



**This policy is for the Prep, Pre-Prep and Nursery departments at Langley Prep School**

*“The School is strongly committed to promoting equal opportunities for all, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.”*

## **Curriculum Policy**

It is the policy of Langley Prep School at Taverham Hall 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 are given experience of these areas. Opportunities for child initiated play, both indoors and outdoors, are integrated into the school day for Nursery and Transition children. The children in Nursery, Transition 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.

Our mission is to create a community of empowered learners and we offer a broad and balanced curriculum, which delivers an education tailored to the individual needs of every child in a family atmosphere of mutual trust and respect.

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 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.

The school curriculum aims to deliver an effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. Through our PSHEE programme and

SMSC being embedded through Schemes of Work in all subjects, the curriculum at Langley Prep School at Taverham Hall 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 PSHEE provision specifically encourages respect for 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 setting and grouping policies
- through teaching style and methods
- through teacher response to individuals' work, triggered by regular formative and summative assessment.

The curriculum at Langley Prep School at Taverham Hall 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 Participator 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 unlock their potential through the acknowledgement that small steps eventually lead to attaining one's personal best.

A PSHEE 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 form tutors and class teachers) and themed assemblies sometimes involving guest speakers and outside agencies. PSHEE also permeates subject specific programmes of study through cross-curricular

themes and opportunities for Social, Moral, Spiritual and Cultural development (please refer to Grid Maker for an up to date record of how the school fulfils those requirements). Please refer to the Whole School PSHEE and RSE policies and PSHEE 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 2 to 3 years.

We continue to build on these areas in Nursery whilst preparing the children for their time in Transition and Reception.

Phonics are taught using the Read, Write, Inc programme.

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

In addition, the Nursery curriculum also includes:

- Music
- Dance
- Outdoor Learning
- PE

### **1.2 Pre-Prep**

The curriculum for Transition and Reception is based around the Early Years Foundation Stage and we use Birth to Five Matters as our scheme to follow. The Key Stage One (KS1) pupils learning is based on the programmes of study in the National Curriculum. Phonics are taught using the Read, Write, Inc programme. Class teachers are responsible for teaching:

- Literacy
- Numeracy
- Science
- Topic (History and Geography)
- Art and Design Technology
- Religious Education
- Personal, social & health education
- Relationships and Sex Education

In addition, the KS1 curriculum includes:

- Music
- PE
- Games
- Computing
- Drama (Drama is an important part of the Pre-Prep curriculum and all children are encouraged to become confident performers; they take part in Christmas plays, class assemblies, a Spring dance display and a Summer music concert)
- Weekly Outdoor Learning sessions
- Individual Music lessons
- Swimming
- Year 2 children also have an introduction to French through songs, rhymes and games, which culminates in the French Breakfast event at the end of the year.

### 1.3 Prep School

#### Years 3 and 4

On entry to the Prep School, pupils in Year 3 and Year 4 are taught mainly by their class teachers, and benefit from the input of specialist teachers in French, DT, Outdoor Learning, Computing, Music, Art 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. 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 for academic subjects and taught in mixed ability parallel groups for non-academic subjects; progress is reviewed on a regular basis.

Schemes of work for English, Maths, Science, French, History, Geography, Computing, Music, DT, RS, PE and Art are written through combining the National Curriculum guidelines with Common Entrance specifications (on which senior school entrance assessments are largely based) and the development of PSB core skills (please see below). Pupils start Latin in Year 6.

Teaching in Year 8 focuses mainly on preparation for Scholarship and specific entrance assessments to Senior Schools. 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 the new Pre-Senior Baccalaureate programmes of study (launched in September 2018) focusing on a rigorous academic core, a thorough preparation to senior school entrance assessments/scholarships and the development of life 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 twice a year in Year 8 (November and June) 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. In Year 6, pupils undertake final Core Assessments in June spanning all the curriculum covered throughout the year; revision and study skills are woven into the programmes of study.

### **Examination diet**

**Y4 / 5** - no formal examinations in June; just PTiE, PTiM, PTiSci, NGST, NGRT + normal CAs in other subjects done in lesson time.

**Y6** - PTiE, PTiM, PTiSci, NGST, NGRT + final CAs in all 8 subjects covering the whole syllabus from Y6; 2 or 3 rooms in the main school, 2 CAs per day. Focus on revision and study skills leading up to final CAs.

**Y7** - no November mocks - just normal CAs in all subjects; PTiE, PTiM, PTiSci, NGRT, NGST; summer examinations in all 8 subjects; all examinations taken in the Sports Hall. Focus on revision and study skills leading up to examinations.

**Y8** - November mocks in Sports Hall in all 8 examinable subjects (tailored to Senior School entrance requirements and scholarship attempts); no March mocks; PTiE, PTiM, PTiSci, NGRT, NGST; Summer examinations in the Sports Hall in Maths, English, Science and French with focus on revision and study skills leading up to examinations + Independent Humanities project in History and Geography so no examination but a presentation of their research to their Year group TED talk style + normal CAs in Latin and RS.

Pupils are encouraged to join extra-curricular hobbies, which include music, art and crafts, drama, and a wide variety of sports.

There are visits to theatres, museums and other places of historical interest and residential trips to France or Italy and various locations for Geography fieldwork.

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

\* Librarian from Year 5 onwards

\* DT monitor in Year 7

\* Year 3 Reading partners in Year 7

- \* Maths monitor in Year 7
- \* Art Monitor in Year 7
- \* Pre-Prep Playground Monitor in Year 7
- \* Digital Leader (Years 6/7/8)
- \* Prefect (and Senior Prefect) in Year 8
- \* Mentor to Year 3 children in Year 8

Pupils in Year 8, as part of their PSHEE 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 through our link with Harford Manor School, 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.

As part of the PSB, pupils in Year 7 benefit from a Leadership day where they undertake leadership and team-building type activities.

The Wensum Award is an inclusive award bespoke to LPSTH available for all pupils in Years 6 (Bronze Level), 7 (Silver Level) and 8 (Gold Level). It is optional in Year 6 but compulsory in the top two years, as it ties in with the PSB and its focus on developing life skills alongside academic achievements and the successful completion of the Silver and Gold levels is a compulsory requirement for the completion of the PSB Skills Passport at the end of Year 8. (an information leaflet is available from the Deputy Head Academic with more detail about the Award).

#### **1.4 Extra -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. 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**

- Non-contact tag rugby
- Football
- Dance
- Choir
- Fencing
- Cheerleading
- Art and craft
- Lego

- Tennis
- Ballet and Tap
- Golf
- Book Club
- Board Games

### Prep School

- Creative writing
- Puzzle Club (mainly aimed at the most able pupils)
- Karate
- Canoeing
- Cycling
- Art
- Athletics
- Fishing
- Tennis
- Nature (Norfolk Wildlife Trust)
- Rock band
- Choir
- Football
- Zumba and Yoga
- Football
- Rounders
- Netball
- Hockey
- Rugby
- Language Clubs (Japan Club, Spanish Club)
- Hama beads
- Drama

### 1.5 Other key curriculum provision

Across the full age range (7-13), pupils requiring **Learning Support** (Accelerated Learning) are identified early in line with the School's policy and are fully catered for through specialist teaching by our experienced SENDCO and the Accelerated Learning Department team, who liaise closely with and advise both teaching staff and parents and review Individual Provision Maps.

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 SENDCO. Langley Prep School at Taverham Hall 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, if any, 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. (See EAL policy for details)

A **PSHEE** programme reflecting the school’s values and ethos is delivered by Form Tutors and class teachers in a timetabled weekly slot (see **PSHEE** and **RSE** policies and **PSHEE** 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 (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).

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

\*Years 3 and 4 during literacy and numeracy lessons

\*DT/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.

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

### **Independent Learning Skills in Years 5/6/7/8**

A new “independent skills” dyslexia-friendly initiative has been launched in September 2020 to help Lower Ability Pupils to develop specific strategies to help overcome their difficulties. The intervention is run as a weekly lesson with dyslexic children and children with a dyslexic profile in Years 5/6/7/8 to explicitly teach them specific strategies to help them overcome their difficulties. They are withdrawn from French for one lesson a week (out of three). The programme is delivered by our SENDCO, ALD team members and our French teachers.

### **Guided Reading and literacy intervention programmes in the Prep School**

A “Guided Reading” scheme and a number of literacy intervention programmes (Lexia, Code, Read Write Inc Speed Sounds, Nessy, Beat Dyslexia, IDL) are being run successfully in Years 3 to 8 as a joint effort between the Accelerated Learning and English Departments to help



children with literacy problems to overcome their difficulties by focussing on phonics and reading for understanding.

### **Pre-Senior Baccalaureate in Years 7 and 8** (this was launched with Year 7 in September 2018)

The Pre-Senior Baccalaureate is an academic framework for Years 7 and 8 centred around the following lifelong or soft skills: collaboration, independence, leadership, communication, thinking and learning, reviewing and improving. Integrating these skills into the curriculum allows our pupils to adapt successfully into the rapidly changing higher education and work environments of the 21<sup>st</sup> century. The PSB programme combines academic rigour including the best elements from Common Entrance and the National Curriculum AND the development of six core skills in line with the School's Growth Mindset concept and our Independent Learner model. (a leaflet about the PSB is available from the Deputy Head Academic for more information).

### **Enrichment**

The new Enrichment programme was launched in January 2021. It is an online programme, based entirely on the Google Classroom platform. All pupils from Year 3-8 are invited to join different enrichment clubs. These clubs provide a wide variety of additional opportunities for pupils to learn and explore outside normal curriculum time and content. This programme broadens our provision as a school, whilst providing additional stretch and challenge for all pupils, including our HLP pupils. The different clubs have a broad range of activities from the more traditional "academic" topics to Art, Music and current affairs.

The enrichment programme also provides opportunities for pupils to practise and work on all 6 of the school soft skills.

## **2. Whole school academic standards and work ethos**

At Langley Prep School at Taverham Hall, 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**

- To measure the academic standard of each child through annual national standardised testing in English, Spelling, Reading, Maths, and Science
- To provide for pupils of all abilities and to give every child an opportunity to learn and make progress

- To personalise the pupils’ learning and ensure the curriculum is made accessible to each individual child through differentiation
- To monitor progress through regular target setting, self-assessment and peer-assessment when the child is ready
- To ensure strong and effective communication of pupils’ progress between school and home
- To cater for different learning styles
- To provide opportunities for pupils to develop life skills and become independent learners, based on our independent learner model based around 6 soft skills each with its own Growth Mindset superhero
- To prepare the children successfully for their Senior School entrance assessments / Scholarship examinations in Year 8
- To provide useful feedback through our “2 Stars and a Wish” marking policy and encourage pupils to respond and improve their work with the Purple Pen of Progress (see Marking policy)
- To celebrate academic successes and reward effort and/or particular achievements
- To embed SMSC and an understanding and appreciation of British values into the curriculum
- To embed our Outdoor Learning ethos into the curriculum

## **2.2 Standardised testing, identification of learning needs and target setting**

### Nursery

When children join the Nursery at Langley Prep School at Taverham Hall, 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.

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

Once the children are ready, we begin to develop their skills in all areas of the Early Years Curriculum.

Afternoons are dedicated to Outdoor Learning activities, topic work, Art and Craft, Music, Dance and Physical Education.

### Pre-Prep

At the beginning of each academic year, standardised tests are taken by all pupils as follows:

#### Year 1:

September - Reading and Spelling tests published by GL Assessment

### Year 2:

September - Reading and Spelling tests published by GL Assessment

September - CAT 4 Tests

### Prep

#### 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)

May/June - Progress test in English, Progress test in Maths, Progress test in Science, NGST and NGRT published by GL Assessment

### Reception, Year 1 and Year 2

In Pre-Prep the standardised tests in English and Maths as well as assessments in Reading and Spelling are also undertaken in the Trinity Term.

In Reception, Year 1 and Year 2, children are also assessed at least every term in Read Write Inc.

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 Spring Term by the school SENDCo.

These standardised tests enable us to assess the pupils' levels in English and Maths 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 by the Accelerated Learning Co-ordinator (SENDCo), who keeps an up to date Provision Map which all staff contribute to during weekly staff meetings. 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 SENDCo.

For every single child, target setting is expected to take place with the guidance of their English and Maths teachers and their form tutor time once every term. The children's direct involvement with analysing their progress and establishing personal targets contributes greatly to the learning process.

## 2.3 Reporting

### 2.3.1 Pre-Prep

In the Pre-Prep, a summary report is sent at the end of the Michaelmas Term and in the Nursery and Pre-Prep, a full report is sent at the end of the Trinity Term.

### 2.3.2 Prep

#### Reporting and exams

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

Games reports are issued termly (at the end of each season).

Regular Core Assessments 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 and June). Year 6 pupils sit final Core Assessments in June covering the whole curriculum in Year 6.

#### Report Writing

Reports are produced in SIMS.

#### 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:

**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>
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**Soft Skills** identify how the child demonstrates competence and consistency in the PSB core skills which relate closely to our independent learner profile: Creative Thinker, Tenacious Learner, Effective Participator, 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:

<b>ENGLISH</b>	<b>Attainment</b>
Decoding	<b>Exceeding</b>

Comprehension	Exceeding
Structure	Expected
Content	Expected
Speaking and listening	Exceeding
Grammar	Evolving
Spelling	Evolving
<b>Soft Skills</b>	<b>Competence and consistency</b>
Creative Thinker	Often
Tenacious Learner	Usually
Effective Participator	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 75 words.**

For example, in English:

<b>ENGLISH</b>	<b>Attainment</b>
Decoding	Exceeding
Comprehension	Exceeding
Structure	Expected
Content	Expected
Speaking and listening	Exceeding
Grammar	Evolving
Spelling	Evolving
<b>Soft or Learning Skills</b>	<b>Competence and consistency</b>
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-levering 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 report (150 words)** and a **Headmaster's report (50 words)**.

### Frequency of reporting

	<u>Michaelmas</u>				<u>Lent</u>		<u>Trinity</u>		
	Parents' Evenings		Interim report		Exam	Parents' Evenings		Full report	Exam or final CAs
	1 <sup>st</sup>	2 <sup>nd</sup>	1st	2nd		1 <sup>st</sup>	2 <sup>nd</sup>		
Y3	✓			✓		✓		✓	
Y4	✓			✓		✓		✓	
Y5		✓	✓				✓	✓	
Y6		✓	✓				✓	✓	✓
Y7		✓	✓				✓	✓	✓
Y8		✓	✓		✓		✓	✓	✓*

\* Exams in Maths, English, Science and French; no exam in History and Geography (PSPQ); normal CAs for Latin and RS.

	MT1	MT2	LT1	LT2	TT1	TT2
<u>Year 8</u>	Interim	Parents' evening	None	Parents' evening	None	Full report
<u>Year 7</u>	Interim	Parents' evening	None	Parents' evening	None	Full report
<u>Year 6</u>	Interim	Parents' evening	None	Parents' evening	None	Full report
<u>Year 5</u>	Interim	Parents' evening	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

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

**Games reports -** Games reports are issued at the end of each term.

## **2.4 Preferred Learning Styles and Characteristics of Learning**

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

Pupil profiles organised by sets (Progress, Development and Express) and/or class lists are produced at the start of each academic year in order to aid effective and differentiated daily planning for staff. They include standardised test results, learning support profile summaries, targets, and references to the register for the most able pupils (pupils with High Learning Potential). High standards of work are to be set and maintained by all staff at Langley Prep School at Taverham Hall.

### **Prep School Presentation of work:**

- Titles underlined.
- Work dated.
- Insist on neat writing.
- A margin should be used to assist presentation. Question numbers in the margin.
- Correction fluid is not allowed.

### **Pre Prep Presentation of work**

- All children to be encouraged to write inside the boxes in maths books and on the line in written work
- Formation should always be corrected from Nursery onwards
- 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.....
- All work should be dated
  - In Reception, the teacher should date using the numerical date
  - In Year 1 and Year 2, the child should use the number date
  - When writing a piece of creative writing in year 1 and year 2 children should use the long date (at the teacher's discretion)
    - Year 1 - Month and number
    - Year 2 - Day, Month and number

## Pre Prep Marking of Work

- 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 circle the answer and then when the correction has been made they should tick and write a C on the stem of the tick
- All reversals and letter formation errors should be corrected but sensitively

## 2.5 Classroom routines and behaviour in the Prep School

Prep School staff must insist that the following rules and guidelines are followed:

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
- 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

## **2.6 Pastoral and Academic Records**

In the Nursery and Pre-Prep, individual notes are kept on the system recording conversations with parents, parents’ consultation feedback and any other academic and/or pastoral concerns.

In the Prep School, individual “live” notes are logged by Form Tutors and Class Teachers in their electronic Form Tutor files relating to academic and/or pastoral concerns. Staff also make a record in the Duty Log on Google Drive of any pastoral “event” taking place (eg. behaviour demerit, loss of free time, etc). Conversations with parents are recorded in detail in our Parental Contact Forms, which are then sent out to the Deputy Head Operations and Pastoral and the Form Tutor in the first instance, to the Deputy Head Academic for any academic concerns and ultimately to the Headmaster 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 in a different colour 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 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 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 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.

### 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 at Taverham Hall, 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:

May - Reading and Spelling tests: GL Assessment

June - Progress in Maths

June - Progress in English

#### Year 1:

September and May - Reading and Spelling tests: GL Assessment

June - Progress in Maths

June - Progress in English

#### Year 2:

September and May - Reading and Spelling tests: GL Assessment

October - Cognitive Ability Tests

June - Progress in Maths

June - Progress in English

Children in Reception, Year 1 and Year 2 also undertake termly Read Write Inc 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 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 which are sent out to be marked by GL Assessment.

\*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:

- 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.
- Track the effectiveness of intervention strategies.
- Inform pupils requiring learning support, High Learning Potential provision and EAL provision.
- 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, the Assistant Head Teaching and Learning and the Head of Pre-Prep who compile a report of their findings and feed this back to the SMT, Prep School and Pre-Prep teachers at the start of the Michaelmas Term. Standardised data is added to the Assessment Folder in the Pre-Prep Zone and the Prep zone. 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

**Transition:**

Learning Journeys

Ongoing observations and assessments

Termly tracking of progress in all areas of the curriculum

**Reception:**

Continual assessments in all areas of the curriculum

Termly Read Write Inc assessments

### **Year 1:**

Maths check up assessing each topic at regular intervals throughout the year  
Termly Read Write Inc assessments

### **Year 2:**

Maths check up assessing each topic at regular intervals throughout the year  
Termly Read Write Inc assessments

### **Years 3 to 8:**

Core assessments take place at the end of each unit of work:

- 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.

We can track these Core Assessments on a whole school spreadsheet and Departmental Marksheets. A 'set average' is calculated to give an idea of whether a mark in a certain Core Assessment is above average, below average or outstanding.

We can also view a whole class' Core Assessment results in a particular subject to get an overview of individual pupils' progress in comparison to the rest of the set.

*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 the Pre-Prep, formative assessment includes:

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

In the Prep School, 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 at Taverham Hall 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 / target setting
- Anonymous models used to help pupils to suggest ways of improving work and meet learning outcomes
- 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.
- All work should be assessed.
- All assessment must be prompt and kept up-to-date.
- Pupils must understand assessment systems and criteria.
- Pupils must understand the need to work within assessment criteria.
- Assessment must include detailed comments, not just ticks. These comments should identify strengths and weaknesses, and set targets, ie. they should reflect relative success in achieving desired learning outcomes, informing the pupil what they must do to improve. These comments, that should be encouraging and not just congratulatory, form the motivational aspect of assessment. Written comments are needed, even where verbal comments are made on returning work, and must be followed up on. Comments need to be age appropriate, using symbols instead of written words on occasion.
- Targets should be SMART: specific, measurable, achievable, realistic and time-specific.
- For marking to be effective it must be more than just correction. Children must be trained to see the teachers’ comments as the most important element of assessment. Marking should be done with the children if possible. Use of questions on the pupils’ work, requiring them to think about their response should be encouraged. The notion of ‘two stars and a wish’ is an effective phrase to have in mind when marking a child’s work. Celebrate what has been done well and offer a suggestion as to how it could be improved upon.

- Teachers must use their assessments and information gained from the SENDCO and standardised test results to inform their own planning. In the Prep School, the pupil profiles provided to each member of the teaching staff at the start of each academic year should be used as a daily planning tool. In the Pre-Prep, teachers look at and compare the results of different groups of pupils (e.g. gender, summer vs winter born, SEN, intervention groups). They also compare results within year groups and discuss the reasoning for the performance of certain groups (how can you move the lower performing groups on?). Teachers use their assessments and information gained from the SENDCO, and standardised test results to inform planning.
- Pupil self and peer-assessment should be encouraged, especially in the area of target setting.
- 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.

In addition, in the Prep School:

- Each term at staff meetings, reflections on pupil performance, and, where relevant, indication of possible candidature for relegation or promotion should be discussed and recorded. Set lists in Teams will be kept up to date by the Deputy Head Academic and Tutors will inform parents of any changes.
- At the end of each unit of work, each department must identify summative "core assessment" opportunities to allow comparisons across each year group to take place. These should take place approximately every half term, although in Art, Music, PE, DT and Computing there will be variations. They should be assessed according to usual criteria, but should include a % mark, which may or may not be communicated to the pupils. Core assessment results must be recorded onto the whole school assessment spreadsheet to allow effective tracking of pupil progress. Departments may decide to keep a separate electronic mark book in Excel to allow the recording of results broken down per skill/subject strand (eg. French, Science, English...).
- This enables us, and the children, 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 setting and streaming.
- 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. Please refer to the Whole School Marking and Spelling policies for further detail.
- However, ALL technical and subject-specific mistakes must be corrected. Common sense should prevail!
- Tasks should be differentiated wherever possible, in particular independent prep tasks: the 'Must, Should, Could' layered targets should be used where appropriate.

- The system of House Points should be used properly within all curricular areas. Recommendations to the Head/Deputy Head Academic for Headmaster's Commendations/Subject Commendations should also be utilised by all staff.
- Practical, oral and project-based work must always be assessed.

### 3.4 Monitoring

#### Nursery and Pre-Prep

The Head of the Pre-Prep and the Headmaster 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 Headmaster 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 Headmaster and the Senior Management Team will monitor the results of all formal internal and external examinations, advised by Heads of Department who will also monitor core assessment results across year groups. 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 set progress targets in September based on the data received in the previous June and these targets are reviewed the following June. Analysis then provides a detailed breakdown of the cohort by year group and individual teacher, allowing the team to highlight trends in both rapid progress and underachievement. Adjustments to the curriculum and interviews with staff are undertaken as required.

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 Assistant Head Teaching and Learning and the Pre-Prep Assessment coordinator 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 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
- core assessments

**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.

**PASS** is an Information Management System managed by WCBS.

**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 marking policy

### 4.1 Introduction

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

### 4.2 Aims and purposes

The purpose of this policy is to make explicit how teachers mark pupil's work and provide feedback. 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

Marking and 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

### 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 work done independently by the pupil should be marked as soon as possible using the star and a wish idea:

\*In Pre-Prep, 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.

\*In the Prep School, two comments reflecting relative success in achieving the desired learning outcomes and one clear target for improvement.

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 marking 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, half termly core modular assessments will be marked according to 2 stars and a wish but a numerical mark (often a %) will also be recorded to enable performance comparisons within subjects / year groups. All departments have devised their own Core Assessment feedback sheets based on AfL principles, containing a breakdown of marks for assessment criteria, a numerical mark (%), 2 stars and a wish comments, and an opportunity for pupils to respond and set themselves a target.

Written comments are needed, even where verbal comments are made on returning work, and must be followed up on.

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. However, ALL technical and subject-specific mistakes must be corrected. Common sense should prevail!

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. Spelling mistakes **MUST** be corrected and pupils should be asked to update their spelling log (see Spelling policy).

If possible, underline where the mistake has been made. Please help the pupils learn the special words associated with your subject(s) and encourage the frequent use of spelling logs as advised in the school's spelling policy.

Stickers, House Points and/or Subject Commendations, Headmaster'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 / MAC / AMS and will be displayed on the Excellent Work Board 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 May 2016, a multi-layered stamper was introduced as part of our marking policy:

Aims:

\*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/assessment policy based on AFL principles

\*provide more consistent, better evidence of the positive impact of our marking policy on pupil progress through book scrutiny exercises.

Different steps:

- 1) Mark any extended, independent piece of work with **2 stars and a wish** (2 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**

Marking will be monitored by Heads of Department and through regular work scrutiny carried out by the Deputy Head Academic, the Assistant Head Teaching and Learning and the Head of Pre-Prep.

### **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 assessment carried out in their manual or electronic mark book. These may include: examination results, modular core assessments, formative assessments carried out during lessons and the formulation of effort and attainment grades.
- Record Interim reports in SIMS, and examination marks and core assessment results into the whole school assessment spreadsheet and Departmental Marksheets.
- Keep a record of attendance for every class that they teach.

The Deputy Head Academic, the Assistant Head Teaching and Learning and the Head of Pre-Prep and Nursery will:

- Keep records of standardised test results and produce an analysis of the school's academic profile.

- Liaise with the Accelerated Learning department to refer any pupil with standardised scores, which may highlight a learning issue.
- 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' attainments
- 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 Assistant Head Teaching and Learning will monitor the recording of key assessment data. The Headmaster and the Senior Management team 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

## **Nursery and Pre-Prep**

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.

## **Prep School**

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**

### **6.3.1. 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.

### **6.3.2. Pre-Prep**

1. Summary report at the end of the Michaelmas Term.
2. Full report at the end of the Trinity Term.

3. The Head of Pre-Prep will then read all reports and include a brief comment. She will also do a proof read to ensure that the report goes out to parents with as few errors as possible.
4. 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.
5. A copy of the child's report will be kept in the pupil file for reference, by class teachers.
6. Parents will be offered the opportunity to meet with class teachers to discuss this report
7. A copy of the report will be retained by the teacher in order to assist at Parents' Consultation Evenings.

When reporting to parents teachers in the pre-prep will consider the results of the reward system where children are rewarded with house points for displaying the soft skills in line with our growth mindset characters.

#### Resilient Roger

- Roger will persevere (try really hard) even when he finds something difficult
- If at first Roger isn't successful he will try again
- Roger will try and think of strategies to help him if he gets stuck
- Roger will learn from his mistakes
- Roger will rise to the challenge
- Roger likes to say "Conanti Dabitur" (THROUGH EFFORT WE SUCCEED)



#### Independent Ivy

- Ivy is a self manager and is very responsible
- Ivy is well organised
- Ivy will work on her own
- Ivy will learn to plan her work



#### Peter Participator

- Peter can communicate his ideas confidently
- Peter can communicate his opinions confidently
- Peter will engage fully in his learning journey
- Peter asks very good questions
- Peter is curious
- Peter listens to other children and responds respectfully



#### Collaborative Twins - Mac and Mabel

- Mac and Mabel look after each other
- Mac and Mabel are reliable
- Mac and Mabel can depend on each other
- Mac and Mabel share their ideas
- Mac and Mabel help each other





- Mac and Mabel encourage each other

#### Creative Connie

- Connie can use her imagination to solve a problem
- Connie will try different ideas
- Connie will make connections between different things she has learnt
- Connie will think of effective ways to help her learn



### 7.3.3. Prep School

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

Games reports are issued termly (at the end of each season).

Regular Core Assessments 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 and June). Year 6 pupils sit final Core Assessments in June covering the whole curriculum in Year 6.

#### Report Writing

Reports are produced in SIMS.

#### 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:

**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 PSB core skills which relate closely to our independent learner profile: Creative Thinker, Tenacious Learner, Effective Participator, 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:

<b>ENGLISH</b>	<b>Attainment</b>
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Decoding	Exceeding
Comprehension	Exceeding
Structure	Expected
Content	Expected
Speaking and listening	Exceeding
Grammar	Evolving
Spelling	Evolving
<b>Soft Skills</b>	<b>Competence and consistency</b>
Creative Thinker	Often
Tenacious Learner	Usually
Effective Participator	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 75 words.**

For example, in English:

<b>ENGLISH</b>	<b>Attainment</b>
Decoding	Exceeding
Comprehension	Exceeding
Structure	Expected
Content	Expected
Speaking and listening	Exceeding
Grammar	Evolving
Spelling	Evolving
<b>Soft or Learning Skills</b>	<b>Competence and consistency</b>
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 report (150 words)** and a **Headmaster's report (50 words)**.

#### 6.4 Frequency of reporting

	<u>Michaelmas</u>				<u>Lent</u>		<u>Trinity</u>		
	Parents' Evenings		Interim report		Exam		Parents' Evenings	Full report	Exam or final CAs
	1*	2 <sup>nd</sup>	1st	2nd	1*	2 <sup>nd</sup>			
Y3	✓			✓		✓		✓	
Y4	✓			✓		✓		✓	
Y5		✓	✓				✓	✓	
Y6		✓	✓				✓	✓	✓
Y7		✓	✓				✓	✓	✓
Y8		✓	✓		✓		✓	✓	✓*

\* Exams in Maths, English, Science and French; no exam in History and Geography (PSPQ); normal CAs for Latin and RS.

	MT1	MT2	LT1	LT2	TT1	TT2
<u>Year 8</u>	Interim	Parents' evening	None	Parents' evening	None	Full report
<u>Year 7</u>	Interim	Parents' evening	None	Parents' evening	None	Full report
<u>Year 6</u>	Interim	Parents' evening	None	Parents' evening	None	Full report
<u>Year 5</u>	Interim	Parents' evening	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

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

**Games reports -** Games reports are issued at the end of each term.

## 6.5 Parents' Consultation Evenings

Parents' Consultation Evenings take place twice a year for each year group (see table in 6.4).

Day to Day contact with key workers and class teachers in the Nursery and Pre Prep and Weekly Drop-in clinics led by form tutors in the Prep School 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 filed in the child's personal file and used for reference when writing later reports.

## 6.6 Appendix – Report writing style sheet

### Langley Prep School at Taverham Hall 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 Headmaster.

<p><b>Layout and General</b></p> <p><b>Subject names and topics:</b> use capitals for ALL subjects</p> <p><b>Names of Pupils:</b> use the name provided by Carole when referring to the children</p> <p><b>Pupils' names:</b> use pronouns to avoid over-use of their name in a report.</p> <p><b>Abbreviated contractions:</b> e.g. can't, don't, I'll, you're, should NOT be used except in direct quotations</p> <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>Punctuation</b></p> <p><b>Spaces:</b> no space before punctuation, one space after punctuation.</p> <p><b>Some important reminders:</b></p> <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, then a full space before the next word; e.g. not only ... but also.</li></ul> <p><b>Accents:</b> If a word needs an accent, use it. DO not however, use an accent on a capital letter.</p>
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**Terms:** Use capitals to name particular terms e.g. Michaelmas Term, Lent Term; but, “worked well this term”, “improved throughout the term”

**School Name:** The school should be referred to as a proper noun, i.e. use capitals - Taverham Hall School, The Prep School

**Measures:** Never add a final “S” to any abbreviations for measures e.g. 48km, not 48kms

**Apostrophes:** The grammatical rule for possession is:

- Use ‘s’ 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
- Use ‘s’ 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).

**Exceptions**

- Where there is no change in pronunciation between the name and it’s possessive form; e.g. Louis; Louis’ books (e.g. as in Louis Radley)
- Pronouns carry no possessive apostrophe so “its books,” “his books” etc.
- Treat the noun “children” as singular; e.g. “children’s books”

**Spelling Conventions**

**3D** not 3-D

**Advice/Advise:** advice is a noun; advise is a verb. “He must follow my advice,” “I will advise him.”

**Affect/Effect:** 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)

**Astro or Astro-pitch** not artificial grass or all-weather surface

**Benefitted:** “He has benefitted from this action”

**Classroom and classwork** – one word

**Co-operate and co-ordinate,** not cooperate or coordinate

e-book and e-mail, not ebook and email

**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. Whole school 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

#### Pre-Prep

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

In Year 1 and Year 2, pupils have 5 minutes per day of spelling practice.

In Year 2, pupils have occasional topic research and one piece of either Maths or English per week starting in the Summer Term in preparation for their time in the Prep School.

#### Prep School

The Deputy Head Academic, assisted by the Deputy Head Operations and Pastoral, draws up a prep timetable every academic year.

We operate a two-week timetable alternating Green week and Blue week.

Prep is set in each subject once a fortnight. 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. 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.

Time is allocated to reading for pleasure.

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

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

**In Years 3 and 4**, pupils are expected to do 20 minutes of English and Maths Prep each week. The Prep is differentiated to cater for the children's ability. There is a 'must' task which the children are expected to complete, then a 'challenge' task for those who choose to attempt it. In addition, pupils are expected to read at home on a daily basis and record this on their reading bookmark. Pupils are offered a choice of tasks on their Topic Homework menu and are expected to complete one a week.

**In Year 5**, prep is set on alternate nights in the core subjects with greater emphasis given to reading for pleasure. Pupils are expected to spend 30 minutes per night on either a written prep set for English, Maths, Science or French or 30 minutes reading, working towards the Reading Incentive led by the English Department. This alternates across the fortnight. There is no prep set on Wednesdays.

**In Year 6**, pupils are expected to spend 30 minutes per night on a written prep for one of their 8 academic subjects. They are also expected to read their current reading book for of 20 to 30 minutes. There is no prep set on Wednesdays.

**In Year 7**, pupils are expected to spend 40 minutes per night on a written prep for one of their 8 academic subjects. They are also expected to read their current reading book for 10 to 20 minutes. There is no prep set on Wednesdays.

**In Year 8**, pupils are expected to spend 40 minutes per night on a written prep for one of their 8 academic subjects. Should pupils require slightly longer to complete a prep to a satisfactory standard, they should use their own time either at home (evenings, weekends) or at school. They are also expected to read their current reading book for 10 to 20 minutes. There is no prep set on Wednesdays.

**In Years 7 and 8**, French and Latin weekly vocabulary learning is set alongside the programme of written preps described above.

## **7.2 Google Classroom**

From Year 3 upwards, Google Classroom 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 minimum of 48 hours will be given for the completion of a given prep.

## **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.

Depending on circumstances, a work demerit could be awarded and the pupil’s form tutor will be informed. If this becomes a recurrent problem, parents will also be informed and a plan of action will be put in place, carefully monitored by the form tutor. Any incomplete prep will have to be caught up with in catch up time on Wednesdays (12.45 to 13.15) or in a break time.

If a piece of prep is deemed to be unsatisfactory, the subject teacher will issue a written notice to the pupil and both Form Tutor and parents will be informed. The pupil will be expected to re-do this prep to a satisfactory standard in their own time.

Outstanding preps in terms of pupils’ effort and/or achievements will be rewarded with house points and subject 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. 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 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. Layered targets (also called the must/should/could pyramid) will often be used across the board offering 3 levels of difficulty at which a particular task can be tackled. 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 Accelerated Learning 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 have access to the ICT suite and can ask for extra support from the member of staff on duty.

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 in the Prep School

### PREP 16:40 - 17:40

16:40	17:10	17:20	17:40
Year 8	Prep	Reading	
Year 7	Prep	Reading	
Year 6	Prep	Reading	
Year 3/4/5	Prep or Reading	ICT room	

The downstairs ICT room is always available for prep and supervised by a member of staff on duty who will listen to children read.

Any pupil in Year 3 / 4 / 5 staying at school for prep will have access to the ICT room once their daily prep and/or reading has been completed to a suitable standard. They will be able to undertake independent work on the computers, supervised by a member of staff on duty (eg. on-going research project using the ICT room, touch typing practice, French vocabulary practice on interactive websites, spelling practice in spelling log, etc..).