social and Emotional Development is encouraged through the teaching of PSHEE and SMSC in assemblies and Form Periods, through the setting of class rules, the use of a homework diary, class discussions and debates, solving problems, and taking on roles and responsibilities, such as being lunch server, and taking the register to the Office. As the oldest pupils in the Middle School, each Form 5 pupil is responsible for being a Vice House Captain, and is allocated roles throughout the Middle School. He is also in charge of liaising with the Senior House Captain to prepare for House competitions. At the end of the half-term, the Vice House Captains prepare an assembly for the Middle School about an inspirational topic of their choice.

There is also plenty of opportunity for deep learning and reflection. Much of the learning is class-based, providing a calm and safe learning environment. Science, ICT, Art and Music are taught in dedicated rooms and labs. ICT is used to make learning more accessible to visual learners and pupils frequently use ICT interactively and creatively in lessons. Chess is taught one lesson a week. There are outdoor PE lessons and two afternoons of Games, where the pupils play football, do cross-country running and cricket. The Co-Curricular and Extra-Curricular provision is varied and plentiful. Our utmost is done to develop a rounded education. Please see Appendices 2 and 3 for further detail of our enriching Extra-Curricular and Co-Curricular programmes, respectively.

### 3.2.1 Form 3

In Form 3 pupils are taught mainly by their Form Teacher, who teaches the core subjects.

### 3.2.2. Form 4

In Form 4 pupils are taught mainly by their Form Teacher, but also by more subject specialists. English and Maths subject specialists teach along with the Form Teacher. Form 4 take part in an annual residential trip in June.

### 3.2.3 Form 5

In Form 5 pupils are taught exclusively by subject specialists. Ordinarily the Form Teacher will teach a core subject so that he or she teaches the pupils daily, ensuring pastoral care is consistent with the needs of the pupils. In June, Form 5 take part in an annual residential trip, usually with Form 6.

## 3.3 Curriculum in the Senior School

Pupils in Forms 6 (Year 6), CE2 (Year 7), and CE1 (Year 8) attend the Senior School.

In the Senior School subjects are taught by subject specialists, although PSHEE (including 'life skills') is taught by a CE1 Form Teacher and the Deputy Head. The curriculum is broad and pupils thus develop multiple talents and interests. Teaching is enriched and pupils achieve beyond what is expected in the national curriculum. The teaching in the Senior School is geared towards the ISEB Common Entrance exam in CE1. However, many pupils are highly able and talented and willing to stretch themselves for scholarship exams. The Senior School curricula

can be found in the Schemes of Work folder on the Staff Drive and the subject allocation and the school day are outlined in the class timetables in the Timetables folder on the Staff Drive and in Appendix 7. The typical school day is shown in the table below. Please note that the Form 6 timetable is flexible in the run-up to the ISEB pre-test in November.

<b>Typical Senior School Timetable (Forms 6, CE2 and CE1)</b>			
<b>Monday, Wednesday and Thursday Timetable:</b>		<b>Tuesday and Friday Timetable:</b>	
<b>8.35am</b>	Registration	<b>8.35am</b>	Registration
<b>8.50am</b>	Assembly or Form Time	<b>8.50am</b>	Assembly or Form Time
<b>9.10am</b>	Lesson 1	<b>9.10am</b>	Lesson 1
<b>9.50am</b>	Lesson 2	<b>9.50am</b>	Lesson 2
<b>10.30am</b>	Lesson 3	<b>10.30am</b>	Lesson 3
<b>11.10am</b>	Break	<b>11.10am</b>	Break
<b>11.40am</b>	Lesson 4	<b>11.40am</b>	Lesson 4
<b>12.20pm</b>	Lesson 5	<b>12.20pm</b>	Lesson 5
<b>1pm</b>	Lunch and Break	<b>1pm</b>	Lunch
<b>2pm</b>	Lesson 6	<b>2pm</b>	Leave for Games
<b>2.40pm</b>	Lesson 7	<b>3.40pm</b>	Pick up from Games
<b>3.20pm</b>	Lesson 8	<b>4.15-4.30pm</b>	Pick up from School
<b>4pm</b>	Dismissal	<b>4.30pm - 5pm</b>	Prep Club
<b>4.05pm - 5pm</b>	Clubs		

\* Lesson 0 on a Tuesday is PSHEE in the form group. \*\*Prep club every day; other clubs run from Monday to Thursday.

There is plenty of opportunity for deep learning and reflection. Much of the learning is class-based, providing a calm and safe learning environment. Science, ICT, Art and Music are taught in dedicated rooms and labs. ICT is used to make learning more accessible to visual learners and pupils frequently use ICT interactively and creatively in lessons. There are two afternoons of Games, where the pupils play football, do cross-country running, do athletics and play cricket or tennis. The Co-Curricular and Extra-Curricular provision is varied and plentiful. Our utmost is done to develop a rounded education. Please see Appendices 2 and 3 for further detail of our Extra-Curricular and Co-Curricular programmes, respectively.

Social and emotional intelligence, self-regulation and time management is encouraged through the teaching of PSHEE and SMSC values, through the setting of class rules, the use of a homework diary, class discussions and debates, solving problems, and taking on roles and responsibilities, such as being lunch server, and taking the register to the Office. In addition, pupils in the Senior School develop their team-working and leadership skills by welcoming pupils and parents to the school in the morning (Door Duty), setting up for assemblies and parent meetings. Pupils in the Senior School also give tours of the school to prospective parents and have a strong voice in the School Council. CE2 and CE1 pupils have the additional responsibility of being given special roles of responsibility across the school, including applying for roles such as Prefect, House Captain, Music and Library Captain, Games Captain, Middle and Junior School Captains, and Head of the School Council, or editor of the school magazine.

### 3.3.1 Form 6 Curriculum

In Form 6 pupils are taught by subject specialists, although PSHEE is taught by the Form Teacher. In June, Form 6 take part in an annual residential trip, usually with Form 5.

### 3.3.2 Form CE2 Curriculum

In Form CE2 pupils are taught mainly by subject specialists, although PSHEE is taught by the Form Teacher. In May, Form CE2 take part in an annual Geography residential field trip, usually to Devon or Cumbria.

### 3.3.3 Form CE1 Curriculum

In Form CE1 pupils are taught by subject specialists, although PSHEE is taught by the Form Teacher. In June, Form CE1 take part in an annual residential trip. Please note that 2018-19 has a double form. Both classes are taught the same lessons but after November some pupils may have a bespoke timetable due to differing senior school entry and scholarship exams. After Scholarship exams in May and Common Entrance exams in June, the Form CE1 pupils' timetable changes. Whilst the Games allocation remains the same, pupils may study Mandarin,

do an Art and Design Project, learn coding, touch-typing, prepare and execute debates, write their year book, visit museums and venues in London, and take on a major role in the preparation and execution of the biennial musical performance or Grand Biennial Concert, as well as the annual whole school Sports Day.

### 3.4 Setting

Across the school pupils are taught in their mixed ability form groups in all subjects, apart from in CE1, where there is some academic streaming based on pupils' abilities and exit routes. In terms of Games, there is a formal setting arrangement with groups differentiated by ability.

### 3.5 Independent Learning

It is one of our aims to instil in pupils a lifelong love of learning. Part of this involves encouraging pupils to learn independently. One way to develop this is through activities in lessons that allow independence to grow and another way is through the setting of homework.

#### 3.5.1 Homework

Homework can take many forms. It is a useful way to practise facts taught, to consolidate what has been taught and it can sometimes be important to catch-up on a missed lesson due to individual music lessons or a bout of illness. We offer a homework club every day to support this endeavour. Some homework allows pupils to engage in deep learning, such as projects and enquiries. Other homework allows pupils to practise their typing skills or to engage in interactive activities online.

In general, it is not the practice to give holiday work to pupils, apart from a "holiday reader" given to the Middle and Senior School. An exception is made if work is requested; CE1 are set work at Christmas (in English, Maths, Science and French only) and Easter (all subjects). CE candidates are expected to attend extra lessons arranged during the half term preceding the CE examination. Boys in Form 5 are expected to do some preparation work for the ISEB Common Pre-Test during the summer holiday leading up to Form 6.

There is a limit to the length of a homework, as outlined in the table below:

Year	Length of each homework (maximum)
Transition	10 minutes
Form 1	10 minutes
Form 2	10 minutes
Form 3	15-20 minutes
Form 4	20 minutes
Form 5	25 minutes
Form 6	30 minutes
Form CE2	35 minutes
Form CE1	40 minutes

#### Homework Allocation in the Junior School

In the first term of Transition, pupils are taught the first 42 sounds in their Jolly Phonics lessons. They receive a little book to record each new sound in and are asked to draw pictures related to each sound. Pupils then practise word boxes and begin reading books at home on a daily basis. In Form 1, pupils continue reading on a daily basis. They also prepare for a weekly spelling quiz and complete an optional English or Maths homework sheet each week. In Form 2, pupils continue their daily reading and weekly spelling preparation. They receive a weekly homework, usually English or Maths.

### Homework Allocation in the Middle and Senior Schools

The table below outlines the numbers of homeworks set in each Year Group, with total minutes to be spent outlined in brackets.

Subject	Form 3	Form 4	Form 5	Form 6	Form CE2	Form CE1
English	2 (30)	2 (40)	2 (50)	2 (60)	2 (70)	2 (80)
Maths	2 (30)	2 (40)	2 (50)	2 (60)	2 (70)	2 (80)
Science	0*	0.5 (10)	1 (25)	2 (60)	2 (70)	2 (80)
French	0*	0	1 (25)	1 (30)	2 (70)	2 (80)
Mandarin	0	1 (20)	1 (20)	0	0	0
Latin	0*	0	1 (25)	1 (30)	1 (35)	1 (40)
History	0*	0.5 (10)	0.5 (12.5)	0.5 (15)	1 (35)	1 (40)
Geography	0*	0	0.5 (12.5)	0.5 (15)	1 (35)	1 (40)
RS	0*	0	0	0	1 (35)	1 (40)

\* 'Optional' homework activities are given in these subjects in Form 3.

### 3.5.2 Revision

Revision should be an ongoing feature of learning. We produce revision guides for Forms 4-CE1 and hand them out to pupils and parents usually three weeks prior to exam weeks. It is expected that pupils will revise. In the week before Half Term prior to the Common Entrance exam, general revision homework is set and pupils are in school on the final two days of half term to practise past papers.

We also supply detailed revision sheets for examined subjects and conduct revision activities at school to help pupils learn how to revise. The Director of Studies is responsible for organising, collating and dispatching these documents. In many subjects learning is enhanced through frequent vocabulary, arithmetic, or end of topic tests. Revision for such tests is often set as homework.

Revision Sheets and Guides are saved centrally in the Revision Folder on the Staff Drive.

### 3.6 Curriculum Enhancement

Outside the classroom Music, Drama, Art and Sport have an important part to play in school life and trips and competitions are valued highly. There are opportunities to join Choir, Orchestra, and various ensembles, and to take part in plays and concerts. Many peripatetic music teachers give one-to-one instrument lessons at school and pupils can also sign up to LAMDA acting, verse and prose and public speaking classes. Pupils can also participate in a whole range of sports and House competitions.

Each year group from Form 4 to Form CE1 has one compulsory residential trip every year as well as numerous day trips to museums, galleries, theatres, churches, temples, castles, and outdoor parks and fieldwork locations. There is an annual ski trip during the February half term (apart from in 2019) and the 1<sup>st</sup> XI football tour during the Lent Term. Every term visiting speakers, many from the parent body, will address the whole school, usually during a morning Assembly. Speakers include lawyers, architects, politicians, explorers, police officers, environmentalists, council workers, journalists, authors, artists and art dealers. The school's central position in London gives it ready access to distinguished visitors of many kinds and their talks help to give pupils a broader perspective on life. The pupils also benefit from workshops at the school. For the first time, in 2017, the school arranged a trip to Iceland and a Classics and Geography-focused trip to the Bay of Naples will take place in April 2019.

### 3.7 Community Awareness and Action

Through our Curricular and Co-Curricular activities, pupils' awareness of their community grows. Visitors and speakers open up pupils' minds and competitions and events with other local schools foster positive relationships. Our school supports two main charities every year, Little Village and Tymes Trust, and numerous other charities. In Assemblies teachers and pupils give presentations on current affairs and many collections are organized on an annual basis for charitable causes (i.e. Harvest Collection and Comic Relief Cake sale). We also

hold fund raising events for one-off crises. For example, a collection for the victims in the Nepal earthquake of 2015 was organized. Pupils are encouraged to set up their own campaigns. In September 2017, the school began liaising with Sarum Hall School, which is an Eco School. The Junior School is going to have an Eco Council from 2019.

### **3.8 Preparation for Senior Schools**

The vast majority of pupils are prepared for entry to senior schools at age 13+ either by the Common Entrance examination or scholarship examinations. Pupils have always been successful in Common Entrance and have achieved outstanding grades. Some pupils are selected for the scholarship course. The school and parents liaise closely when deciding the more appropriate course.

Some pupils seek entry at 11+ to senior schools who do not offer 13+ entry any longer (such as Highgate School) and we prepare those pupils too, since many senior schools now pre-test pupils in Form 6, either via the ISEB Common Pre-Test (online), or via their own exams. A few schools continue to pre-test in Year 7 and a few pupils are prepared for those exams. Once a pupil has passed the pre-test and interview processes, he may receive a conditional offer. The offer is usually subject to a pass at Common Entrance.

A Future Schools information evening for parents in Forms 4 and 5 often takes place in the Summer Term, in order to brief parents on senior school expectations and admission procedures. In addition, the Headmaster meets with parents of Form 4 and 5 boys individually to discuss senior school transition informally. We also inform on future schools' preparation in the Curriculum Evenings in September, especially in the Form 5, 6 and CE2 Curriculum Evenings.

### **3.9 Syllabus**

The content of each syllabus is shared with parents in each year group at the beginning of the academic year via a Curriculum Evening that takes place in September. A Curriculum Booklet is also printed and emailed to parents or uploaded onto the relevant class page on the school website. Furthermore, detailed revision sheets outline the curriculum, so that parents can keep up-to-date with curriculum progress. Parents are welcome to request that Schemes of Work are sent to them.

### **3.10 Academic Planning and Oversight**

The Director of Studies is responsible for overseeing academic provision across the school and for monitoring learning, teaching, and academic progress. She is line-managed by the Headmaster, who has overall responsibility for ensuring that the long, medium, and daily planning provides for all pupils.

The Head of Department is a crucial role in the school. He or she is responsible for the quality of teaching and learning in a department from Form 1 to Form CE1. Specifically, the Head of Department must

- support class teachers through informal discussion and formal meetings;
- maintain an effective policy document;
- ensure that schemes of work are in place for every year;
- ensure that assessment data informs teaching, that the more able pupils are stretched, and that weaker ones are referred to the Learning Support Department;
- ensure that the curriculum progresses from year to year;

All teachers are responsible for following schemes of work and they liaise with the Head of Department and the Director of Studies regarding changes. It is also the responsibility of teachers to adapt the scheme of work to every pupil's learning needs and to plan lessons that allow every pupil to access the syllabus.

## **4. ASSESSMENT, MARKING, RECORDING, AND REPORTING POLICY**

### **4.1 Aims**

The overall aims of this policy are:

- To provide direct and immediate feedback to pupils on their performance so that they can make progress and gain in confidence.
- To enable teachers to assess each pupil's attainment and progress.

- To enable pupils and parents to monitor and track progress.

## 4.2 Marking of written work

All pupils can expect their work to be marked to indicate attainment. Written work will have a grade, mark, or constructive feedback to help with targets for improvements. Written comments are essential, but if verbal feedback has been given, a 'V' could be written onto the piece of work. Comments should be constructive, offering praise where it is due, and indicating what steps should be taken to make further progress. Teachers will be explicit about marking criteria and, as part of induction at the start of the year, they will make their criteria and expectations clear to the pupils. Pupils are encouraged to keep a record of the topics they have covered and to do corrections once work is returned. Marking should ideally be done in green or red pen so that it is easy for a pupil to read the feedback.

In all subjects the pupils' work is expected to be marked as soon as possible, and at least once a week in core subjects, and results recorded.

It is also important that pupils should be able to gauge their progress in subjects where relatively little written work is done, e.g. PSHEE, Music, Art, Drama, ICT, PE, and Games, and report grades form part of this.

It is the responsibility of all teachers to promote core literacy and numeracy skills. Spelling mistakes are highlighted and pupils must correct spelling errors. Whilst common words should be the focus of the English teacher, subject-specific terminology should be highest priority for subject teachers. However, where a pupil has a particular difficulty with spelling and writing, this should be taken into account (and discretion can be exercised on spelling corrections). The Learning Support Co-ordinator and Form teachers are responsible for sharing such information so that suitable marking for each individual pupil is known.

### 4.2.1 Marking in the Junior School

Written work is marked as promptly as possible, and in front of the child whenever possible in order to encourage verbal feedback and communication with the pupils regarding targets. Where feasible, marks should be accompanied by a comment. Any criticism should be constructive. Marking should be done in blue, avoiding red. Criticism should be selective and should take into account the effort, or lack of effort, that the child has put into producing the piece of work. Allowance must be made for the dyslexic or less able child. Weekly spelling tests and table tests should be given a numerical mark. Spelling mistakes in written work in Form 2, and for able pupils in Form 1, should be copied out three times, but select only three or four common words spelt incorrectly. Stickers or House Points can be awarded for good effort, improved or excellent pieces of work. Written work is marked and returned promptly.

### 4.2.2 Marking in the Middle School and Senior School

All work is to be assessed for accuracy and presentation. Marks may be deducted for poor spelling and punctuation. Allowances are made for the dyslexic and the less able pupil.

When a pupil has a particular spelling or other difficulty relating to reading and or writing, it is essential that this is taken into account when marking, and advice should be sought from the Head of English and Form Teachers in the Middle School, as well as the Special Educational Needs and Disabilities Coordinator.

All teachers are responsible for promoting literacy and spelling. However, it is normally the domain of the English teachers to mark the spelling of common words and the domain of the subject teachers in the Middle and Senior schools to focus on subject specific vocabulary.

It is imperative that House Points are awarded for effort, thereby ensuring that a pupil's best efforts are seen to be recognized and appreciated. Work may therefore only achieve a C+ yet be awarded a house point.

It is important that a comment is written at the end of a piece of work, giving reasons for awarding a particular grade together with any useful advice on how to improve in the future. Comments should be brief and to the point. Try to avoid making the same comment twice. Try to be as encouraging as possible!

It is important that all written work is marked promptly and regularly, ideally in time for the next lesson after it has been handed in. The marking scheme used should be consistent and familiar to the pupils.

If the pupil's work is done in ink it is advisable (in the Middle and Senior Schools) to use red or green ink to mark. A page covered in red ink can be depressing, especially as it is easier to find mistakes than reasons to praise! Positive marking should take place, ticking praiseworthy elements, as well as identifying errors.

Remember: Marking should highlight strengths and weaknesses and should offer encouragement and targets.

#### 4.2.3 Marking by pupils

In some subjects it may be educationally helpful for pupils to mark their own work. It can also be helpful for pupils to mark others' work. In these cases, marking criteria should be explained clearly by the teacher and the teacher should always review such marking.

### 4.3 Grades/marks for work, including formal school assessments

Grades are given sparingly in the Middle School and not at all in the Junior School. In the Senior School, a piece of work may be given an attainment grade 'A'- 'E'. Any grade below 'C' is very uncommon, especially in Mathematics in the Senior School, where grades tend to be given in half grades from 'A+' to 'A', to 'A'- to 'C' and fraction or percentage grades are avoided. This is because challenging work is set and our aim is to promote confidence of each pupil, regardless of ability.

The grades correspond to the level expected of a Hereward House School pupil, as opposed to National Curriculum levels. However, in Year 8 the grade may also be related to the senior school that a pupil may be going to. An 'A' at one school may be a 'B' or a 'C' at another school, so our marking reflects this, in order to motivate and encourage pupils.

Attainment	
A	Excellent
B	Good, doing well
C	Satisfactory, keeping up
D	Below expected standard
E	Poor

It is common to give a fraction or percentage grade in informal exams, weekly language and spelling tests, and in Mathematics in the Middle School. Most subjects do not give grades but prefer to give written and verbal feedback and encouragement.

Whilst we record class averages for internal monitoring purposes, we do not add these grades to reports.

### 4.4 Recognition of effort

Effort grades are, in general, not given for pieces of written work. However, in Geography in the Middle and Senior School, grade schemes for speeches, posters, projects, and role-play, often include an effort grade in the combined grade. This grade scheme is shared with the pupils prior to commencement of work. In the Geography Fieldwork Project which constitutes 20% of a pupils' Common Entrance mark, an effort grade is included. Such effort grades are always given as a fraction.

Pupils are given verbal and written praise and constructive feedback. **House Points** are awarded, often in multiples, for a good piece of work or a good effort. **Merit Marks** are given for an outstanding performance, or for an outstanding effort. We encourage kindness and helpfulness and Merit Marks are often given for a community effort. When a pupil has received 10 Merit Marks he receives a **Bronze Badge** and receives recognition in Assembly. For 20 Merit Marks a **Silver Badge** is earned, and for 30 Merit Marks, a **Gold Badge** is received. Some pupils receive so many merits that this results in second rounds on Bronze, Silver and Gold badges being handed out in Assemblies.

Pupils in the Middle School are encouraged to improve their handwriting and will receive a **Pen Licence**, once their handwriting has reached a good level. Pupils who try hard to improve their handwriting can also receive the **Handwriting Cup**, which is handed out at the end of the academic year.

At the end of the Michaelmas and Summer Terms, each Form Teacher selects two pupils who have either tried very hard academically (**Effort Prize**), achieved excellent results (**Achievement Prize**), or contributed positively to the class or school community (**Community Prize**). Each pupil receives thanks, recognition, and a gift card to spend in WH Smith. At the end of the school year Heads of Departments praise a pupil in CE1 who has worked hard or achieved very well in their academic area. The pupil receives a speech and a subject Cup in Assembly. Cups are also given to CE1 pupils for character and contributions to the school community.

In most parts of school life, there are competitions and rewards that encourage effort, such as **Lining Up cups** and **Lunch Server rewards** in the Middle School. In the Junior School a pupil can be the 'Star of the Week' and in the Senior School pupils are frequently applauded for their helpfulness and efforts and if a pupil in CE1 has a particular interest or non-academic talent, he may be awarded 'Colours'.

**End of Year cups** are awarded in the three sections of the school. These are distributed in such a fashion that a minority do not end up with the majority of prizes.

The pupils' displays also highlight and demonstrate the effort that pupils put into their work. All displays in the school features pupils' work (apart from information boards, of course).

A summary of our rewards and sanctions system is shown by the table below.

Section	Academic Rewards	Academic Sanctions
Junior School	Stickers House Points Lunchtime Pupil Golden Time Table of the Week Star of the Week Campbell Cup (Termly to Tr, F1, F2) Finning Cup (Yearly to F1) Kerr Cup (Yearly to F2)	Yellow Card Red Card Losing 'Golden Time'
Middle School	House Points Merit Marks Bronze, Silver and Gold Badge Effort grade Pen Licence Form Prize Cups for: Handwriting, Drama, Vice-House Captain, Citizenship, Sportmanship	Caution Imposition Detention (Order Marks not included, since it is a distinct sanction for unkind or poor behaviour)
Middle School Collective Rewards	Lining up Cup 'House Lunchtime Winner.' Punctuality Prize	N/A
Senior School	House Points Merit Marks Bronze, Silver and Gold Badge Effort Grade Colours Form Prize Academic Cups	Caution Imposition Detention (Order Marks not included, since it is a distinct sanction for unkind or poor behaviour)

## 4.5 Recording

Reading record books are kept for each pupil in the Junior School. The Transition teacher compiles a pupil profile assessment of each pupil throughout the course of the year. This is based on observations made by the teacher and teaching assistant and relates directly with EYFS curriculum strands. Results of spelling tests and other tests are kept by the teacher in the marks section of their Planner or in their electronic marking spreadsheet within

their subject department folder on the staff drive. The Accelerated Reader Programme has been introduced as of September 2018 and boys are also able to record their reading in their homework diary.

All staff are required to keep accurate records detailing all grades or marks allocated to pupils. This is essential so that progress can be monitored. It also ensures greater continuity in the event of staff absence. Assessment / Exam results are recorded centrally on the Staff Drive in the Exam folder and some subjects record their topics tests centrally in the Unit Tests folder, so that Heads of Department can track the attainment and progress of pupils across the whole school and inform the Director of Studies and Headmaster of progress.

## **4.6 School Assessments and Exams**

School Assessments are both formative and summative.

### **4.6.1 Formative Assessment**

Formative assessment takes place in every lesson. Through marking, feedback, questioning, listening, observations and evaluations, the attainment of every pupil is clarified and this information is used to inform future teaching.

In all subjects, teachers discuss progress and targets with the pupils regularly. Where written work is produced, teachers' marking must be encouraging and identify effort, attainment, and further targets. Praise should be awarded when it is deserved. Marking of written work should be prompt and where a pupil has a particular difficulty, oral feedback is necessary too. Throughout lessons, pupils should be given the chance to ask questions and display their attainment through giving verbal feedback and produce written work. Teachers should encourage pupils to develop their oral presentation skills, in order to improve their ability to display their knowledge. Marking is usually done in a red pen and spelling errors of key terms must be identified.

### **4.6.2 Summative Assessment**

Summative assessment takes place in all year groups, both informally and formally.

Pupils in the Junior School and Form 3 do not sit formal school exams, although informal topic assessments are given in core subjects and saved into spreadsheets in the Unit Test folder on the Staff Drive.

In the Middle and Senior Schools informal topic assessments are also given, and results are also entered into the Unit Test folder.

For pupils in Form 4 – Form CE1 formal school exams are held at the end of the Michaelmas Term in November and in June, half way through the Summer Term.

Pupils in the Senior School sit 'Exams' in all academic subjects, although we have tended to limit the amount of subjects sat by Form 6 and Form CE2, since they have had a busy autumn preparing and doing senior school pre-tests. Form 5 sit 'Exams' in most academic subjects in November and in all academic subjects in June. Pupils in Form 4 sit 'Assessments' in core subjects in November (to ease them into it), and 'Exams' in all academic subjects in June.

Form CE1 pupils sit Mock Exams for scholarship and Common Entrance in March prior to scholarship in April/May and CE Exams in May/June. In May CE pupils may sit additional mock exams in Mathematics, French, Geography and Latin.

Formal summative assessment results are recorded centrally in the Exam Results folder on the Staff Drive and discussed in staff meetings, in order to adapt our teaching to the pupils' abilities, attainment, and needs. The formal school exam procedures are outlined in Appendix 5.

School exam results are shared with pupils after the exams have finished and are entered onto End of Term Reports, which are handed out and emailed at the End of Michaelmas and Summer Terms. CE1 receive grades and feedback from their exams on a report sheet at the end of the Lent Term. The class average is recorded centrally but is not included on reports. The reason for this is outlined in Chapter 4.2. The Director of Studies is responsible for the academic tracking.

### 4.6.3 Assessment for Learning

Data from standardised assessments is used to inform staff about pupil ability, attainment and progress in relation to their ability. It is shared with parents and senior schools at the Headmaster's discretion.

The following standardised assessments are run in the school:

Form	Test and timing
Reception	EIPS Baseline tests from CEM in September and June. These tests are administered online on a one-to-one basis.
1-3	EIPS tests from CEM. Form 1 sit end of year tests in June. Form 2 sit mid-year tests in late January. Form 3 sit start of year tests in September and end of year tests in June. All tests are done in the Lab on a laptop with headphones. Form 1 also sit InCAS in January or February.
3-6	CAT4 tests from GL Assessments. Form 3-5 sit CAT4 online tests in the Lab with headphones in June. Form 6 sit CAT4 assessments in mid-October.
4-5	CAT3 paper-based tests from GL Assessments are done in class during November exam week.
4-6	InCAS tests from CEM are sat during June exam week for Forms 4 and 5. Form 6 sit InCAS in late September.
CE2-CE1	Occasionally, individual boys sit MidYIS assessments from CEM or CAT4 tests from GL Assessment.

#### About the tests

##### **ePIPS - Performance Indicators in Primary Schools, Centre for Evaluation and Monitoring, Durham University**

Progress in English and Mathematics is tested against Non-verbal ability and picture vocabulary in annual PIPS tests. The tests allow us to see attainment, attitude to school and value-added progress compared to developed ability and prior value added progress.

##### **InCAS - Interactive Computerised Assessment System, Centre for Evaluation and Monitoring, Durham University**

InCAS is a computer-adaptive assessment that helps us identify and diagnose learning needs in reading, spelling, several areas of mathematics, mental arithmetic, developed ability and attitudes. This data allows the school to track progress in a standardized context and to adapt teaching and learning activities accordingly.

##### **Mid YIS - Middle Years Information System, Centre for Evaluation and Monitoring, Durham University**

MidYIS is a computer-adaptive assessment that help us to identify pupils' strengths and weaknesses in key areas such as

- Vocabulary – word fluency and understanding
- Mathematics – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – recognising shapes, matching patterns, applying spatial awareness and visual intuition
- Skills - such as proofreading, perceptual speed and accuracy

In some years some pupils in CE2 and/or CE1 sit MIDYIS tests. Tests are designed to measure ability and aptitude for learning rather than achievement.

##### **CAT3 – Cognitive Ability Tests, GL Assessments**

Cognitive ability tests identify strengths and weaknesses in pupils relating to verbal, quantitative, and non-verbal reasoning skills. The school uses this data to inform teaching and highlight pupils who might be gifted or have particular difficulties.

##### **CAT4 - Cognitive Ability Tests, GL Assessments**

Cognitive ability tests identify strengths and weaknesses in pupils relating to verbal, quantitative, non-verbal, and spatial reasoning skills. The school uses this data to inform teaching and highlight pupils who might be

gifted or have particular difficulties. The school uses CAT4 electronic tests for Form 6 pupils in order to prepare them for the ISEB Common-Pre-Test, which is designed in a format similar to the CAT4 test.

Ability, attainment and progress test scores are saved in the Exams folder on the staff drive and there is a dedicated Tracking spread sheet in the Tracking folder on the staff drive, in which key subject attainment and progress are recorded. The tracking spreadsheet is updated as often as possible, and always at the end of the academic terms.

#### **4.7 Presentation**

Pupils are required to follow the school policy for presentation of their work, which is at Appendix 4. Main parts of this policy is shared with pupils verbally and in written feedback and since June 2015, written guidelines are being displayed in each classroom to help teachers and pupils to remember what is expected and since January 2016 in Homework Diaries.

If a pupil has difficulties with his handwriting, he must be referred to the Head of English and the Learning Support Co-ordinator.

Departmental policy documents should outline clearly the subject-specific presentation requirements and this information should be shared by the Head of Department with colleagues in the department. Pupils should receive clear guidance as to subject-specific presentation rules.

#### **4.8 Identification of learning difficulties and gifted pupils**

When a teacher suspects that a pupil may have a learning difficulty, details are recorded on a Record of Concern, which is given to the Learning Support Co-ordinator, who discusses pupils with the Director of Studies on a regular basis.

Data from standardised and non-standardised assessments are also used to identify individual pupils' needs.

Academic support is offered to individuals or groups within the classroom or in the Study Room. The support is given within the timetable. TAs provide support for pupils within the classroom. Upon agreement from the Headmaster, and after having undergone appropriate safe recruitment checks, parents can arrange for external support to take place at school.

Pupils who are gifted are offered an enriched and sometimes, accelerated, curriculum. This takes place informally through differentiation in lessons and formally, through scholarship sets in Year 8. There are also many co-curricular and extra-curricular activities, which enrich the school experience. Where possible, bilingual French speakers are given a separate programme.

#### **4.9 Monitoring and evaluation of teaching and learning**

Monitoring and Evaluation of teaching and learning takes places every day via regular self-assessment, and discussion with colleagues in informal settings, in staff meetings, with pupils and also with parents, whose views are valued.

During staff meetings the main focus is to discuss pupils' progress, whether pastoral or academic. All teachers meet twice per week, Monday and Thursday morning. In addition, all Middle School and Senior School teachers meet in a weekly meeting in the afternoon on a Monday. The Middle School teachers meet 3-4 times per half term. On a Wednesday the teachers in the Junior School meet in the afternoon.

The Heads of Maths and English and the Deputy Head may attend Middle School and Junior School meetings. The Headmaster often attends the Junior School meetings and the Director of Studies liaises with head of departments and attends meetings in both Middle and Junior School.

At the end of the Summer Term and the start of the Michaelmas Term Heads of Department meet with teachers in the Middle and Junior Schools to discuss subject-specific progress and planning.

Of course, email is used effectively to communicate and all information is backed up.

A yearly snapshot of performance is achieved by a book scrutiny: all of the pupils' books are taken in and the progression in teaching between years and consistency of marking reviewed.

Senior management meetings also take place at the end of the year to consider the health of teaching departments. If necessary, a department can be reviewed formally in addition to staff appraisal, but departmental matters are usually discussed when a Head of Department has his or her appraisal.

A review of Staff Appraisal began in November 2015 and is an on-going programme of professional development carried out by the Senior Management Team. The Headmaster and the Deputy are appraised by an expert Governor. Each member of staff is appraised once every two years. The procedure is a chance for teachers to think about their role in the school, how they would like it to develop (and how the school can assist this), as well as an opportunity for Senior Managers to consider if an individual is being used effectively.

The Appraisal involves lesson observations, scrutiny of books, policies and schemes of work, filling out a questionnaire, consulting with colleagues and a meeting with the allocated member of the SMT. An agreed statement is written at the end of the process, which reviews the performance of the individual and explains the discussion that has taken place, outlining any actions to be taken by the teacher or the school. There is separate provision for NQTs.

The process is intended to be an opportunity, not a threat. Without an appraisal system there is a danger that staff can feel isolated and neglected: an appraisal is an opportunity to ensure that a teacher is being well looked after and supported.

## 4.10 Reporting

### 4.10.1 Timing of Reports

Reporting on attainment, effort, and progress takes place throughout the year. School reports are provided to parents via collection, email or post. Reports provide information to parents about their son's progress and will enable them to support their sons, and also to set targets for improvements. It is expected that parents will read the report with their son as it provides guide to help future progress. Reporting also takes place at Parent Consultation Evenings in the Lent Term.

A summary of the types of reports we produce is outlined below:

Section / Form	Michaelmas Term	Lent Term	Summer Term
Junior School	<b>End of Term:</b> A full written report	<b>Parent Consultation Evening</b>	<b>End of Term:</b> A full written report
Middle and Senior Schools	<b>Half Term:</b> Grade Report <b>End of Term:</b> A full written report	<b>Half Term:</b> Grade Report <b>Parent Consultation Evening</b> <b>End of Term:</b> Grade Report	<b>End of Term:</b> A full written report <b>Half Term:</b> Grade Report
Form CE1	<b>Half Term:</b> Grade Report <b>End of Term:</b> A full written report	<b>Half Term:</b> Grade Report <b>Parent Consultation Evening</b> <b>End of Term:</b> Grade and Target Report	<b>Half Term:</b> CE Revision Target Report <b>End of Term:</b> A full written report

It is worth noting that we operate an 'Open Door Policy'. Form Teachers and SMT frequently meet with parents to discuss a pupil's progress.

When pupils have a particular learning difficulties and / or an individual education plan (IEP), parents, teacher, senior management and external agencies often meet to evaluate progress and set further targets.

It is the responsibility of the SMT to review and organise the reporting policy. The Director of Studies is responsible for informing staff about report submission procedures and deadlines. Feedback from subject teachers and Head of Department are actively sought in staff meetings and help to improve reporting procedures.

#### 4.10.2 Description of Report Types

##### *Junior School Full Written Reports*

Reports in the Junior School are written by the Form Teacher, although subjects such as ICT, PE, French, and Music, are written by subject specialists. Peripatetic teachers also write reports in the Summer Term. This report also includes a Headmaster's comment.

Parents of pupils in the Junior School receive a full report on their child's progress at the end of the Michaelmas Term and Summer Term. These contain single sheets commenting on English, Mathematics, General Studies, French, Music, Physical Education, and General Social Development. Pupils receiving individual music lessons also receive reports from the peripatetic staff concerned in the Summer Term. In the Lent Term teachers report on each child's progress at the parents evening. Comments should be as helpful and positive as possible.

Parents are free to come and visit their child's teacher at the beginning or end of any school day, or to make an appointment to discuss a lengthy matter. At the beginning of the year a Parents' Evening is held for each class when important curriculum matters are discussed.

##### *Middle and Senior School Michaelmas and Summer End of Term Full Written Report*

These cover all individual subjects. From Forms 4 - CE1 reports are written by the subject specialist and peripatetic teachers and the Headmaster also reports. End of Term Reports include Assessment/Exam and Term Marks, if relevant.

#### **The order of reports in the Middle and Senior Schools is as follows:**

English, Maths, Biology, Chemistry, Physics (or simply Science, in the Middle School), French, Latin, History, Geography, Religious Studies, ICT, Art, (Learning Support), Music, Games, Peripatetic music, Form Teacher, Headmaster.

**Subject reports** should be a commentary on a pupil's progress, highlighting strengths and weaknesses, and giving positive encouragement, targets and useful advice on how to improve, if appropriate. Exam results are included on the subject reports, but not for CE1 Leavers in the summer, unless the grade is mentioned by way of congratulation.

**Form Teachers reports** should be an overall view of a pupil's general progress (academic, and social progress, as well as specific comments on behaviour, contribution to the life of the school, and special achievements). In the Middle and Senior Schools, numbers of House Points, Merit Marks, Cautions, Impositions and Order Marks should also be noted. Since June 2018, termly attendance is also reported.

##### *Lent End of Term Summary Report*

In the Middle and Senior Schools full reports are not sent home at the end of the Lent Term. This is because there are open meetings when a pupil's progress can be discussed in full with the parents, and Lent is often a short term.

Brief Comments on general progress subject by subject including a 1-5 score for Attainment; A-E for Effort; and include targets.

##### *CE1 End of Lent Term Grade and Target Report*

Subject specialists write learning and revision targets for each pupil who is sitting scholarship or the Common Entrance Exam. The report include is based on the result in the Lent CE and Scholarship Mock Exams.

##### *Half Term Grade Reports*

In the Michaelmas, Lent and Summer Terms a short report is sent home with pupils in the Middle and Senior Schools on the Friday preceding half-term. Grades are given for Attainment, Presentation and Effort.

These are grade sheets with an overall comment from the Form Teacher, apart from in the Summer Term, when the report has no Form Teacher comment. Each subject includes a 1-5 score for Attainment; A-E for Effort; and include targets.

*CE1 Summer Half Term Revision Target Report*

Subject specialists write learning and revision targets for each pupil who is sitting the Common Entrance Exam.