



## **Curriculum Policy**

It is the policy of Langley Prep School that pupils should receive a full-time supervised education for those of compulsory school age which gives pupils an education in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects. Children who are below compulsory school age are given experience of these areas. Opportunities for child-initiated play, both indoors and outdoors, are integrated into the school day for Nursery children. The children in Nursery and Reception classes also have opportunities to engage in child-initiated learning in their classroom or within their outdoor provision as part of their daily routine.

Fundamentally, everything we do is rooted in our values: kindness, curiosity, confidence (with humility) and integrity.

We aim to cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.

The curriculum is designed to help all pupils fulfil their individual academic and creative abilities and exploit their talents to the full. Progression is at the core of the curriculum.

The school curriculum seeks to offer appropriate choices and flexibility in order to reflect the needs and interests of the pupils, including those pupils with an EHCP, and the pace most suitable to their learning. The areas of oracy (speaking, listening) and literacy are dealt with comprehensively in the English Department's programme of study whereas the focus on numeracy is evident in the Mathematics programmes of study as well as through cross-curricular links with other subject areas.

The school curriculum aims to deliver an effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. Through our PDE / RSHE programme and SMSC being embedded through Schemes of Work in all subjects, the curriculum at Langley Prep School develops pupils' understanding and appreciation of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our PDE / RSHE provision specifically encourages respect for

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other people, with particular regards to the protected characteristics under the Equality Act 2010.

When considering the breadth, balance and appropriateness of the curriculum, the following factors play a crucial role:

- **Breadth** - allowing pupils contact with the different elements of learning – knowledge, concepts, skills and attitudes – and the different areas of learning – aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.
- **Balance** - through time allocation for academic/physical/practical subjects, curricular and extra-curricular activities, including educational visits and residential trips.
- **Appropriateness** - through group size, setting, streaming, awareness of learning styles, length of school day and length of teaching year.
- **Coherence** - through planning and discussion, with schemes of work for all subjects documented and reviewed every year.
- **Differentiation through adaptive teaching**
  - 1) through setting and grouping policies
  - 2) through teaching style and methods
  - 3) through teacher response to individuals' work, triggered by regular formative and summative assessment.

At Langley Prep School, the curriculum is dedicated to promoting a positive approach to learning through the development of 6 soft skills that will help pupils to develop into independent, resilient, self-motivated life-long learners: Tenacious Learner, Creative Thinker, Reflective Learner, Self-Manager, Effective Participant and Team-Player. In the Pre-Prep, these are introduced in the form of our bespoke Growth Mindset Super-Heroes. The soft skills are at the heart of the curriculum and House Points are awarded to pupils for displaying the relevant attitudes to learning. The curriculum goes hand in hand with a supportive learning environment which strives to help every child to develop a love of learning and to unlock their

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potential through the acknowledgement that small steps eventually lead to attaining one's personal best.

A PDE /RSHE programme reflecting the school's aims and ethos is an integral part of the curriculum and is delivered throughout the school through a mixture of timetabled lessons (led by our PDE Co-ordinator and Heads of Year) and themed assemblies sometimes involving guest speakers and outside agencies. PDE / RSHE also permeates subject specific programmes of study through cross-curricular themes and opportunities for Social, Moral, Spiritual and Cultural development. Please refer to the Whole School PDE and RSHE policies and PDE schemes of work from Reception to Year 8.

Departmental Whole School policies for each subject are available from the Deputy Head Academic for details regarding approaches to Teaching and Learning across the subject range.

## 1. The Curriculum in detail

### 1.1 Nursery

The curriculum for Nursery builds upon the three key areas of Personal and Social, Communication and Language and Physical Development from ages 6 months to 3 years. We continue to build on these areas in Nursery whilst preparing the children for their time in Reception.

Phonemic awareness is introduced to children of Nursery age through the programme *Little Wandle*, building skills of rhyme, alliteration, sounds and oral blending.

Basic numeracy skills are taught alongside this and knowledge of the world is taught through a topic-based approach.

### 1.2 Reception and KS1

The curriculum for Reception is based around the Early Years Foundation Stage.

Children in Reception follow the areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Understanding of the World
- Expressive Arts and Design

Children in Reception have a balanced approach to teaching and learning, with a combination of discrete learning sessions and continuous provision.

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Reception children receive whole-class or small group focussed teaching for English, Maths, Phonics, PE, Swimming, Music, Topic, Circle Time / PDE / RE, and Outdoor Learning. Alongside these discrete learning sessions, children build knowledge, skills and understanding by exploring through continuous provision, with free-choice access to innovative and inspiring learning activities and materials.

The Key Stage One (Year 1 and Year 2) pupils' learning is based on the programmes of study in the National Curriculum. Class teachers are responsible for teaching:

- Literacy -- (Reading, Writing, Speaking and Listening, including dramatic presentations and performances)
- Phonics -- (Phonics is taught using the Little Wandle programme).
- Numeracy
- Topic (Science, Art and Design Technology, History and Geography)
- Religious Education
- Personal, social & health education
- Relationships and Sex Education

In addition, the KS1 curriculum includes:

- Music
- PE
- Games
- Swimming
- Computing
- Outdoor Learning
- Individual Music lessons
- French

In Key Stage 1, the curriculum prioritises Literacy (including systematic phonics) and Mathematics, which together form a significant proportion of the weekly timetable. These core subjects provide the foundation for pupils' academic progress. Alongside this, the curriculum is designed to ensure a balanced and broad learning experience. A cross-curricular approach is embedded, enabling subjects to complement and enrich one another, fostering connections between knowledge and skills across different areas of learning.

### 1.3 Years 3 to 8

#### Lesson allocation per subject 2025/2026

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Number of weekly 40min lessons	Y8	Y7	Y6	Y5	Y4	Y3
ENGLISH	5	5	6	6.5	7.5	7.5
MATHS	5.5	5.5	6	6	7.5	7.5
FRENCH	3	3	3	3	1.5	1.5
SCIENCE	4.5	4.5	4	3.5	2.5	2.5
HISTORY	2	2	2	2	1.5	1.5
GEOG	2	2	2	2	1	1
RS/RPE	0.5	0.5	0.5	0.5	0.5	0.5
SPANISH	2.5	2.5				
COMPUTER DESIGN & ROBOTICS	1.5	1.5	1.5	1.5	1	1
MUSIC	1	1	1	1	1	1
CREATIVE DESIGN	1.5	1.5	1	1	1	1
PE	1	1	2	2	2	2
OUTDOOR LEADERSHIP	1	1				
FS			2	2	2	2
DRAMA	1	1	1	1	1	1
PDE	1	1	1	1	1	1
Enrichment	1	1	1	1		
Tutor	1	1	1	1	0.5	0.5
Catch up	1	1	1	1		
Games	5	5	5	5	5	5
<b>TOTAL full Games</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>37</b>	<b>37</b>

In minutes	Y8	Y7	Y6	Y5	Y4	Y3
ENGLISH	200	200	240	260	300	300
MATHS	220	220	240	240	280	300
FRENCH	120	120	120	120	60	60
SCIENCE	180	180	160	140	100	100
HISTORY	80	80	80	80	60	60
GEOG	80	80	80	80	40	40
RS	20	20	20	20	20	20
SPANISH	100	100				
COMPUTER DESIGN & ROBOTICS	60	60	60	60	40	40
MUSIC	40	40	40	40	40	40

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CREATIVE DESIGN	60	60	40	40	40	40
PE	40	40	80	80	80	80
FS	0		80	80	80	80
DRAMA	40	40	40	40	40	40
Tutor	40	40	40	40	40	40
Catch up	40	40	40	40		
PDE	40	40	40	40	40	40
Enrichment	40	40	40	40		
<b>TOTAL</b>	<b>1400</b>	<b>1400</b>	<b>1400</b>	<b>1400</b>	<b>1280</b>	<b>1280</b>
Games	200	200	200	200	200	200
<b>TOTAL full Games</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1480</b>	<b>1480</b>

### Years 3 and 4

Pupils in Year 3 and Year 4 are taught mainly by their class teachers, and benefit from the input of specialist teachers in French, Outdoor Learning, Computer Design and Robotics, Music, Drama, Creative Design and PE. Schemes of work for each subject have been devised in line with National Curriculum and Primary framework guidelines.

The day is divided into 7 lessons. A small amount of prep, including some reading, is set every night to help to reinforce the learning.

Pupils are actively encouraged to join extra-curricular activities. Workshops, visits to museums and other places of interest are embedded into the curriculum.

Outdoor Learning sessions take place on a weekly basis, making full use of the school grounds for investigative, nature-based work.

### Years 5 to 8

When they reach Year 5, pupils are assigned to a form and receive all their education from specialist subject teachers while their form tutor keeps an overview of their progress, both from an academic and a pastoral viewpoint.

The day is divided into 8 lessons. Pupils are set by prior attainment in English, Maths and MFL and are taught in mixed ability groups for all other subjects; progress is reviewed on a regular basis.

Schemes of work for English, Maths, Science, French, History, Geography, Computer Design and Robotics, Music, RS, Drama, PE and Creative Design are written through combining the National Curriculum guidelines and the development of the soft skills based around our Independent Learner framework (please see below). Pupils start Spanish in Year 7 in addition to French.

Teaching in Year 8 focusses mainly on preparation for Scholarship and specific entrance assessments to Senior Schools, including transition into Year 9 at Langley Senior School. Scholars are given the extra level of focussed teaching necessary to prepare them to the demands of academic scholarship examinations.

In Years 7 and 8, pupils follow programmes of study focussing on a rigorous academic core, a thorough preparation to senior school entrance assessments/scholarships and the development of life-long learning skills (Independence, Collaboration, Communication, Leadership, Thinking and Learning and, Reviewing and Improving).

A suitable amount of prep is given to each year group every night to provide reinforcement or investigative learning opportunities.

Internal examinations are given once a year in Year 8 (November) and once a year in Year 7 (June) to provide the pupils with sufficient experience to cope with examinations ahead of senior school entrance assessments and future GCSE examinations once at senior school. Revision and study skills are woven into the subject-specific programmes of study.

### **Examination diet**

**Y3/4/5/6** – Progress Test in English, Progress Test in Maths, Progress Test in Science, NGST (Spelling test), NGRT (Reading test) + normal assessments in other subjects done in lesson time.

**Y7** – Progress Test in English, Progress Test in Maths, NGST (Spelling test), NGRT (Reading test); summer examinations in Maths, English, Science and MFL; all examinations taken in the Sports Hall; normal assessments in other subjects in lesson time.

**Y8** – November mocks in the Sports Hall in all 8 examinable subjects (tailored to Senior School entrance requirements and scholarship attempts); no March mocks; Progress Test in English, Progress Test in Maths, Progress Test in Science (which assesses the progress made in Years 7&8), NGST (Spelling test), NGRT (Reading test); PSPQ (independent research project) and presentation.

### **Co-Curricular activities**

Pupils in Reception to Year 8 are encouraged to join extra-curricular after-school hobbies, which can include music, art and crafts, drama, and a wide variety of sports.

Workshops are regularly organised as well as visits to theatres, museums and other places of historical interest and residential trips (eg. Bushcraft, PGL, France...) and various locations for Geography fieldwork.

### **Positions of responsibility**

In order to prepare them for the experiences of adult life, pupils are given the opportunity to take on positions of responsibility such as:

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- Librarian from Year 5 onwards
- Year 3 Reading partners in Year 7/8
- Pre-Prep Playground Monitor in Year 7
- Prefect (and Senior Prefect) in Year 8
- Mentor to Year 3 children in Year 8
- Members of School Council
- Pre-Prep House Captains

### **Personal Development, Assemblies, Citizenship and Careers Education**

Every day begins with a registration and tutor period. This also includes a daily equipment check.

The school has a full weekly programme of Assemblies which take place from 8.30 to 8.55 (more details are available from the Senior Deputy Head).

The Head of Prep/Deputy Heads/Heads of Year/Heads of House, pupils and prefects are all encouraged to contribute to the assemblies, which aim to reflect world events such as Black History Month, International Women's Day, World Mental Health Day etc, current affairs, and celebrate pupils' achievements. These opportunities enable pupils to gain confidence with their oracy skills. They are also used, particularly in year group assemblies, to support the Personal Development Education (PDE) curriculum and ensure a consistent message and continued conversation. External speakers are also on occasion invited to participate in assemblies and the PDE curriculum: these can include the Police; St John's Ambulance; the Army; the NSPCC; Girls on Board, etc.

Personal Development Education (PDE) at Langley Prep School focusses on the personal growth of the child beyond the academic curriculum and encompasses the national PSHE and Citizenship curriculum, including Careers and the statutory requirements for Relationship and Sex Education and Health Education. Everything from the child's self-concept to their understanding of the wider world and how it works is included in the curriculum.

Pupils in Year 8, as part of their PDE work and Leavers' programme, are given the opportunity to meet parents and professionals who can offer insight into career options, to develop leadership skills through team-building exercises, to develop citizenship and tolerance by helping out in the community, to widen their understanding of the world through fieldtrip work/residential trips abroad and to develop an understanding of how to manage their money and finances properly through workshops led by business/financial guest speakers.

Pupils in Year 7 benefit from a Leadership Day where they undertake leadership and team-building type activities led by CCF colleagues at Langley Senior School.

The Wensum Award is an inclusive award bespoke to LPS available for all pupils in Years 3 and 4 (Bronze Level), Years 5 and 6 (Silver Level) and Years 7 and 8 (Gold Level). It encourages pupils to develop skills for life in and out of the classroom. Form Tutors and Heads of Years oversee completion. On completion of their Wensum Award, at the end of Year 4 /6 /8, pupils' success is celebrated with the award of a Wensum Certificate and badge following an outdoor learning afternoon of activities.

#### **Bronze Level:**

Over the course of the two years, Years 3&4 pupils collect a certain number of House Points in each soft skill (15 in Y3; 20 in Y4), which are recorded in their planners as normal. Once they achieve the right number of HPs in a particular soft skill, they are awarded a sticker, which goes onto their own laminated individual boat featured on the class display.

#### **Silver Level:**

Over the course of the 2 years, Years 5&6 pupils collect evidence of their achievements across 3 categories:

**\*Showcasing strengths** – 10 examples needed (3 “must do” items that should be accessible to all + 7 of their own choice/linked to their own interests)

**\*Experiencing the New** – 10 examples needed (3 “must do” items that should be accessible to all + 7 of their own choice/linked to their own interests)

**\*Taking on Challenge** – 10 examples needed (3 “must do” items that should be accessible to all + 7 of their own choice/linked to their own interests)

Evidence is collated in scrapbooks and includes photos, tickets, certificates and annotations by the child.

#### **Gold Level:**

Over the course of the 2 years, Years 7&8 pupils complete 6 different challenges linked to the softs skills, working towards doing a presentation at the end of term/year to share what they did with their peers and teachers.

Hard or digital evidence is permitted as well as an element of autonomy and choice in the media used to present their challenges.

## WENSUM AWARD – Year 7

### **(Gold Badge awarded at the end of Year 8 at the Outdoor Learning afternoon)**

- You have **ONE** Soft Skill to work towards each term (quality rather than quantity!) **THREE** Units in total over the academic year.
- You are working towards doing a presentation at the end of each term to share what you did.
- Evidence with: Photographs, videos, write ups, physical things you've made, medals, etc. Hard or digital evidence. Element of autonomy and choice.

MICHAELMAS TERM	
Independent learner	
Open Homework/Independent research project	
<b>'The Environment'</b>	

No subject-specific prep for a fortnight to allow time for this Open Homework project on the title of 'Environment'.  
Pupils are given the topic or theme of 'The Environment' to explore and they create something to respond to the theme, ready to share and display with teachers and other pupils, in a medium of their choice.

LENT TERM	
Effective Participant	
<b>Showcase your strengths</b>	

Share about something you already do in or out of school, why you enjoy it, what skills it helps you develop, share your successes, encourage others to give it a try.  
\*Hobbies \*Sports \*Clubs \*Enrichment, \*Choir \*Competitions etc.

TRINITY TERM	
Creative Thinker	
<b>Think outside the box!</b>	

\*Make a sculpture or art piece on something that interests you.  
\*Write a song, story or poem about something important to you  
\*Be an entrepreneur (create a charity stall and make money for a chosen charity)  
\*Problem solving  
\*Create an Escape Room  
\*Think of ideas for the school to be more sustainable/environmentally friendly and present to School Council / SMT

## WENSUM AWARD – Year 8

### **(Gold Badge awarded at the end of Year 8 at the Outdoor Learning afternoon)**

- You have **ONE** Soft Skill to work towards each term (quality rather than quantity!) **THREE** Units in total over the academic year.
- You are working towards doing a presentation at the end of each term to share what you did.
- Evidence with: Photographs, videos, write ups, physical things you've made, medals, etc. Hard or digital evidence. Element of autonomy and choice.

MICHAELMAS TERM	
Kindness	
Volunteer/Help in the community	

\*Volunteer at the soup kitchen \*Help a grandparent with food shop, gardening, preparing meals, etc. \*Visit care home and spend time with elderly people  
\*Donate to food bank each week \*Volunteer to walk neighbours' dog \*Litter pick in local environment regularly \*Listen to younger sibling read regularly  
\*Take on a physical challenge (e.g. a 5K run, walk, etc.) and compete for charity

CERV TERM	
Self-Manager / Teamwork/ollower	
<b>Try something new / Take on a new challenge</b>	

\*Public speaking \*Decorating/shape paper models \*Create a blog or website in their instrument \*Take up a new hobby or club  
\*Learn a new language consistently over time (e.g. Chinese, Spanish, German, French, Italian, etc.)  
\*Volunteer social (e.g. Park Run and other local runs) \*Create books for cause or particular hobby and undertake to sell them

TRINITY TERM	
Reflective Learner	
<b>PSPQ - A topic of your choice</b>	

\*Research a subject that interests you. Your Geography and History teacher will give you more detailed information on how to do this in History and Geography lessons.  
\*Be prepared to share your knowledge with others in a medium of your choice (poster, podcast, Power Point presentation, etc.)  
\*Figure out what YOUR opinion is about your chosen subject and what you think about it. Be prepared to share your opinions sensitively with others.

## **1.4 Co-Curricular Activities**

The school is extremely fortunate to have use of over 100 acres of land and consequently there are a number of after-school activities or 'Hobbies' available which are unique to the School.

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In addition, the School provides opportunities for curriculum enhancement, extended learning, special interest groups along with sports, arts and musical activities such as:

### **Pre-Prep (examples)**

- Non-contact tag rugby
- Football
- Dance
- Choir
- Sign Language
- Cheerleading
- Art and craft
- Lego
- Tennis
- Karate
- Drama
- Create Club
- Flower Arranging
- Performing Arts
- Swimming
- Mad Science

### **Prep School (examples)**

- Karate
- Canoeing
- Cycling and BMX
- Art
- Athletics
- Fishing
- Tennis
- Circus skills
- Choir
- Football
- Zumba and Yoga
- Rounders
- Netball
- Hockey
- Rugby
- Hama beads
- Drama

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## 1.5 Other key curriculum provision

Across the full age range, pupils requiring **Learning Support** are identified early in line with the School's policy and are fully catered for through specialist teaching by our experienced SENDCO and the Learning Support team, who liaise closely with and advise both teaching staff and parents and review Individual Support Plans (for children with EHCPs) and Pupil passports (for children with a diagnosed barrier to learning). Please refer to the SEND policy.

Provision is made as and when necessary for pupils with EHCP, welfare and wellbeing issues or for whom **English is an Additional Language** (EAL) and the school ensures that requirements are fulfilled within the delivery of a personalised curriculum. An EAL register is kept by the Deputy Head Academic. Langley Prep School endorses the DfE definition of "first language" as "the language to which a child was initially exposed during early development and continues to be exposed to in the home or community". Although we have few children who are not completely fluent in English, any child to whom the above definition applies will feature on our EAL register and staff made aware of the possible extra-time and support needed to ensure they are given the best conditions to process instructions, develop their phonics knowledge/reading comprehension skills and apply spelling rules. The Head of EAL at Langley Senior School provides support with identification of EAL needs and provision. (See EAL policy for details)

A **PDE / RSHE** programme reflecting the school's values and ethos is delivered by our PDE Co-ordinator and Heads of Year in a timetabled weekly slot (see PDE and RSHE policies and PDE schemes of work). In addition, guest speakers and themed assemblies contribute to the provision of personal, social and health education, linking in with SMSC themes and British Values.

**Sport** plays a major role in pupils' lives and matches are played against many schools in a range of sports every Tuesday (Years 3 and 4) and Wednesday/Friday (Years 5 to 8). Every pupil represents the school on at least one occasion every term.

The school's **Magna Voce Choir** has recently competed in national competitions and there is a school **drama production** or a pantomime performance annually (Oliver 2010; Romeo and Juliet 2011; Crusade 2012; Cinderella 2013; Aladdin 2014; Jack and the Beanstalk 2015; Oliver 2016; Chitty Chitty Bang Bang 2017; Beyond the Rainbow 2019; Joseph 2020; Jack and the Beanstalk 2022; Honk 2023; Madagascar 2024; Mary Poppins 2025).

The teacher in charge of a lesson is assisted by **additional supervising adults** (Teaching Assistants, HLTA, gap students) in:

- Years 3 and 4 during literacy and numeracy lessons
- Outdoor Learning
- a number of lessons in Years 5, 6, 7 and 8 (as requested by Heads of Department/suggested by our SENDCO to help to support children with learning difficulties)

A learning support and TAs' timetable is available on request from the SENDCO. Teaching Assistants are based in each class of Reception to Year 2, supporting children across a range of learning.

Pupils are not allowed to use the ICT suite unless supervised by a member of staff/gap student.

Individual digital devices have been made available to all pupils in Years 3 to 8 from April 2022.

### **Accelerated Reader**

Reading is an integral part of the primary phase of education, as it is the gateway to accessing the curriculum. The transformational impact that reading has on a child's life is well documented. Recent research suggests that learning to read and reading for pleasure can influence a child's academic success, vocabulary development, mental health, ability to empathise, accept other cultures and even life expectancy.

In January 2025, the School launched the use of Accelerated Reader, a highly rated and powerful tool for monitoring and managing independent reading practice, motivating pupils to read for pleasure. With Accelerated Reader, a pupil reads a book within their personalised zone of proximal development, takes an online quiz to check understanding and gets immediate feedback.

The School introduced a daily 15-minute reading session (from 14.05 to 14.20) to support the delivery of our reading programme with focussed readers being listened to reading out loud every day or 2/3 times per week, depending on their proficiency levels.

The English Department, supported by Form Tutors and the School's SENDCo, monitor reading progress closely through the Renaissance portal. The use of Accelerated Reader to support reading development is currently being rolled out to Year 2 children who are exceeding the expected level and need extension with comprehension.

### **Literacy and Numeracy intervention programmes in the Prep School**

The School's SENDCo, who is a Maths specialist, is teaching a small third set of Year 7 children finding numeracy acquisition challenging. A multi-sensory approach and a slower pace of learning provide opportunities for consolidation of basic concepts and a boost in confidence whilst avoiding withdrawing children from other lessons for Maths intervention.

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Targeted support for weaker readers is in place with Toe by Toe intervention (Year 5) and daily 15-min reading session have been timetabled with 1:1 targeted support for weaker readers with an adult listening to them read everyday or 2 to 3 times a week, depending on their competence levels.

The School tests the typing speed of children who present with a barrier to learning. If their typing proficiency is strong enough, they are encouraged to use their device for all longer writing pieces in every subject. Children with lower typing proficiency have access to Nessy Fingers and are encouraged to use their device when possible to provide them with as many typing opportunities as possible. The use of their device will become the pupils' usual way of working, which will mean they can use it for all future exams.

### **Literacy and Mathematics intervention programmes in the Pre-Prep**

Phonics is taught as a whole-class approach, as per the ethos of the Little Wandle Phonics programme. Children are regularly assessed (formative and summative) with immediate extra support put in place to consolidate learning and to ensure children keep up with the rigorous programme. This support is short, 1:1 or small group catch-up sessions, regularly across the week.

In Literacy and Mathematics, teaching and learning is adapted to suit the needs of children. This may mean a modification of objectives, a differing teaching and learning approach, use of specific resources, Teacher or Teaching Assistant guidance and questioning, including small group or 1:1. Extra sessions outside the lesson may also be provided and unit-specific learning sent home for parental support.

### **Enrichment**

The list of enrichment is extensive, to offer a wide variety of choice to suit individual pupils' needs and to include physical, creative and academic-based sessions. These allow the school to promote the importance of all forms of achievement and to develop the interests and self-confidence of the individual.

An Enrichment lesson is timetabled once a week in Years 5 to 8. The aim is to:

- provide opportunities to extend pupils' learning into areas outside of the curriculum
- provide stretch and challenge in areas outside of pupils' comfort zone, involving them in understanding and helping their community and the environment, focusing on improving their wellbeing, discovering new cultures and languages
- provide an opportunity to develop life skills

Every child gets to choose a different Enrichment activity every term. They all need to choose at least 1 cerebral enrichment activity every year.

More information is available from the Co-Curricular Co-ordinator.

### **Schemes of work**

Heads of Department are responsible for ensuring schemes of work are in place that build understanding sequentially and teach pupils the knowledge and skills that will not only engage

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them with their learning but ensure that they are ready for the next steps in their education and beyond. Curricula are reviewed yearly via meetings with DH Academic, to quality assure their content and design, and ensure they are fit for purpose. Particular attention is also given to the embedding of Equality, Diversity and Inclusivity (EDI) within curricula and schemes of work.

Heads of Department are also responsible for ensuring that the curriculum and schemes of work meet the needs of all pupils (including those with EAL, SEND, EHCP and those requiring additional stretch and challenge). All subject teachers are expected to contribute towards or develop such schemes.

As appropriate, the curriculum is used to build resilience, self-esteem, and assertiveness to help pupils to keep safe and know how to ask for help if their safety is threatened. Pupils are encouraged to work independently, critically, and creatively. To do this, teachers are expected to explore opportunities that exist in their subject areas for addressing the framework for developing pupils' welfare and personal development (building on the principles formerly established under "Every Child Matters") and to seek opportunities to enhance the spiritual, moral, social and cultural development of pupils.

## **2. Teaching and Learning and academic ethos**

At Langley Prep School, high standards in the quality of the teaching and learning are at the core of the education we provide. Through a personalised approach to learning, the children are encouraged to become empowered learners who develop a growth mindset, a sense of ownership of their progress while striving to achieve their personal best with confidence. This sound academic grounding, which goes hand in hand with the extensive range of extra-curricular opportunities on offer, provides a solid stepping stone to the pupils' senior school career and start in life.

### **2.1 Academic aims of the School**

At Langley Prep School we offer to pupils:

- a broad curriculum in which pupils can develop their own identities and interest whilst enabling them to acquire the cultural capital to interpret and question the world around them.
- a range of academic opportunities to meet individual needs and interests at an appropriate level in each subject. [This includes seeking opportunities for cross-curricular collaboration and projects where appropriate.]
- an environment where, regardless of ability, all children are supported, stretched and challenged throughout their learning journey.

- equality of entitlement and opportunity for all pupils regardless of ethnicity, religion or social background – as per the Equality Act 2010.
- an inclusive environment which promotes and enhances the spiritual, moral, social and cultural development of all pupils whilst ensuring the safeguarding of all pupils at all times and the upholding of Fundamental British Values (FBV) as outlined by the 'Prevent' duty.
- extension opportunities to stretch & challenge pupils, both in school and off-site.
- individual and group support for pupils with EAL and/or SEND requirements both inside and outside the classroom.
- learning opportunities which inspire a love of learning and provide them with a toolkit of how to learn.
- the Career Education awareness necessary to make the right choices in Secondary/Higher Education and beyond, preparing pupils for the challenges of life in the twenty-first century.
- an understanding of the power of the theory of growth mindset; we expect every pupil to expand their potential and become resilient learners.

### **Teaching Methods**

The range of teaching methods used throughout Langley Prep School, which are based on Assessment For Learning (AFL) techniques, encourages pupils to be stimulated and challenged within a supportive environment so that they acquire and progressively develop skills in the following areas:

- communication skills (including speaking and listening)
- oracy skills including opportunities for delivering presentations and debating
- literacy skills
- numeracy skills
- problem-solving and decision-making skills
- study skills
- practical skills
- explicit teaching of metacognitive skills enabling pupils to take responsibility for their learning and be active participants in their own development

Pupils are given the opportunity to learn in a variety of different ways which include:

- independent, pair and group work, whole class exposition
- written assignments and presentations
- debates, oral presentations, discussions and role-play
- investigation through experiments, library and internet research
- the use of 1to1 devices as appropriate during lessons and for prep tasks
- practical and creative activities
- cross-curricular projects and activities
- off-site visits linked to the curriculum content
- visiting speakers, theatre groups, authors etc

### **2.2 Features Of A Great Langley Lesson (FOAGLL)**

**Policy author:** Sarah Menegaz, Deputy Head Academic

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All staff follow an agreed pedagogy for the planning and delivery of lessons, ensuring clarity and consistency in our approach to teaching and learning, underpinned by educational research.

### Features of a Great Langley Lesson

<p>1. Before the lesson: organise and plan.</p> <p><i>This ensures each lesson has a clear purpose and every minute of lesson time is made best use of.</i></p>
<ul style="list-style-type: none"> <li>Consider how the lesson fits into the bigger picture of the curriculum for the week, unit, term, and year. Consider what the purpose of the lesson is and how this cumulatively builds knowledge and skills. Consider how you will develop pupils' curiosity, confidence, integrity, and kindness, and how you can promote DEI via your planning. Consider whether links can be made to careers.</li> <li>Ensure you have a clear understanding of exactly what prior knowledge is required for pupils to access the learning and how you will break down the learning into its constituent 'atoms'.</li> <li>Pre-prepare your models and choice of questions (this is likely to include exam-style questions in older year groups).</li> <li>Plan for what pupils will be thinking about at each part of the lesson, not just what they will be doing. Pupils remember what they think about. Learning (and ultimately memory) is the 'residue of thought'.</li> <li>Ensure all lesson resources are ready in advance, including adaptations for pupils' individual needs (inc. those with SEND and EAL).</li> <li>Plan to utilise technology where advantageous, to enhance and augment the learning process for pupils, and support you as a teacher.</li> <li>Ensure the classroom is safe, tidy, and ordered. Classroom displays should be relevant and reflect your high expectations.</li> <li>Ensure you know your seating plan and the rationale behind it. Is there a meaningful opportunity to make use of the outdoors?</li> </ul>
<p>2. Follow the Langley lesson beginning protocol (minutes 1-5).</p> <p><i>This ensures pupils arrive ready to learn and engage in daily retrieval practice to embed learning over time.</i></p>
<ul style="list-style-type: none"> <li>Pupils line up quietly, correctly dressed, and ready to enter. Be proactive as the teacher in ensuring this occurs, speaking to individuals.</li> <li>Teacher meets and greets pupils at the door.</li> <li>Pupils enter, bags out of the way, equipment on desk, coats off.</li> <li>Pupils stand, quietly, behind chairs and sit when invited. This is according to a seating plan designed by the teacher.</li> <li>Pupils engage in 'do now' activity whilst teacher registers class.</li> <li>'Do now' task needs to focus on retrieval practice from a previous lesson in the same topic or a previous topic.</li> </ul>
<p>3. Teach for sustained progress (the below is based on a philosophy of 'High Challenge, High Support'<sup>1</sup>, the pedagogical model of Rosenshine's 'Principles of Instruction'<sup>2</sup> and Tom Sherrington's work on the 'Mechanisms of Learning'<sup>3</sup>).</p> <p><i>Pupils enjoy lessons when they feel they are making rapid progress. Plan for this. The below is an exemplification.</i></p>
<ul style="list-style-type: none"> <li>Explicitly share the key learning objective for the lesson and how this fits into the big picture. It should be ambitious for all pupils.</li> <li>Activate and assess necessary prior knowledge and vocabulary. Address any crucial gaps before moving on.</li> <li>'I do': Teacher models new learning. Make the implicit explicit: ('I am doing this because...', 'I know this because...', 'I am not doing this because...', 'I choose to do it like this so that...'). This may include use of the visualiser or a demonstration.</li> <li>'We do': Further modelling, with teacher cold-calling individuals to assess understanding of the process. Make use of 'hinge questions' to aid metacognition: ('What would happen if instead...?' "Would anything change if...?" "Why would I/would I not do this...?")</li> <li>'You do': Independent practice. Give pupils an opportunity to practice each step independently, after each new piece of learning. Circulate the classroom/workspace during this phase, to prompt and support or intervene with individual pupils.</li> <li>Assess the understanding of all learners (for example via self/peer-assessment with solutions and sharing their score, a low-stakes quiz, or verbal questioning from the teacher). Use this knowledge to intervene and inform the next steps. Veer from the plan if needed.</li> <li>Feedback and reflection: ensure all pupils have feedback at each stage of the learning process so that misconceptions can be addressed.</li> <li>Plenaries: ensure that pupils have reflected on their learning and are able to articulate what they have learnt in their own words.</li> </ul>
<p>4. Keep expectations of all pupils high.</p> <p><i>Involve all pupils. No opt-out. Demonstrate clarity and consistency as the teacher. Praise publicly, sanction privately.</i></p>
<ul style="list-style-type: none"> <li>Ensure 100% participation. Use whole-class AFL strategies to support with this (such as mini-whiteboards, show-me multi-choice voting, cold-calling', 'Think, Pair, Share', online voting/quiz tools). Avoid over-use of 'hands-up'.</li> <li>Ensure all learners' needs are met: all pupils must feel challenged and supported to make rapid progress. Pitch the lesson to the highest level, then scaffold to support. Intervene where necessary, including stretching and challenge those who demonstrate proficiency.</li> <li>Use the Langley Behaviour Policy: motivate pupils with praise and narrate the positive ("Thank you to everyone who has already..." etc). Address low-level disruption privately and calmly. If issues persist, escalate sanctions and if necessary remove the pupil from the lesson (they should be sent to the HoD's classroom or office). Do not allow a pupil to derail the lesson.</li> <li>Set meaningful and challenging prep according to the whole-school schedule. Ensure all pupils understand the task, the due date and will be able to access this. Ensure this is followed-up: reward excellent work, sanction missing prep, and give meaningful feedback.</li> </ul>
<p>5. Follow the Langley lesson ending protocol (2 minutes before the bell).</p> <p><i>This ensures a calm end to the lesson and supports the teacher teaching the class next.</i></p>
<ul style="list-style-type: none"> <li>Pupils pack away and hand in work. Ensure the pupils leave the learning space tidy. Pupils stand in silence behind desks.</li> <li>Teacher checks uniform and conducts a quick check of understanding (exit ticket/ thumbs up/ quick quiz question/ lollipop questions etc) praise for specific pupil responses.</li> <li>Orderly dismissal (end and send) on the bell.</li> </ul>

<sup>1</sup> Willingham, Daniel, T: Why don't students like school? 2009

<sup>2</sup> Mynott, Mary: High Challenge, Low Threat. 2016

<sup>3</sup> Rosenshine, B: Principles of Instruction. 2010

<sup>4</sup> Sherrington T: 'TeacherHead' blog @TeacherHead. 2023

<sup>5</sup> Sherrington T: Cold Calling: The #1 Strategy for Inclusive Classrooms. 2021

## 2.3 Standardised testing, identification of learning needs and target setting

### Nursery

When children join the Nursery at Langley Prep School, we spend time ensuring that they are settled and happy in their surroundings, concentrating on building confidence and new friendships before identifying learning needs. We believe that a happy child will be more ready and willing to learn. We assess their starting points on entry through observations and time spent with the children rather than formal assessments; we then plan their next steps carefully with their key worker and parental involvement.

As the children develop in confidence and begin to settle happily into their new surroundings, we continue to observe them to identify their preferred characteristics of learning in order to help us plan further for their individual learning needs.

### Reception

September - School-designed Baseline Assessment

#### Year 1:

September/January/June – SWST (Single Word Spelling Test) and SWRT (Single Word Reading Test)

June – Progress Test in English and Progress Test in Maths by GL Assessment

#### Year 2:

September/January/June – NGST and NGRT by GL Assessment

September - CAT 4 Tests

June – Progress Test in English and Progress Test in Maths by GL Assessment

In Reception, Year 1 and Year 2, children are also assessed at least every term in Little Wandle. The Early Years Foundation Stage Profile is completed at the end of the Trinity Term for the Reception children.

Children who show up as not performing at an age-appropriate level on the above tests are given interventions and re-assessed in the Lent Term by the school SENDCo.

#### In Years 3, 5 and 7:

September – CAT4 published by GL Assessment

#### In Years 3 to 8:

September – NGST and NGRT published by GL Assessment

September – PASS test (Pupil Attitudes to School and Self)

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February – interim NGST and NGRT (GL Assessment)

June – Progress test in English, Progress test in Maths, Progress test in Science, NGST and NGRT published by GL Assessment

These standardised tests enable us to assess the pupils' levels in English, Maths and Science and to provide a reading and spelling age. This subsequently allows us to establish how much progress they have made over the course of the year and plan interventions and next steps.

This key information on the strengths and weaknesses of each child helps to identify their specific needs. Whilst the high attainers are given opportunities to stretch their learning and develop their higher order thinking skills in lessons and through subject-related themed days or competitions, the children who require learning support are given individualised help suited to their specific needs and this is logged in their support plans (for those with an EHCP) or pupil passport and shared with staff. The progress they make is reviewed on a termly basis and their targets are regularly updated and communicated to all teaching staff during INSET and staff meetings and to parents through regular meetings with the class teachers or the SENDCo.

## **2.4 Information about pupil learning needs and characteristics of learning**

Within Nursery and Reception, characteristics of learning are identified and staff are expected to take this into account for their planning.

From Reception to Year 8, information about pupil learning needs is available to staff via iSAMS in order to aid effective and differentiated daily planning for staff. It includes learning support profile summaries and support plans, references to who sits on the register for the most able pupils (pupils with High Learning Potential) and EAL information. Comprehensive standardised data is available to staff as an additional tab in the year-specific assessment records in Teams.

## **2.5 Classroom routines and behaviour**

Staff must insist that the following rules and guidelines are followed:

### **KS2 and 3**

In this classroom, I will:

- Find the courage to make mistakes and learn from them
- Open up to challenge and maintain a growth mindset
- Care for others, being a good listener and respect other people's learning journeys

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- Understand that the effort I put in is linked to the success I experience
- Set myself up to be organised for the lesson with my equipment and I will leave the classroom as I found it, if not better

Classroom routines:

- Line up quietly at the beginning of the lesson
- Sit down silently once invited to do so
- Put bags under the table
- Prepare your desk for learning
- Answer the register in a clear voice
- Listen carefully without interruption
- Learn to the best of your ability
- Leave your desk and floor area tidy at the end of the lesson
- Stand silently behind chairs when invited to and wait for instruction

Staff must ensure that the “Behaviour That Affects The Way That We Learn” section of the Positive Behaviour Code is adhered to in order to create a purposeful learning environment for all:

We choose to:

- try our best and persevere at all times
- listen when our teacher and others are talking
- put our hand up in class to give everybody a chance to speak
- arrive promptly and be equipped for lessons
- complete the work set to the best of our ability and allow others to do the same

## Reception and KS1

The ethos of Pre-Prep centres around the phrase ‘Ready to Learn, Respectful, Safe’.

Responsible

Empathetic

Serve others

Polite

Express gratitude

Character

Teamwork

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Behaviour expectations and learning attitudes grow from these statements and are regularly referred to encourage the best from the children socially, emotionally and academically.

Children have a positive approach to learning, and these are guided by the values of our Growth Mindset Characters: Creative Connie, Peter Participant, Independent Ivy, Resilient Roger, and the Collaborative Twins.

Classroom routines and expectations are clear and consistent, with praise, self-reflection and restoration practices being a key part of developing social and emotional skills, and creating a positive and effective learning environment.

High standards of work are to be set and maintained by all staff at Langley Prep School.

### **KS2 and KS3 Presentation of work:**

- Titles underlined.
- Work dated.
- Pencil in Years 3 & 4; blue or black ink in Years 5 to 8
- Insist on neat writing.
- A margin should be used to assist presentation. Question numbers in the margin.
- Correction fluid is not allowed.
- All worksheets to be stuck in neatly.
- No graffiti on the cover of books.

### **Reception and KS1 Presentation of work**

- All children to be encouraged to write inside the boxes when using squared paper and on the line in written work
- Emphasis, time and commitment is given to the teaching and learning of good tool hold, appropriate posture and letter formation, to develop a comfortable and flowing script.
- All children to begin joining during the last term of year 1 if their formation is all correct using the NELSON SCHEME
- In the final term of year 2 all children to be joining at all times
- Use of photographs when an activity is practical with an objective and a comment from the teacher about the achievements
- Erasers should be used sparingly
- Learning objectives should be added to the beginning of all work in the core subjects and set out as LO is.....

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- All work should be dated. Where possible, the child should add this to their work. In Mathematics and Topic work, this will be in short-form, numerical style. In English, this will be in longer form, word style, eg, *Wednesday 19<sup>th</sup> November* and suitable to the task.

## 2.6 Pastoral and Academic Records

Staff make a record in the Duty Log of any pastoral “event” taking place eg. positive behaviour, loss of free time (Stage 2 reflection), etc. The document is updated by staff and accessible to staff throughout the day, which ensure that everyone is kept informed of any pupil issues.

Conversations with parents are recorded in detail in our Parental Contact Forms, which are then sent out to the Senior Deputy Head and the Form Tutor in the first instance, to the Deputy Head Academic for any academic concerns and ultimately to the Head of Prep for wider issues.

## 2.7 Proof reading policy in the Prep School

Staff must encourage pupils to proofread their written work systematically and offer improvements to develop a culture of excellence, support children with special educational needs and help pupils to take pride in their work to make it the best that they can.

Pupils are encouraged to use the Purple Pen of Progress to respond to their teacher’s feedback and improve the quality of their work. (see Marking policy).

## 2.8 Work report in the Prep School

A work report has been created to help underachievers to target their effort and raise their attainment.

If, after consultation with the teaching staff or 3 work demerits in a half term, a child is deemed to be underperforming academically according to their ability, his/her tutor/class teacher and the Deputy Head Academic, in liaison with the Head of Year, may decide to put the child under closer scrutiny for a set period of time.

After informing the parents, a work report will be drafted:

1. The tutor/class teacher, in consultation with the Head of Year and Deputy Head Academic, comes up with a SMART target and decides which subject(s) will benefit from this close monitoring exercise. The target is discussed and agreed with the pupil for the 2-week duration of the work report.
2. The pupil carries a copy of the work report from lesson to lesson and reminds the relevant member(s) of staff to allocate an effort grade (1 poor – 4 excellent) based on

the pupil's effort to achieve their target during that lesson. A short comment can be made but only if deemed necessary. This should be a quick process.

3. The work report is signed daily by the tutor/class teacher and weekly by the Head of Year or Deputy Head Academic.
4. A copy is kept on file and another sent home at the end of the week.
5. Progress is reviewed during staff meetings and if deemed sufficient, the pupil may be taken off work report. If standards of work start declining again, the pupil will be put on work report again. Parents are involved throughout the process.

### **3. Whole school assessment policy**

#### **3.1 Aims and Objectives:**

- To recognise and celebrate all pupils' achievements.
- To provide an evaluation of what has been taught and learned and continue to develop the pupils' learning.
- To identify pupils' strengths and weaknesses.
- To enable support to be offered.
- To gather and analyse assessment data (such as standardised tests, core assessments, examination results...) to inform planning which teachers, Heads of Departments and Subject Co-ordinators are responsible for.
- To enable target setting and help pupils to identify their next steps for learning.
- To ensure smooth transition for pupils.
- To enable pupils' progress to be tracked.
- To inform parents.
- To maintain high expectations of pupils and maximise pupils' achievement.
- To provide governance and management with information enabling development.

#### **3.2 Types of Assessment in the School:**

- Formative: information forming and affecting the learning experience
- Diagnostic: identifying what is preventing pupils progressing as expected.
- Evaluative: evaluating the impact of the curriculum on pupils.
- Summative: systematic recording of pupils' progress.

At Langley Prep School, we endeavour to provide a range of opportunities for assessment to move teaching and learning forward. Data is collected, collated and analysed in a diagnostic and evaluative way to inform future planning and maximise pupils' achievement.

## Standardised testing

In the Pre-Prep, pupils undertake the following standardised tests every year:

### Reception

September - School-designed Baseline Assessment

### Year 1:

September/January/June – SWST (Single Word Spelling Test) and SWRT (Single Word Reading Test)

June – Progress Test in English and Progress Test in Maths by GL Assessment

### Year 2:

September/January/June – NGST and NGRT by GL Assessment

September - CAT 4 Tests

June – Progress Test in English and Progress Test in Maths by GL Assessment

Children in Reception, Year 1 and Year 2 also undertake termly Little Wandle assessments.

In the Prep School, pupils in Years 3, 5 and 7 undertake CAT4 tests in September. These are spread over a week to minimise fatigue and pupils 'giving up'. Children from Year 3 to Year 8 also undertake the NGST and the NGRT in September and the PASS test (Pupil Attitudes to School and Self). In February, Year 3 to 8 pupils undertake interim NGST and NGRT again. In June, Year 3 to Year 8 pupils are tested again with the NGRT and NGST and they undertake the Progress Test in English, Progress Test in Maths and Progress Test in Science.

\*CAT4 (GL Assessment): gives a standardised score in Verbal Reasoning, Non-Verbal Reasoning, Quantitative Reasoning and Spatial Ability.

\*NGRT (GL Assessment): gives a standardised score and a reading age.

\*NGST (GL Assessment): gives a standardised score and a spelling age.

\*Progress Test in English (GL Assessment): gives a standardised score and a breakdown of performance in spelling, grammar and punctuation, comprehension.

\*Progress Test in Maths (GL Assessment): gives a standardised score and the ability to look at performance in different skills.

\*Progress test in Science (GL Assessment): gives a standardised score and enables us to monitor science achievement benchmarked against peers nationally, as well as measuring the key National Curriculum requirement of 'working scientifically'.

We use these tests to:

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- Give an overview of the strengths and weaknesses of the school.
- Give an overview of the strengths and weaknesses of each class/set.
- Predict and track progress in different areas.
- Inform intervention strategies at year/set/individual level.
- Track the effectiveness of intervention strategies (SEND, HLP, EAL).
- Inform pupils requiring learning support, High Learning Potential provision and EAL provision.
- Informally inform staff performance.
- Report annually to Governors.

These tests are standardised for comparison against pupils across the country in other educational establishments.

The results are analysed by the Deputy Head Academic and the Director of Studies in liaison with the Pre-Prep Lead, the SENDCo and the Heads of English, Maths and Science. They compile a report of their findings and feed this back to the SLT and all teachers at the start of the Michaelmas Term. Standardised data is added to the Assessment Folder on Teams for ease of reference by staff. This is a key element of the school's tracking system to identify progression.

*Summative assessments are systematic recordings of pupils' progress that take place after learning. Test and Core Assessment test results are recorded and analysed to inform future planning. We undertake the following summative assessments in each year group:*

#### **Nursery:**

Learning Journeys in Acorns and Oaks

Two year old checks at the end of the first term with us

Ongoing observations and assessments throughout Nursery

Termly tracking of progress in all areas of the curriculum in Acorns and Oaks

#### **Reception:**

Baseline Assessment

Continual assessments in all areas of the curriculum

Termly Little Wandle assessments

#### **Year 1:**

Maths check up assessing each topic at regular intervals throughout the year

Termly Little Wandle assessments

#### **Year 2:**

Maths check up assessing each topic at regular intervals throughout the year

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## Termly Little Wandle assessments

### Years 3 to 8:

“Show Me” assessment tasks take place regularly including at the end of each unit of work – as a guide:

- 6 times a year in most subjects.
- 3 times a year in subjects with only 1 or 2 lessons per week.

They take a range of formats and departments endeavour to make them as standardised as possible to allow for reliable comparison across the year, both individually and as a whole class and comparison between year groups and between different cohorts taking the same subject matter.

Attainment in subject-specific knowledge, understanding and skills is recorded using the 5Es: EmergingàEvolvingàExpectedàExceedingàExceptional. Departmental band descriptors for each one of the E grades are available to aid consistency in assessment amongst colleagues. We can track the progress made by pupils in each subject on our year-specific assessment record spreadsheets in Teams.



Formative assessment takes place during lessons and provides next steps for learning. Pupils are aware of their next steps and know how to move their own learning forward.

In Reception and KS1, formative assessment includes:

- Detailed marking suggesting next steps
- Verbal feedback and next steps
- Literacy Development books and check lists termly

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- Star and a wish

In Years 3 to 8, formative assessment includes:

- 2 stars and a wish marking + use of feedback stampers + pupil response with the Purple Pen of Progress (no numerical marks for classwork and prep)
- verbal feedback and target setting
- peer and self-assessment against success criteria
- use of traffic light system to assess progress in soft skills and study skills

*Assessment for Learning (AfL) provides pupils with the opportunity to assess their own work and that of their peers. In turn, this provides them with the skills to take charge of their own learning. It also encourages them to become self-regulated learners who can leave school able and confident to continue learning throughout their lives. Examples of AfL tools used at Langley Prep School include:*

- WALT (We Are Learning To...) and WILF (What I'm Looking For...) boards in every classroom – learning objectives and success criteria shared with pupils
- “Star and a wish” and traffic light self and peer-assessment
- Use of feedback stampers and Purple Pen of Progress to engage children in a dialogue and a process of self-improvement through targeted DIRT time
- Next steps “notes to self” / target setting on Record of Progress forms
- WAGOLL (What A Good One Looks Like)
- Emperor’s technique used in plenaries (thumb up, thumb in the middle, thumb down)
- Dedicated time for feedback and built-in improvement time (DIRT)

### 3.3 Principles

Teachers need to ensure they are working towards the following model and Heads of Department need to monitor that this is taking place within their subject area:

- Complete schemes of work in each subject (from the ages of 4 to 13) guide our teaching, setting out aims, learning objectives and proposed outcomes for each topic, module or unit.
- Effective assessment can be provided in a number of ways: verbally to individuals or going through common errors through class feedback, in writing, through peer and self-assessment etc. Formal teacher assessment must take place every half term (or every term for subjects with a low weekly allocation) through Show Me tasks and a feedback session should be planned to help children understand their current attainment (E

grade) across the subject strands, analyse their strengths and areas for development and set themselves SMART targets.

- All extended pieces of work completed independently by pupils should be assessed using “2 stars and a wish” written feedback.
- All assessment must be prompt and kept up to date.
- Pupils must understand assessment systems (such as E grades to measure attainment) and success criteria.
- Pupils must understand the need to work within assessment criteria.
- “2 stars and a wish” feedback allows teachers to celebrate success in achieving the desired learning outcomes (2 stars) whilst signposting to the pupils areas for further improvement (a wish should always be accompanied by a short personalised improvement task eg. a question to deepen understanding, corrections to be made, a paragraph to be rewritten, etc)
- Teachers must use their assessments and information gained from the SENDCo and standardised test results to inform their own planning. In the Prep School, pupil passports and support plans (for pupils with EHCPs) are available on iSAMS for pupils on the SEND register and on the monitoring list.
- Pupil self and peer-assessment should be encouraged, especially in the area of target setting. A Record of Progress form allows pupils to reflect and set themselves SMART targets in the form of “notes to self” articulating what their next steps are and how they will go about achieving their goal(s).
- Pupils should be encouraged to use the Purple Pen of Progress to reflect on their own learning and make the necessary improvements as guided by their teachers’ feedback during Dedicated Improvement and Reflection Time. Reflective Learner House Points should be awarded to children who can review and improve their work.

In addition, in the Prep School:

- Each term at pupil progress meetings, staff reflect on pupil performance and indicate possible referrals to the SENDCo for further investigation, candidature for set relegation or promotion, and any other action points needed to maximise pupil progress.
- At the end of each unit of work, each department must identify summative “Show Me” assessment opportunities to allow comparisons across each year group to take place. These should take place approximately every half term, although in Creative Design, Music, Drama, PE and Computer Design and Robotics there will be variations. They should be assessed according to usual criteria, but should include an E grade, which is communicated to the pupils (Emergingà Evolvingà Expectedà Exceedingà Exceptional).

These results must be recorded onto the year-specific assessment spreadsheets on Teams to allow effective tracking of pupil progress.

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Attainment	Descriptor
Exceptional	A full grasp of new concepts and recent topics; always applies knowledge and skills independently to a range of situations with creativity, adaptability and flair; working well above the year-specific expected level.
Exceeding	Confident understanding of new concepts and recent topics; can apply knowledge and skills consistently and mostly independently; can transfer skills to other areas with growing creativity.
Expected	Sound understanding of new concepts and recent topics; usually applies knowledge and skills independently.
Evolving	Knowledge/concepts/skills have started to be grasped and used with some independence but often requires support/scaffolding.
Emerging	New knowledge/concepts/vocabulary/skills still being grasped. Always needs support and guidance to apply knowledge and skills.

- This enables us to compare performance within and across departments in their year group. This information, along with standardised test data, examinations and day-to-day assessment data help inform decisions on future planning, setting, identifying how successful interventions have been, etc.
- Errors of spelling, punctuation and grammar should be corrected. Up to 5 spelling errors per piece of work should be identified: corrections using 'Look, Say, Cover, Write, Check,' should be made and checked.
- All technical and subject-specific mistakes must be corrected. But common sense should prevail!
- Tasks should be differentiated wherever possible, in particular independent prep tasks (eg. chilli challenges).
- The system of House Points should be used properly within all curricular areas. Recommendations to the Head/Deputy Head Academic for Head of Prep's Commendations/Subject Commendations should also be utilised by all staff.
- Practical, oral and project-based work must always be assessed and the format of the feedback given is the member of staff's prerogative.

### 3.4 Monitoring

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## Nursery and Pre-Prep

The Head of the Pre-Prep and the Head of Prep will monitor the results of the internal and external tests and assessments. The Head of the Pre-Prep takes an overview of the reports and keeps the Head of Prep informed. Class teachers monitor the progress of the children in their care. The Head of Pre-Prep also liaises closely with the school SENDCo to discuss programmes of support that need to be in place for those children who are not making expected progress.

## Prep School

The Head of Prep and the Academic Team will monitor the results of all formal internal and external examinations, advised by Heads of Department and the Pre-Prep Lead who will also monitor “Show Me” task results across year groups which inform further planning. Tutors will monitor progress of their tutees through Interim reports and through the verbal reporting of individual teachers.

The Academic Team undertakes an annual analysis of standardised data and the following areas are shared with staff and interventions discussed and agreed: referrals to Learning Support, High Learning Potential pupils flagged up, overview of strengths and weaknesses of each year group/class/set, particular cohorts of pupils requiring specific input from staff or a different approach to learning. This enables the school to target and track pupil progress over time and monitors the effectiveness of intervention strategies and provision for the most able. The academic team, in conjunction with Heads of Departments, set progress targets in September based on the data received in the previous June and these targets are reviewed termly.

Standardised data also helps us to compile an academic profile of the school, to comply with ISI requirements and assists with transfer to senior schools.

The Deputy Head Academic, the Director of Studies and the Pre-Prep Lead will provide support and guidance on any aspect of assessment and Heads of Departments will monitor opportunities for assessment in planning.

## Appendix – glossary

**Formative assessment** helps to *monitor pupil learning* by providing ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning. More specifically, formative assessments:

\*help pupils identify their strengths and weaknesses and target areas that need

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work

\*help teachers recognise where pupils are struggling and address problems immediately

**Summative assessment** aims to *evaluate pupil learning* at the end of a unit of work by comparing it against some standard or benchmark.

Examples of summative assessments include:

- examinations
- Show Me Tasks

**GL Assessment** is a company specialising in independent assessments and school improvement.

**Hodder Education** is a publishing company specialising in education and assessment.

**NFER tests** - standardised tests in Maths and English published by the National Foundation for Educational Research.

**iSAMS** is our Information Management System.

**WALT (We Are Learning To...)** and **WILF (What I am Looking For)** – a useful way to share learning intentions and success criteria with pupils at the start of a lesson.

**Emperor's technique** – pupils use their thumbs to give feedback to the teacher on how well they have understood (thumbs up = understood; thumbs down = don't understand; thumbs across = not sure).

**Plenary** – short session at the end of a lesson used to draw out learning and refer back to lesson objectives.

## 4. Whole school feedback, assessment and marking policy

### 4.1 Introduction

Feeding back on pupil's work is a fundamental part of the process of teaching and learning and it is an important part of the assessment process. Meaningful feedback demonstrates a respect for the work produced, and indicates the ways in which the individual pupil can improve. -Feedback will also encourage the pupil to look at mistakes in a positive manner and help to develop a positive and meta-cognitive approach to self-assessment.

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## 4.2 Aims and purposes

The purpose of this policy is to make explicit how teachers provide feedback to pupils. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is important to provide constructive feedback to pupils, focussing on success and improvement needs against learning objectives. This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

## 4.3 Key principles

Feedback should:

- be manageable for teachers and accessible to pupils
- be an effective way of keeping the pupil focussed on agreed targets and encourage self-assessment and self-correction as the children develop
- relate to the learning objective(s) / curricular layered targets and comment on previous attainment
- indicate strengths and weaknesses in the form of a star and a wish (“2 stars and a wish” in the Prep School)

- 1) give recognition and praise for achievement
- 2) give clear strategies for improvement

- allow DIRT (Dedicated Improvement and Reflection Time) for pupils to read, reflect and respond to marking using the Purple Pen of Progress
- inform future planning and target setting
- be seen by pupils as a positive approach to improving their learning and as a factor contributing to raising self-confidence and self-esteem (mistakes are fully part of the learning process)
- provide an indication to parents about their child’s progress

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#### 4.4 Implementation

Pupils' work needs to be marked in a colour that can be clearly seen.

Marking should include detailed comments, not just ticks.

All work should be checked by the teacher.

All marking must be prompt and kept up to date.

Pupils must understand assessment criteria and the need to work within them.

Any extended pieces of work done independently by the pupil should be marked as soon as possible using the star and a wish idea:

- In Reception and KS1, one comment reflecting on relative success in achieving the desired learning outcome and one clear target for improvement. This may be done verbally in the early stages of the child's time in school.

\*Marking should be regular, prompt, positive and helpful

\*Marking concentrates on the learning objectives, child's efforts, recent targets and recent wishes

\*Marking is sensitive to individual needs

\*I for independent work

\*S for support given

\*S+ for high support given

\*Feedback encourages children to reflect on the work they have completed in the form of a star and a wish

\*In maths, when a correction is needed the teacher should box the answer and then when the correction has been made they should tick and write a C on the stem of the tick

\*Reversals or interchanging of digits is indicated with a ring. When the correction has been made they should tick and write a C on the stem.

Most 'marking' and formative assessment is carried out 'on the spot' during the learning process, with children encouraged and guided to reflect and self-correct in the moment, editing, changing and correcting as part of the learning process.

- In KS2 and 3, two comments reflecting relative success in achieving the desired learning outcomes and one clear target for improvement.

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Marked work should be handed back quickly to encourage discussion and focus on targets, which should be SMART (specific, measurable, achievable, realistic and time-specific).

For feedback to be effective it must be more than just correction. Pupils must be trained to see the teachers' comments as the most important element of assessment.

Marking should be done with the pupils if possible, especially in the Nursery. Use of questions on the pupils' work, requiring them to think about their response should be encouraged as well as specific follow-up tasks for which dedicated improvement time should be built into lessons. Numerical marks become obsolete in most instances.

In the Prep School, regular "Show Me" assessment tasks will be marked according to 2 stars and a wish and will include an E grade (EmergingàEvolvingàExpectedàExceedingàExceptional) in all relevant subject specific strands. These will also be recorded to enable performance comparisons within subjects / year groups.

Errors of spelling, punctuation and grammar should be corrected. Up to 5 spelling errors per piece of work should be identified: corrections using 'Look, Cover, Write, Check,' should be made and checked. All technical and subject-specific mistakes must be corrected but common sense should prevail!

KS2 and 3 pupils should be given time to read the feedback given in exercise books and respond to it when applicable, using the Purple Pen of Progress. This may on occasion include practising misspelt words in writing.

House Points and/or Subject Commendations, Head of Prep's Commendations should be awarded to recognise achievement, effort and the completion of targets in the pupils' work. Outstanding pieces of work should be sent to SM / CR / JH and will be displayed on the Excellent Work Boards as a celebration of effort and success.

Where deemed appropriate and beneficial, pupils should be encouraged to mark their own work, self-assess their learning or peer-assess each other with guidance from the teacher. Pupils should be encouraged to use the traffic light system (or any similar self-assessment strategy) to reflect on their own learning.

In KS2 and 3, teachers use a multi-layered stamper when providing feedback on extended pieces of independent written work.

Aims:

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- encourage pupils to respond to our feedback and actively seek to improve on their areas of weakness, with our guidance
- improve the effectiveness of our marking/feedback/assessment policy based on AfL principles
- provide more consistent, better evidence of the positive impact of our feedback policy on pupil progress through book looks.

Different steps:



- 1) Feedback on any extended, independent piece of work with **2 stars and a wish** (2 things that the pupil did well, one area for improvement)
- 2) Make sure the “wish” involves a **short improvement task**
- 3) Use your stamper with **Pupil initials + Pupil response** before returning the piece of work (**BLUE** and **PURPLE** STAMPS)
- 4) Plan some **DIRT** (Dedicated Improvement and Reflection Time) at the start of the next lesson and encourage pupils to:
  - a) **read** the 2 stars and a wish feedback
  - b) write their **initials** next to the blue stamp to acknowledge that they have read and understood their teacher’s feedback
  - c) **work on the improvement task** (using **the Purple Pen of Progress**)
  - d) write their **pupil response** next to the purple stamp (they could set themselves a target based on the teacher’s feedback, answer a teacher’s question, reflect on whether they have understood a point that they previously missed, etc)
- 5) Take the work back in and **check the pupils’ improvement task** and assess how successful they have been; use the **GREEN** stamp “checked by teacher”; add your own comment, sometimes another short consolidation task; give out House Points for pupils who actively sought to improve on their area(s) of weakness

## 4.5 Monitoring

Feedback to pupils will be monitored by Heads of Department and through regular pupil interviews involving book looks carried out by the Deputy Head Academic, the Director of Studies and the Pre-Prep Lead.

## 5. Whole school recording policy

### 5.1 Definition

Recording of assessment is an essential process enabling the school to maintain a record of every pupil including:

- Academic achievements
- Other skills and abilities
- Progress made in school
- Personal and social development

### 5.2 Practice

Every teacher should:

- Keep an up to date record of any “Show Me” assessment tasks carried out in the year-specific assessment spreadsheet on Teams. E grades should be used in the relevant column(s) referring to subject-specific skills.
- Record examination results in the examination spreadsheet provided by the Director of Studies (both % and equivalent E grades are provided)
- Record Interim and full report information in iSAMS.
- Keep a record of attendance for every class that they teach.

The Deputy Head Academic and the Director of Studies will:

- Keep records of standardised test results and produce an analysis of the school’s academic profile.
- Liaise with the Learning Support department to refer any pupil with standardised scores, which may highlight a learning issue.

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- Feed back standardised results to teaching staff and form tutors, highlighting areas that will impact on the teaching and learning and lesson planning; results are available to parents on request.

Recording should:

- maintain an accurate account of pupils' attainment
- be used to track the progress of individual pupils
- be used to monitor progress and compare performance across year groups and subjects
- be used to inform teaching and modify short term planning
- establish trends and inform curriculum planning
- inform grouping, setting and examination level entry
- inform reports to parents and transfer proceedings to other schools

### 5.3 Monitoring

Heads of Department and ultimately the Deputy Head Academic and the Director of Studies will monitor the recording of key assessment data. The Head of Prep will take an overview of all internal examination results and standardised tests.

## 6. Whole school reporting policy

### 6.1 Aims

The purpose of reporting is to:

- provide parents with up-to-date information about the achievements, academic progress, attitudes to learning, behaviour and targets of their child.
- provide other schools with a realistic appraisal of a pupil so that they are able to make a professional judgement as to the suitability of the child for a particular school.
- provide outside agencies (e.g. speech therapists, psychologists) with information, which will allow them to provide support for an individual and so allow them to reach their greatest potential.
- involve the pupils in their learning by encouraging further progress through clear subject-related targets.

### 6.2 Principles

#### Reception and KS1

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1. To fulfil statutory requirements on reporting pupil achievements to parents.
2. To provide parents with information regarding personal and social education as well as subjects taught during the year.
3. To complete statutory checks for two-year-olds.
4. To encourage future improvement through setting clear targets.
5. To invite and welcome feedback from parents to ensure effective communication between school and home.

## KS2 and 3

1. To fulfill statutory requirements on reporting pupil achievement to parents.
2. To provide parents with information regarding attainment in the subjects studied during a particular year, including examination performance (internal and external as appropriate), and to give parents some idea of their child's attainment in comparison with the year group average and their own individual potential.
3. To provide information on a pupil's attitudes to learning, effort, prep record and standards of work.
4. To encourage future improvement through inclusion by the subject teacher of a clear target.
5. To invite and welcome formal feedback from parents to ensure effective communication between school and home.

## 6.3 Reports

### Nursery

1. 2-year-old check and report completed a term after the child has been with us.
2. Annual report on each area of the three prime areas in the Acorn class
3. Annual report on each of the three prime areas and the key subject areas in the Oak class.
4. The Nursery Managers will then proof read all reports to ensure that the report goes out to parents with as few errors as possible.
5. A copy of the report will go to the child's parents; two copies will be issued, one to each parent, in case of separation or divorce.
6. A copy of the child's report will be kept in the pupil file for reference, by key workers.
7. A copy of the report will be retained by the key worker in order to assist at Parents' Consultation Evenings.

## Reception to Year 8

Every year, we operate one interim report, 2 parents' evenings and one full report per year group.

Instead of Games reports, a termly Games' meeting for parents allows coaches to feedback on the progress, effort and level of commitment shown by their child throughout the past season.

Regular "Show Me" tasks (end of unit tasks) take place in all subjects – termly or half termly depending on the subject's weekly lesson allocation.

Formal examination practice takes place in the Sports Hall in Year 7 (June), in Year 8 (November).

### Report Writing

Reports are produced in iSAMS for all pupils from Reception to Year 8.

### Interim reports

Interim reports contain 2 strands: Knowledge and Subject Specific Skills / Soft Skills. Each subject teacher reports on both strands with the colour coded system below:

#### Reception to Year 2

**Knowledge and Subject Specific Skills** are specific to individual subjects and identify the child's attainment in key areas in that subject

<u>Evolving</u>	<u>Expected</u>	<u>Exceeding</u>
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**Soft Skills** identify how the child demonstrates competence and consistency in the core skills which relate closely to our independent learner profile: Creative Thinker, Tenacious Learner, Effective Participant, Reflective Learner, Self-Manager, Team-Player, Leadership, Positive Learning Behaviour.

<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
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## Year 3 to Year 8

**Knowledge and Subject Specific Skills** are specific to individual subjects and identify the child's attainment in key areas in that subject

<u>Emerging</u>	<u>Evolving</u>	<u>Expected</u>	<u>Exceeding</u>	<u>Exceptional</u>
-----------------	-----------------	-----------------	------------------	--------------------

**Soft Skills** identify how the child demonstrates competence and consistency in the core skills which relate closely to our independent learner profile: Creative Thinker, Tenacious Learner, Effective Participant, Reflective Learner, Self-Manager, Team-Player, Leadership, Positive Learning Behaviour.

<u>Rarely</u>	<u>Sometimes</u>	<u>Usually</u>	<u>Often</u>	<u>Always</u>
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For example, in English:

ENGLISH	Attainment
Decoding	Exceeding
Comprehension	Exceeding
Structure	Expected
Content	Expected
Speaking and listening	Exceeding
Grammar	Evolving
Spelling	Evolving
Soft Skills	Competence and consistency
Creative Thinker	Often
Tenacious Learner	Usually
Effective Participant	Often
Reflective Learner	Usually
Self-Manager	Usually
Team-Player	Usually
Leadership	Sometimes
Positive Learning Behaviour	Often

### Full reports

Full reports follow exactly the same format as interim reports but subject teachers add a **short comment** based on **2 stars and a wish** (2 areas of strengths and a clear target for improvement). **Maximum 90 words**.

For example, in English:

ENGLISH	Attainment	
Decoding	Exceeding	
Comprehension	Exceeding	
Structure	Expected	
Content	Expected	
Speaking and listening	Exceeding	
Grammar	Evolving	
Spelling	Evolving	
Soft or Learning Skills		Competence and consistency
Creative Thinker	Often	
Tenacious Learner	Usually	
Effective Participator	Often	
Reflective Learner	Usually	
Self-Manager	Usually	
Team-Player	Usually	
Leadership	Sometimes	
Positive Learning Behaviour	Often	

XXXX's comprehension skills are superb and she can infer meaning effectively whilst navigating difficult poems and fictional prose extracts. She has improved her creative writing by actively up-levelling her independent work based on the feedback given and she can now include vivid and detailed descriptions using excellent vocabulary choices.

**Target:** XXXX must ensure that she proofreads her writing for accurate punctuation, consistent use of verb tenses and clarity of ideas.

Full reports also contain a **Tutor (Y3 to 8)/Class Teacher (Rec to Y2) report (150 words)** and a **Head of Prep's report (50 words)**.

Frequency of reporting

	Michaelmas				Lent			Trinity			
	Parents' Evening		Interim report		Exam	Parents' Evenings		Full report	Parents' evening	Full report	Exam
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	
R	✓			✓			✓			✓	
Y1	✓			✓			✓			✓	
Y2	✓			✓			✓			✓	
Y3	✓			✓			✓			✓	
Y4	✓			✓			✓			✓	
Y5	✓			✓			✓			✓	
Y6	✓			✓			✓			✓	
Y7	✓			✓			✓			✓	✓
Y8		✓	✓		✓		✓		✓ (no FT or HM)	(FT + HM)	

	MT1	MT2	LT1	LT2	TT1	TT2
<u>Year 8</u>	Interim	Parents' evening	Parents' evening	Subject reports	None	FT+HM report
<u>Year 7</u>	Parents' evening	Interim	None	Parents' evening	None	Full report
<u>Year 6</u>	Parents' evening	Interim	Parents' evening	None	None	Full report
<u>Year 5</u>	Parents' evening	Interim	None	Parents' evening	None	Full report
<u>Year 4</u>	Parents' evening	Interim	Parents' evening	None	None	Full report
<u>Year 3</u>	Parents' evening	Interim	Parents' evening	None	None	Full report
<u>Year 2</u>	Parents' evening	Interim	None	Parents' evening	None	Full report
<u>Year 1</u>	Parents' evening	Interim	None	Parents' evening	None	Full report
Rec	Parents' evening	Interim	None	Parents' evening	None	Full report

Settling-in/pastoral focus – led by FTs and class teachers

Academic focus – led by subject teachers except for Rec to Year 4 (led by class teachers)

**Learning Support– report needed for all pupils who have received 1:1 support.** Just 2 comments boxes, no key strands for subject specific skills / soft skills.

#### **6.4 Parents' Consultation Evenings**

Parents' Consultation Evenings take place twice a year for each year group (see table in 6.3.2).

Day to day contact with key workers and class teachers in the Nursery, Reception, Year 1 and 2 and meetings with form tutors or subject teachers in Years 3 to 8 are also available should parents require further information about their child's latest progress.

Parents can make appointments to see any member of staff at any time during the year. It is the duty of each member of the teaching staff to contact parents and keep them informed of any incident or particular difficulty encountered, as it arises, so that solutions can be put in place quickly and in partnership with home.

Teaching staff are required to put together a brief outline of the areas that are to be discussed with parents at the consultations. These are then used for reference when writing later reports.

#### **6.5 Appendix – Report writing style sheet**

##### **Langley Prep School Style Sheet**

This is a style sheet to aid consistency in reports. We recognise that there are alternatives to many spellings but these are the spelling, punctuation and grammatical systems we would like writers to follow in school to home communication. If there are any you feel should be added please contact the Head of Prep.

<b>Layout and General</b>	<b>Punctuation</b>
<b>Subject names and topics:</b> use capitals for ALL subjects <b>Names of Pupils:</b> use the name provided by Carole when referring to the children <b>Pupils' names:</b> use pronouns to avoid over-use of their name in a report. <b>Abbreviated contractions:</b> e.g. can't, don't, I'll, you're, should NOT be used except in direct quotations	<b>Spaces:</b> no space before punctuation, one space after punctuation. <b>Some important reminders:</b> <ul style="list-style-type: none"><li>• Dashes should not be used in place of commas</li><li>• Brackets should be used sparingly, try to use commas instead.</li><li>• With ellipses, use three full stops with a full space after the last word,</li></ul>

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<p>Please refer to PUPILS not students</p> <p><b>Slang:</b> do not use slang e.g. footy, etc.</p> <p><b>Sports teams:</b> use capitals e.g. 1<sup>st</sup> XV, U11A not First XV, Under-11s. Do not use apostrophes e.g. the U11As, not the U11A's</p> <p><b>Sports or games fields</b> do not carry apostrophes</p> <p><b>Terms:</b> Use capitals to name particular terms e.g. Michaelmas Term, Lent Term; but, "worked well this term", "improved throughout the term"</p> <p><b>School Name:</b> The school should be referred to as a proper noun, i.e. use capitals - Taverham Hall School, The Prep School</p> <p><b>Measures:</b> Never add a final "S" to any abbreviations for measures e.g. 48km, not 48kms</p>	<p>then a full space before the next word; e.g. not only ... but also.</p> <p><b>Accents:</b> If a word needs an accent, use it. DO not however, use an accent on a capital letter.</p> <p><b>Apostrophes:</b> The grammatical rule for possession is:</p> <ul style="list-style-type: none"> <li>• Use '<u>s</u>' to indicate possession when the subject that owns it is singular; e.g. Hannah's books, Tom's lesson, James's effort, this term's work</li> <li>• Use '<u>s'</u> to indicate possession when the subject that owns it is plural; e.g. the pupils' books (indicating that there is more than one pupil, whereas pupil's books indicates that there is only one pupil).</li> </ul> <p><b>Exceptions</b></p> <ul style="list-style-type: none"> <li>• Where there is no change in pronunciation between the name and its possessive form; e.g. Louis; Louis' books (e.g. as in Louis Radley)</li> <li>• Pronouns carry no possessive apostrophe so "its books," "his books" etc.</li> <li>• Treat the noun "children" as singular; e.g. "children's books"</li> </ul>
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<p><b>Spelling Conventions</b></p> <p><b>3D</b> not 3-D</p> <p><b>Advice/Advise:</b> advice is a noun; advise is a verb. "He must follow my advice," "I will advise him."</p> <p><b>Affect/Effect:</b> affect is a verb, "His actions will affect others." Effect is a noun; "We will watch the effect of this upon his progress." The exception is to effect a change (to bring about a change)</p> <p><b>Astro or Astro-pitch</b> not artificial grass or all-weather surface</p> <p><b>Benefitted:</b> "He has benefitted from this action"</p> <p><b>Classroom and classwork</b> – one word</p> <p><b>Co-operate and co-ordinate,</b> not cooperate or coordinate</p> <p>e-book and e-mail, not ebook and email</p>
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**Ensure** means to make certain; you insure against risk. “He must ensure he completes his homework”

**Enquire** not inquire (similarly enquiry not inquiry)

**Examinations** not exams

**Focus, focussed, focussing**, not focused or focusing

**Imply/Infer:** Imply is to suggest, infer is to draw a conclusion

**In the same vein**, not in the same vain

**Invite is a verb**, do not use as a substitution for invitation

**ise or ize:** use ise e.g. summarise, realise, formalise, organise

**Its/it's** “its”=possessive; for information “ it's” = it is or it has (but please refer to Abbreviated Contractions style above)

**Like:** see “such as”

**No-one** not noone

**Passed/Past**; passed is a verb, past tense of “to pass”, to have moved e.g. “He has passed the ball well,” or “He passed his exams.” Past is belonging to a former time or place e.g. “The past term has seen...”

**Practice is a noun, Practise is a verb.** Remember that practice is a thing and practise is a verb. “The only thing Dean did not like about piano practice was practising his scales.”

**Program** (computers); programme (the arts etc.)

**Proofread** is one word

**Quote** is a verb, do not use as a substitution for “quotation”

**Such as:** use “such as” not “like” when giving an example, e.g. “he is doing well in some subjects, such as History”

**Swimming strokes:** all one word; breaststroke, backstroke, freestyle

**Swimming Squad** not swim squad

**Touch-typing**, not touchtyping

**Work rate** is two words

## 7. Prep and homework policy

Prep or homework is a crucial and necessary part of the learning undertaken by each individual child.

Prep becomes more structured and demanding as pupils move further up the school and start preparing for Senior School entrance assessments and Scholarship examinations.

In the Prep School, prep can be done at school or at home.

### 7.1 Timings and prep timetable

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## **Reception and KS1**

In Reception, Year 1 and Year 2, pupils are expected to do 10 minutes of daily reading.

In Year 2, pupils have 5 minutes per day of spelling practice.

In Year 2, pupils receive a half-termly 'Learning Beyond the Classroom' project, in which there is a variety of practical and cross-curricular activities for them to choose from, ready to bring in and present to their peers.

In Year 1 and Year 2, pupils regularly receive practise booklets and activities to supplement and support their learning in Maths and Literacy. They may also receive extra learning tasks on areas or units that require extra input.

## **KS2 and 3**

The Director of Studies draws up a prep timetable every academic year.

We operate a weekly prep timetable at Key Stage 2 and a two-week prep timetable alternating Green week and Blue week at Key Stage 3.

Prep is set in Reading, Spelling, Maths and Topic every week for Years 3/4 and Topic is replaced by French in Years 5/6. In Years 7&8, with additional Humanities, Spanish vocabulary learning and Science prep, the rotation of subjects occurs on a fortnightly basis. In order to help pupils with time management after a long school day and frequent out of school extra-curricular commitment, there is a maximum of one prep set every day. There is no prep set on Wednesdays. This allows pupils more time to focus all their effort on one subject at a time and positively impacts the quality of the independent work that they produce.

The "Main Task" is compulsory and must be completed by all whereas the "Challenge / Extension" task is optional but highly recommended to those who wish to deepen their understanding.

A minimum of a week (48 hours for Maths) is given for completion of prep although longer deadlines may be set depending on the nature of the task set.

Pupils who fail to achieve the standards of work of which they are deemed capable will be asked to repeat prep after being given clear feedback on why standards have not been met.

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**In Years 3 and 4**, pupils are expected to complete a daily 20-minute prep in either Spelling, Reading, Maths or Topic (homework menu or talk homework). The prep is differentiated to cater for the children's ability. There is no prep set on Wednesdays.

**In Years 5 and 6**, pupils are expected to complete a daily 30-minute prep, alternating throughout the week between Spelling, Reading, Maths and French. The prep is differentiated to cater for the children's ability. There is no prep set on Wednesdays.

**In Years 7&8**, pupils are expected to complete a daily 40-min prep, covering the full range of subjects across the fortnight: English, Reading, Maths, Science, Humanities, French and Spanish. Prep is differentiated to cater for the children's ability. There is no prep set on Wednesdays.

## 7.2 Assignments in Teams

From Year 3 upwards, the Assignments feature in Teams is used for the setting of prep tasks. This allows teachers to upload instructions, deadlines, worksheets and links to online tools. Parents can easily access instructions and monitor that prep is being done to a high standard. Pupils have the option of submitting work online if they wish to. It eliminates the option of pupils 'forgetting' what tasks they are expected to complete. It is the responsibility of subject teachers to state clearly how long pupils should spend on the completion of a particular prep. In order to help our busy pupils with their time management, a full week will be given for the completion of a given prep (a minimum of 48 hours for Maths).

## 7.3 Standard of prep

If it is not possible for the pupil to complete prep, or if he/she needs to miss a prep, parents should email the subject teacher and copy the form teacher in to inform them, and an extension will be granted.

It is the responsibility of subject teachers to chase up pupils who fail to hand in prep on time or who hand in prep of a quantity and/or quality below expectations.

If prep has not been done or is not returned on the day it is due, the pupil will need to attend a break time reflection session to complete the prep in question or finish it up. This should be recorded as S2 in the duty log. If they can hand in their prep **in form time** the next day, they do not need to attend the finishing up session. If they fail to attend without a valid reason, they will be given an S3 (demerit) and SM/AJS will contact parents.

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If a pupil is issued 3 S2 because of issues with prep completion within 1 term, the Academic Team will contact parents to discuss this further.

Outstanding preps in terms of pupils' effort and/or achievements will be rewarded with house points, subject commendations or Head of Prep commendations. They will be displayed on the Excellent Work Board.

#### **7.4 Rationale**

Subject teachers are aware that prep should be planned thoroughly and should build on the skills and knowledge developed or learned in the lesson. Prep can take the form of differentiated reinforcement exercises but should occasionally allow for investigative work and research in order to help the pupils to become independent learners. It may also feed forward into the next topic to be studied or can be a “learning” prep with a view to improving knowledge retention with an emphasis on trying out new memorisation methods to develop study skills. Prep is not a testing exercise and is meant to engage the children in their own learning, providing them with stimulating opportunities to deepen their learning at their level.

#### **7.5 Types of prep**

Subject teachers will choose a variety of prep formats which suit the learning objectives best and which offer a level of challenge that matches the pupils' abilities, hence deepening knowledge and understanding:

- \*reinforcement exercises
- \*research projects
- \*learning preps using particular study skills
- \*past paper practice
- \*creative writing tasks
- \*posters
- \*Power Point presentations
- \*practising new vocabulary/spellings on interactive websites
- \*interactive or e-learning such as “MyMaths”

Project work could be set over 2 or 3 weeks and subject teachers will ensure that they touch base with pupils on a weekly basis to monitor the pace of completion and the progress made. It is important to give timing guidelines to pupils but to also allow conscientious or the most able pupils the opportunity to “go the extra mile” and invest more of their own time into

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completing high standards of prep, should they wish to. It is the responsibility of subject teachers to provide early-finishers with guidance on how to improve their prep further or with extension tasks.

### **7.6 Differentiated preps**

Class teachers and subject teachers will ensure that preps are made accessible to all children irrespective of their ability in the subject. They will guide the pupils towards choosing the right level of challenge for themselves and pupils should be encouraged to aim a little higher every time in keeping with their own targets for improvement. The learning objectives will be the same for every child but different levels of outcome will be expected depending on pupils' ability. At times, pupils may be set slightly different preps, as deemed suitable to their individual progress by the subject teacher. A more formal prep diet is introduced progressively in Year 5 to allow the children to settle into the new demands inherent to that year group (longer day, all lessons with subject specialists, one formal written prep a night in all four core subjects). In consultation with the Learning Support department, some children will follow a very individualised prep programme, which is devised specifically to cater for their needs and to allow them to make good progress in overcoming their learning difficulties.

### **7.7 Support and parental involvement**

In the Prep School, pupils doing their prep at school can use their 1:1 device and can ask for extra support from the member of staff on duty. Reading quietly will always take precedent over any other prep at the start of our daily supervised in-school prep sessions.

Parental help and support, when required, is invaluable as long as it remains within the realm of guidance, encouragement, and suggestion of strategies. The idea is to help the pupils to become more independent, to learn how to cope with difficulties, to acknowledge that mistakes are fully part of the learning process and to recognise that children are responsible for the progress they make in their learning.

## 7.8 Prep timetable (KS2 and 3)



### **PREP TIMETABLE – 2025 / 2026 - Years 3 to 8**

- Subject specific preps are set on different days with instructions and deadlines in Assignments (Teams) – English or Spelling on Mondays; Maths on Fridays.
- Pupils are given a full week to complete prep to the best of their ability except in Maths when prep is due on Tuesdays.
- Although formal prep is not set on a Wednesday, pupils should be encouraged to read.
- Reading should be recorded onto pupils' reading records and signed by a parent

		MONDAY	TUESDAY	THURSDAY	FRIDAY
<b>Year 8</b> 40min daily	Green	Science	French	Humanities	Reading
	Blue	English (incl. SPaG)	Spanish	Reading	Maths
<b>Year 7</b> 40min daily	Green	English (incl. SPaG)	Science	French	Reading
	Blue	Spanish	Humanities	Reading	Maths
<b>Year 6</b> 30min daily		Spelling	Reading	French	Maths
<b>Year 5</b> 30 mins daily		Spelling	French	Reading	Maths
<b>Year 4</b> 20 mins daily		Reading	Homework Menu* OR Talk Homework**	Spelling	Maths
<b>Year 3</b> 20 mins daily		Spelling	Homework Menu* OR Talk Homework**	Reading	Maths

\*Homework Menu (MT1, LT1, TT1) – variety of tasks covering Topic and Science work as well as Handwriting practice – pupils to choose one activity per week

\*\*Talk Homework (MT2, LT2, TT2) – one Philosophy4Children-type question set every fortnight; pupils to research and discuss their views with parents at home; 1min presentation to the class or opportunity to take part in a class debate.