



St Andrew's

BERKSHIRE

Curriculum Policy

This policy applies to all pupils, including those in the EYFS. This policy has been designed in line with the school's vision and values. This policy should be read in conjunction with other academic policies, in particular the Academic Guidance in Section C of the Staff Handbook as well as Departmental Handbooks and Schemes of Work.

This policy cross-references the Independent Schools Inspectorate's Checklist for The Independent School Standards Regulations (March 2016). Specifically, this policy demonstrates that the plans and schemes of work in use at the school:

1. *take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
2. *do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

For ease of reference, this policy is separated into the various matters (a) to (i), as outlined in the ISI Checklist.

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1. The St Andrew's Curriculum

Part 1, 2, (2) (a)

full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education

Part 1, 2 (2) (b)

that pupils acquire skills in speaking and listening, literacy and numeracy skills

[The Curriculum Plan for all years \(Reception to Year 8\) is available by following this link.](#)

The Early Years follow the EYFS Curriculum regarding the age of development outcomes. The **core areas** of learning in Nursery and Reception: Personal, Social and Emotional Development, Communication and Language and Physical Development which are underpinned by the following principles of development: a unique child, positive relationships, enabling environments and learning and development.

The **prime areas** are introduced when children are ready: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. Nursery children have daily opportunities to learn outside and staff facilitate 'In the Moment Planning' to follow the children's interests. Reception has a balance of teacher-led and child-initiated and learning opportunities, in small focus groups, on a 1:1 basis and as a whole class. We have excellent facilities both within the Early Years department and the wider school Grounds. Specialist teachers provide weekly Music, French, Physical Education, Dance, Outdoor Learning, and Swimming lessons.

We actively encourage the growth of social skills, independence and empathy towards others underpinned by our Pre-Prep Values: Be Kind, Make Good Choices, Be Your Best Self. We help to lay solid foundations for the future at St Andrew's and prepare all children for a smooth transition into Pre-Prep. [Please see further details in the link to the EYFS Policy](#)

In the Pre-Prep, pupils follow the curriculum outlined in the school's long term and medium-term planning documents which are informed by the Key Stage 1 and Key Stage 2 components of the National Curriculum (2014). However, we have the flexibility to offer academic opportunities where we adapt and go beyond the National Curriculum. A breakdown of each 35-minute lesson per week:

| Subject | Year 1 | Year 2 |
|----------------------|--------|--------|
| Phonics _ English | 13 | 11 |
| Mathematics | 7 | 5 |
| Science | 1 | 2 |
| History | 1 | 1 |
| Geography | 1 | 1 |
| Religious Studies | 1 | 1 |
| Art | 2 | 2 |
| Music | 1 | 2 |
| French | 1.5 | 1.5 |
| ICT | 1 | 1.5 |
| PSHEE | 1 | 1 |
| PE and Games | 3 | 4 |
| Swimming | 1.5 | 1.5 |
| Forest School | 3 | 3 |
| Assembly | 2 | 2 |
| Independent Learning | 1 | 3 |

| | | |
|-------|----|----|
| Total | 41 | 41 |
|-------|----|----|

In Years 1 and 2, while most lessons are still taught by the class teacher, some areas of the curriculum are taken by subject teachers. In Key Stage 1 the children have weekly French, Music, PE, and Swimming lessons. The children in Year 2 also benefit from specialist teaching in ICT and group instrumental lessons. This, together with increasing use of Prep School facilities, helps to ensure a smooth transition into Year 3.

In the Prep School, pupils *acquire skills in speaking and listening, literacy and numeracy* through the study of the following subjects (lessons are 55 minutes):

| | YEAR 8 | YEAR 7 | YEAR 6 | YEAR 5 | YEAR 4 | YEAR 3 |
|-----------------|--------|--------|--------|--------|--------|--------|
| ENG | 3 | 3 | 4 | 4.5 | 4.5 | 4.5 |
| MAT | 4 | 4 | 4 | 4.5 | 4.5 | 4.5 |
| SCI | 3 | 3 | 3 | 2 | 2 | 2 |
| FRE | 2 | 2 | 2 | 1.5 | 1 | 1 |
| GER | 1 | 1 | | | | |
| LAT | 1 | 1 | 1 | 1 | | |
| HIS | 1.5 | 1.5 | 1.5 | 1.5 | 1 | 1 |
| GEO | 1.5 | 1.5 | 1.5 | 1.5 | 1 | 1 |
| RS | 1 | 1 | 1 | 1 | 1 | 1 |
| ART | 1 | 1 | 1 | 1 | 1 | 1 |
| MUS | 1 | 1 | 1 | 1 | 1 | 1 |
| ICT | 1 | 1 | 1 | 1 | 1 | 1 |
| DRAMA | 0.5 | 0.5 | 1 | 1 | 1 | 1 |
| PSHEE | 0.5 | 0.5 | 1 | 0.5 | 1 | 1 |
| SSP | | | 1 | 1 | 1 | |
| PE | 1 | 1 | 1 | 1 | 1 | 1 |
| Touch-typing | 1 | 1 | 1 | 1 | | |
| Co-Curricular | 1 | 1 | 1 | 1 | 2 | 2 |
| Reading / Music | 1 | 1 | 1 | 1 | 1 | 1 |
| Quiet Study | 3 | 3 | 1 | 1 | 1 | 2 |
| GAMES | 5 | 5 | 5 | 5 | 4 | 4 |

| | | | | | | |
|--------------------|--|--|--|--|---|---|
| STEM/Forest School | | | | | 1 | 1 |
|--------------------|--|--|--|--|---|---|

2. Games and Physical Education (JTM and CLH)

In the Pre-Prep, provision is graduated throughout the department and is taught by Director of Sport and Head of Girls Games from Nursery using all the school's Sport facilities. Early Years have a focus on skill development, gross motor control and are taught the basics of team games using different equipment. Years 1 and 2 have a greater emphasis on specific Games techniques (e.g., hockey, rugby, netball, football, athletics) along with continued skill development (e.g., agility, balance, co-ordination, stamina). There are annual sport events including The Dolman cross country event, Biathlon, Sports Day and Y2 fixtures.

Swimming is provided weekly for all children in Nursery, Reception, Year 1 and 2 and differentiated by ability groups taught by qualified instructors.

In the Prep School, each pupil in Years 5 to 8 takes part in a daily lesson of games. Pupils in Years 3 and 4 have games every day apart from Wednesday when they will have a range of activities on rotation (STEM, forest school, swimming). Healthy competition is fostered between players and teams both internally and in inter-school matches on Wednesday afternoons for Years 5-8 and Friday afternoons for Years 3 and 4. The school is proud that every child can represent the school on these afternoons.

Boys play football, hockey, rugby, and cricket; girls play hockey, netball, football, lacrosse, and cricket. Swimming takes place all year round, and athletics and tennis are added to the programme for both boys and girls. There is a full fixtures list against other schools in these sports. In the Spring Term there is a whole school cross-country event called The Dolman, and in the Summer Term the school holds a triathlon competition (swim, cycle, run) and several inter-school triathlon meetings. The school has an orienteering team which has enjoyed much success at a national level, winning the British Schools Orienteering Championships three times running (2012, 2013 and 2014), coming runners up in 2015 and winning again in 2016, 2017, 2018 and 2019. We have 3 pupils in the south development squad for Orienteering. The school is also fortunate to have its own 9-hole golf course and fixtures with local prep schools take place in the Autumn and Summer Terms.

All pupils in Years 3 to 8 now enjoy a weekly PE lesson during which they either swim or are exposed to a wide range of physical activities including dodgeball, basketball, cross country, tennis, badminton, athletics, orienteering, girls' football, and futsal. The emphasis shifts from the traditional team sport programme, experienced in afternoon games sessions, to areas not covered in Games. Furthermore, each PE lesson is mixed, thus allowing the opportunity for both boys and girls to work together in the sporting domain.

3. Creative and Performing Arts (TDH, MLM)

In the Pre-Prep, performing arts are encouraged for all the children; termly opportunities are provided for children to perform to an audience including Harvest Festival, Christmas Nativity, Spring Assembly, Summer Concert, Grandparents' Day. Music is taught weekly to all children and overseen by the Director of Music from Year 1. The Pre-Prep Choir caters for all Year 1 and 2 children; in Year 2 children learn an instrument as part of their curriculum provision and can also access the specialist-taught individual lessons. Dance is part of the Early Years curriculum and available in the after-school club program.

In the Prep School, the timetable for the 2022/2023 academic years affords a weekly lesson in art, music, and drama.

Drama: include info on the various year group plays and other opportunities to enjoy drama (e.g., the play at Bradfield).

Art: include the art exhibition

Music:

A significant percentage of the school receives individual instrumental and singing lessons from a dedicated team of 14 visiting music teachers. All the conventional band/orchestral instruments are catered for (including bagpipes!) and opportunities abound for performances. 5 choirs, Concert Band, Orchestra, String Orchestra, and numerous smaller ensembles rehearse weekly. An overseas music tour occurs every three years (Jersey in 2022) and the Senior Choir regularly sings Evensong in a cathedral (Winchester 2023).

4. Senior School Preparation and Study Skills

Most pupils now sit pre-tests for their chosen senior school in the Autumn Term of Year 6, whilst for some pupils this test takes place in the Autumn Term of year 7. In addition, some girls sit entrance tests and then the 11+ Common Entrance for their chosen senior school (if leaving at the end of Year 6). The weekly Senior School Preparation (SSP) lesson begins in Year 4 and aims to prepare children for these important high-stakes tests. We offer sessions in verbal and non-verbal reasoning, and we run team-building / problem solving activities to help prepare children for this crucial element of the assessment. We also engage the services of a retired head teacher to give each child some authentic interview experience.

Study Skills lessons begin halfway through Year 6 once most of the senior school assessments are sat. Through a weekly timetabled lessons and supplemented by workshops and ongoing input from their teachers, pupils are helped to *develop their self-knowledge, self-esteem, confidence, and resilience, including an understanding of how to improve their own learning and performance. In these lessons, the pupils' personal development becomes a focus by placing as much importance on how pupils learn as on what they learn.* The skills covered include: active listening, reading comprehension, notetaking, stress management, time management, test-taking, and memorisation techniques. In addition, in the Autumn Term, Year 7 and Year 8 pupils benefit from a study skills workshop delivered by an external provider.

5. Co-curricular Programme

In the Pre-Prep, further variety is brought into the curriculum through a comprehensive programme of after school clubs for Reception, Years 1 and 2. Examples of the activities we offer from our own staff and external providers are: cycling, ballet, drama, performing arts, football, tennis, art, ball games, yoga, rock-climbing, taekwondo, swimming, and coding.

In the Prep School, all children in Years 3 to Year 8 benefit from a co-curricular programme which runs throughout the year. Most year groups have this as part of their timetable allocation with additional offerings beyond the school day. The programme is designed to add to the breadth of the curriculum with a carousel of activities appropriate to the age of the pupils. The activities offered vary from year to year and term to term to reflect the expertise and interests of the staff involved. We also invite external partners to deliver expert sessions, such as dance, fencing, coding and LAMDA. Recent examples of co-curricular options in the Prep School include chess, ukulele, and cookery.

6. Differentiation and Setting

The importance of differentiating according to the needs of pupils of all abilities is a whole school focus. Teachers receive INSET on the importance of differentiation. Staff have benefitted from INSET on 'Differentiating the Learning Experience' in 2016 and 2019. Getting ISI inspection-ready, staff were trained on developing independence through *choice* and *challenge* and this theme was revisited during the September 2021, the theme of *stretch not stressed* was introduced in January 2022 and January 2023 INSET.

Departmental Handbooks give further information regarding how each subject differentiates the learning experience for the pupils. The English Department, for example, uses a wealth of different approaches to differentiation. See the English Handbook for further details.

Setting provides a further level of differentiation:

- In Pre-Prep children work in differentiated groups for Phonics and some Maths learning
- From the start of the Summer Term of Year 3, Mathematics is set
- From the start of Year 5, English is set

- From the start of Year 6, French is set
- From the start of Year 7, Latin and German are set
- From the start of Year 8, there are three sets in English, Mathematics, Science and French, with the most able set being the ‘scholarship set’

No subjects are optional, but the option exists to withdraw a pupil from a particular subject (e.g., German as a second foreign language) if the school feels that the time would be better spent reinforcing the core subjects (extra literacy or numeracy, for example).

7. Prep (Homework) & Quiet Study

In the Prep School, prep is considered an important part of the learning process and provides pupils with an opportunity to develop their independence. Prep further offers the opportunity to:

- complete class work
- reinforce / consolidate classroom learning
- prepare for future lessons
- develop independence through research or extension work
- learn by rote (e.g., look, cover, write, check) for vocabulary, spellings, word equations etc.
- prepare and use revision materials
- catch-up work if a lesson is missed

Year 5 pupils receive a weekly 30-minute prep in English and Maths, as well as a 15-minute learning prep in Latin and French. In Year 6, a 30-minute science prep is added. From Year 7 onwards, pupils are set a weekly 30-minute prep in all nine academic subjects: English, Mathematics, Science, French, German, Latin, History, Geography and RS.

Prep is set as per the prep timetable and teachers are mindful of the need to help the pupils to organise and manage their prep throughout the week. A copy of the Year 7 prep timetable is below.

Pupils in the Year 8 Scholarship Group and to a lesser extent those in the Year 7 Scholarship Group (see section on Differentiation below) will have additional work set which they would normally do at the weekend. Sometimes they will be excused the normal (Common Entrance) prep in a subject where they have a major scholarship prep to do.

During the school week, each year group benefits from up to four quiet study sessions during which prep may be completed. These sessions reduce the amount of prep completed at home, whilst recognising that doing some work at home and under parent supervision is an important part of the learning process.

8. The Year 7 and 8 Scholarship Groups

Further differentiation is provided through the Year 7 and Year 8 Scholarship Group. Selection for the Year 7 Scholarship Group is based on a pupil’s progress, academic attainment, and general attitude to learning throughout Year 6 (and, indeed, prior to this). Membership of this group is not limited to those pupils who will be going on to take a scholarship exam the following year. To begin a pupil’s preparation for taking an academic scholarship in Year 8, pupils in the Year 7 Scholarship Group receive one extra ‘scholarship-level’ lesson in English, Science and French. Mathematics is taught in three sets, enabling the teacher to offer a more differentiated learning experience suited to scholarship-level work.

Dependent on satisfactory progress and a positive attitude to learning throughout Year 7, pupils can join the Year 8 Scholarship Group. In Year 8, English, maths, science, and French are now set three ways, dispensing with the need to provide an additional scholarship lesson, whilst in Latin, history, geography, and RS an additional scholarship lesson is offered.

9. Post-Scholarship Programme

Most academic scholarship examinations take place in February/March of Year 8 and this leaves a substantial amount of time during which to occupy pupils who have taken this route. Much thought is given to how best to ensure the continuity of these pupils' education, whilst finding opportunities to enrich their school experience.

Academic scholarship pupils return to normal lessons once their exams are finished and remain in these lessons for the remainder of the Spring Term. The post-scholarship programme runs throughout the first half of the Summer Term and ends on the final day of Common Entrance exams.

The programme evolves each year and the nature of the activities on offer depends upon the number of academic scholars, their individual interests, and skills, as well as what is happening in the wider world. Below is an example of the programme offered to academic scholars in the 2021/2022 (the programmes in 2019-2020 and 2020-2021 was curtailed due to Covid-19 restrictions) Scholars also attend some lessons, write scholars essays, and run their own business.

| | | | | |
|--|----------------------------|----------------------------------|----------------------|----------------------------|
| Houses of Parliament, Commons & Lords, & Telegraph offices | Poetry Speaking | Sourdough making | PSHEE Talk | Winchester Science Museum, |
| Russian lesson | Sustainable business visit | Evening art exhibition | Trip to Milestones | Geography Trip to Dorset |
| Songwriting | Vlogging | Maths Challenge | Senior formal dinner | Section Music |
| Trip to Corpus Christi and Oxford | Planning a meal | Trip to Ashmolean | Care home visit | STEM Project |
| French Play | Mirror making | Planning and leading an assembly | Runnymede | Triathlon |

10. The Leavers' Programme

The Leavers' Programme begins once all Common Entrance exams have been completed (this is separate to the Post-Scholarship Programme which begins earlier in the academic year) and runs to the end of the Summer Term. It is the period of celebration for all leaving Year 8 pupils and takes on great significance amongst pupils and parents. As well as the numerous educational visits, days out and enjoyable activities for pupils, the Leavers' Programme runs concurrently with preparations for the Year 8 production, coordinated by the Head of Drama. Activities will be balanced with rehearsals for the eventual performance of this production in the penultimate week of term.

The Programme evolves each year and the nature of activities on offer depends upon the number of pupils and their individual interests/skills, as well as what is happening in the wider world. The Leavers' Programme always ends with the Year 8 residential, usually to Devon, where children take part in a wide range of team-building/bonding activities. This represents the final opportunity for pupils to spend time together as a year group before their departure from St Andrew's.

Below is an example of some of the activities from the Leavers' Programme in 2021-22:

- Aquapark visit (paddle boarding/inflatables)
- Mental Health presentation
- Thorpe Park
- Golf/tennis tournaments
- Play rehearsals
- Senior schools ('moving up') presentation
- Laser tag
- 'Film in a Day'
- CCF activities at Bradfield College
- Motivational talk by visiting speaker
- DT activities at Bradfield College
- End of Year residential (Devon)

11. SEND

Part 1, 2 (2) (c)

where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country.

Please refer to the Admissions and SEND Policy for how the school will make reasonable adjustment to meet the pupil's needs.

In Pre-Prep, if a child has needs beyond the usual class differentiation, teachers consult with the SENCO how best to support children within the class. Pre-Prep Teaching Assistants provide small group Interventions as required and additional support can be provided by the LS department for children in Year 2.

In the Prep School, Subject teachers identify pupils whom they feel may need additional support and make a referral to the Learning Skills Department. The LS Department assesses the pupil and decides whether extra 1:1 LS lessons are needed; the extra cost is borne to parents.

Where necessary, an educational psychologist assessment is sought and the recommendations implemented by teachers in the LS Department who provide 1:1 support and in the classroom by subject teachers.

Equal access by all pupils to the curriculum is ensured through information provided by the Head of Learning Skills who ensures that the findings in an educational psychologist's reports are used to make sure that all pupils make good progress.

The EAL Policy outlines how additional support can be provided for pupils for whom English is not their first language. At an additional cost, 1:1 teaching will focus on the acquisition of skills in verbal and written English and is provided during normal school hours.

Please refer to the EAL Policy and SEND Policy for further information about how the school caters for pupils who have a special educational need.

12. PSHEE and British Values

Part 1, 2 (2) (d)

Personal, social, health and citizenship education economic education which:

1. *Reflects the school's aim and ethos; and*
2. *Encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.*

The school's plans and schemes of work actively promote British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs) as well as the principles which contribute to the spiritual, moral, social, and cultural development of its pupils.

The school's PSHEE Policy further contains information regarding how the school works to *actively promote* British values and develop SMSC. From September 2021, the school has introduced a Relationships and Sex Education (RSE) curriculum which is delivered within the PSHEE framework of lessons.

British values in subject teaching:

In Pre-Prep the provision for teaching about British values is included in weekly planning along with a year group overview, *separate documents*. The [Pre-Prep Fundamental British Values Policy](#) outlines examples of how this is delivered in an age-appropriate way. The Pre-Prep RE curriculum provides opportunities to learn about diverse cultures in practical and age-appropriate ways.

In the Prep School, each departmental handbook contains a section on British values and SMSC.

In PSHEE, an understanding of the importance of identifying and combatting discrimination is promoted. We teach as part of our PSHEE programme that the Equality Act 2010 prohibits discrimination in employment or in the provision of training and education on the grounds of any of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

In English, the notion of freedom of speech is promoted through class discussions, debates, and oral activities. Pupils in Year 7 and 8 also can take part in a debate (see the English Department Handbook for further details). The school has held mock elections (general election, British independence) and in the Autumn Term 2022 benefited from a visit by a local MP. In Mathematics, for example, pupils are taught about the important contribution made to mathematics by non-western cultures. In Modern Foreign Languages, comparisons are drawn between Francophone and German-speaking nations and pupils are asked to consider – and indeed admire – the life and culture of our European friends whilst at the same time being proud of their British heritage. In this way, pupils are encouraged to *respect and value diversity*.

In Religious Studies, an understanding is promoted that the freedom to choose and hold other faiths and beliefs is protected by law and an acceptance is promoted that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Prep school trips are undertaken to various places of worship including synagogues and mosques as well as speakers invited from diverse cultures and faiths into the school to speak. In Year 4, pupils visit the largest Hindu temple in Europe and in Year 6 pupils visit a mosque and a synagogue. The latter is for a special schools' day and includes a tour of tables displaying many aspects of Jewish life today. Visiting speakers from various faiths come to school to take a lesson or be interviewed. Lessons on Judaism are taught by a Jewish teacher.

Pupil Voice

The school ensures that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes. For example, there are two active school councils, both Pre-Prep and Prep whose members are voted for by the pupils and who meet regularly to discuss and make decisions on important issues. Older pupils are given a voice on the Food Committee. There are numerous displays around the school which have a British values / SMSC focus.

13. Careers Guidance

Part 1, 2 (2) (e)

for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential

The school offers its pupils a variety of opportunities to learn about the world of work, some of which are described below:

- As part of the PSHEE programme, from Reception to Year 8, all pupils study a unit called ‘dreams and goals. From Year 5 there is more of a focus on money and careers. Pupils in Year 8 are encouraged to think about which skills they need to develop for certain careers and how these can be linked to their short- and long-term goals.
- As part of the Co-curricular programme, pupils are given the opportunity to participate in a Young Entrepreneurs club where they learn how to run their own business over a 6-week period. Pupils take on a leadership role (finance, sales, production, events, marketing, and research).
- Year 4 pupils have visited Sky Studios, where they produced a news broadcast. They work in groups and are all given roles such as director, producer, camera operator. They also undertake a tour of the working studios.
- The role of a forensic scientist is highlighted in the Science syllabus in Year 8 when they analyse (mock) blood samples using chromatography to see if it contains poison.
- Pupils’ attention is also drawn to the world of work through the input of visiting speakers. Pupils in Years 5 and 8 benefit from a workshop run by employees from an international bank.
- As part of the senior school admissions process each pupil receives two practice interviews, one from a member of the school’s SLT and a second from a former head teacher. These interviews help the pupils prepare for the world of work: how to make a good first impression; the importance of being open and honest; the skill of effective communication.

14. PSHEE in the EYFS

Part 1, 2 (2) (f)

where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional, and physical development and communication and language skills.

In Early Years we follow the EYFS framework for Personal, Social and Emotional Development linked to the 2 other core areas of child development. PSHE is taught in weekly planned lessons and supplemented by the resources from the JIGSAW scheme of work used throughout the school. The 6 termly themes which include Relationships provide an overall focus and children learn in both formal planned lessons alongside informal opportunities which arise daily in the environment.

15. Pupils above compulsory school age

Part 1, 2 (2) (g)

where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs

The school does not have pupils above compulsory school age.

16. Learning and Progress

Part 1, 2 (2) (h)

that all pupils have the opportunity to learn and make progress

The school ensures that the quality of teaching, resources and teaching environments is conducive to good progress. It is the Head of Pre-Prep and the Deputy Head Academic's responsibility to ensure that all pupils learn and make progress.

17. Academic Progress Meetings

In the Pre-Prep staff meetings are held weekly to discuss ongoing pastoral matters, the pupils' academic progress and housekeeping for coming events. These are supplemented with academic meetings for staff training or curriculum review where teachers reflect on current practice and consider new initiatives. All meetings have minutes taken and distributed to the wider school community

In the Prep School, Regular meetings are set up to discuss pupils' progress. These happen after a set of examinations (for example, the Year 8 Practice examinations in November) or before Parents' Meetings. Individual pupil feedback is recorded on the school's Management Information System (3Sys).

18. Monitoring of Teaching and Learning

In the Pre-Prep

In the Prep school, regular book reviews are carried out by the Deputy Head Academic / Director of Studies to ensure that the written feedback given by subject teachers is in line with the Marking Policy. The Deputy Head Academic also carries out lesson observations after which written feedback is provided during a meeting with the subject teacher. HoDs carry out their own informal book reviews and lesson observations to ensure pupils are making good progress. This aspect of the HoDs' role is recorded in the Termly Departmental Review which is submitted to the Deputy Head Academic at the end of each term.

19. Summative Assessment

In the Early Years, there is ongoing assessments in relation to the EYFS learning objectives. These are tracked termly and analysed to ensure continuous provision is meeting individual needs. There are baseline assessments at the start and end of each academic year and reviewed termly. The end of year Reception report includes achievements against the Early Learning Goals, a statutory document shared formally with parents.

In Years 2 to 8, the school tracks pupils progress with the aid of regular Cognitive Ability Testing (CAT) and English and Maths Progress testing. Pupils in Years 3 to 8 sit CATs at the start of each academic year and pupils in Years 2 to 7 sit English and Maths progress tests in the Summer Term. The results of these tests are used to ensure that all pupils make progress that is in line with their potential. Where there is a mismatch between a pupil's potential (as identified by CAT) and his/her progress (as identified by the Progress testing) this is followed up by the Learning Skills Department. Summative assessment in Years 1 to 8 takes place as follows:

| | Years 1 & 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|----------------|---|---------------|---------------|---------------|-----------------------------|---------------|--|
| English | Summer Assessment in reading, writing, spelling | Summer Tests | Summer Tests | Summer Exam | Selected 11+ Summer Exam | Summer Exam | Common Entrance Candidates Common Entrance Exams (English, Maths, Science, French): Practice Exam November |
| Maths | Summer Assessment | Summer Tests | Summer Tests | Summer Exam | Selected 11+ Summer Exam | Summer Exam | |

| | | | | | | | | |
|--------------------------------------|--|--|--|--|--|--|---|--|
| Science | | Summer Tests | Summer Tests | Summer Exam | Selected 11+ Summer Exam | Summer Exam | Mock Exam March | |
| French | | | | Summer Exam | Summer Exam | Summer Exam | Common Entrance June | |
| German | | | | Summer Exam | Summer Exam | Summer Exam | St Andrew's Exams (History, Geo, R.S., German and Latin) | |
| Latin | | | | Summer Exam | Summer Exam | Summer Exam | | |
| History | | | | Summer Exam | Summer Exam | Summer Exam | | Mock Exam November |
| Geography | | | | Summer Exam | Summer Exam | Summer Exam | | St Andrew's Exams March |
| RS | | | | Summer Exam | Summer Exam | Summer Exam | Academic Scholarship Candidates | |
| Cognitive Ability Tests (CAT) | Verbal, non-verbal, quantitative, and spatial reasoning September | Verbal, non-verbal, quantitative, and spatial reasoning September | Verbal, non-verbal, quantitative, and spatial reasoning September | Verbal, non-verbal, quantitative, and spatial reasoning September | Verbal, non-verbal, quantitative, and spatial reasoning September | Verbal, non-verbal, quantitative, and spatial reasoning September | | Mock Exam: November Scholarship Exam: Spring Term |
| Progress Tests | English and Maths June | English and Maths June | English and Maths June | English and Maths June | English and Maths June | English and Maths June | | |
| Pre-test for senior schools | | | | | Pre-Test – Autumn Term (most schools) | Pre-Test – Autumn Term (some schools) | | |

20. Reporting Pupils Progress

The school is committed to providing appropriate feedback of each pupil's attainment to parents in line with the school's reporting policy.

Parents' Meetings:

In the Pre-Prep we encourage an open-door policy for parent communications. Early Years have a personal handover every day, and parents have access to Year 1 and 2 teachers when required. Formal parent evenings are offered every term where written reports are shared and commented on.

In the Prep School, parents are given an annual opportunity to discuss their child's academic progress with his/her subject teachers. For Years 5 and 8, this happens in the Autumn Term and Years 6 and 7 in the Spring Term. Year 8 children are expected to attend the Year 8 Parents' Meeting. Parents of pupils in Years 3 and 4 receive a Form Tutor Parents' Meeting in the Autumn Term and a further subject meeting in the Spring Term. Throughout the Covid-19 pandemic, these meetings were successfully held using SchoolCloud, and this system remained in place post-Covid.

Written Reports:

In the Pre-Prep written reports are shared termly by the class teacher. The Autumn and Spring term contain notes about progress in every subject including specialist lessons, along with next steps for learning in core areas. The Summer term report is a full written account of progress in all subjects. Parents are encouraged to give their written feedback on each report saved on the school database.

In the Prep School, each pupil in Years 3 to 8 receives a Half Term Assessment at the mid-point of each term and a full written report at the end of each term. The Half Term Assessments provide a grade (A to E) describing a pupil's attainment and a number (1–5) for attitude to learning. Attitude to Learning is broken down into: classwork, prep (where applicable), organisation, contribution, and behaviour. End of Term Reports not only report on a pupil's current progress and attainment but offer targets for further improvement. Where it is considered that a pupil is not making progress in line with his/her ability due to a poor attitude to learning, he/she may be placed on an attitude to learning report card.

Other relevant policies and documents:

- Section C Prep School Staff – Academic Policies
- Departmental Handbooks
- EYFS Policy
- Marking Policy for Prep and Pre-Prep
- Departmental policies and planning, including PSHEE, FBV and RSE Policies

Document Review History

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