



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:

- (i) *take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
- (ii) *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 in relation to the age of development objectives. The core areas of learning for all Early Years children are: 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 have 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 and Swimming lessons.

We actively encourage the growth of social skills and empathy towards others, in addition to a strong sense of self-belief and independence. 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 largely informed by the Key Stage 1 and Key Stage 2 components of the National Curriculum (2014). However, we have the independence to offer academic opportunities that go beyond the National Curriculum as well as to adapt elements of it. 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	1.5
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 predominantly 55-minutes in length although some (e.g. the period directly after lunch for Years 3 and 4, and the final period of the day for Years 3 to 8) are 45-minutes in length:

	YEAR 8	YEAR 7	YEAR 6	YEAR 5	YEAR 4	YEAR 3
ENG	4	4	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	0.5	0.5	1	1	1	1
DRAMA	0.5	0.5	1	1	1	1
PSHEE	0.5	0.5	1	0.5	1	1
St Andrew's Skills (SAS)	1	1				
SSP			1	1	1	
PE	1	1	1	1	1	1
Touch-typing			1	1		
Co-Curricular (not inc. CC at 5.15 pm)					1	1
Reading / Music	1	1	1	1	1	1
Quiet Study	1	1	0.5	1	1	1

GAMES	5	5	5	5	4	4
STEM/Forest School					1	1

2. Games and Physical Education

In the Pre-Prep, provision is graduated throughout the department and is taught by Director of Sport and Assistant Director of Sport from Nursery to Year 8 using all the school's sport facilities. Early Years have a focus on skill development and gross motor control, pupils are encouraged to explore new skills creatively and also taught the basics of team games using different equipment and through play. 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 and Sports Day as well as Y2 fixtures.

Swimming is provided weekly for all children at St Andrew's school. The lessons are taught either in form groups or they are differentiated by ability and 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, 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. 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 to which they are exposed to areas not covered in their traditional games lessons. Here, they experience a wide range of physical activities including basketball, futsal, badminton, health-related fitness, fundamental movement skills, and orienteering. 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

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.

Drama:

The Drama curriculum at St Andrew's has a skills acquisition focus. Topics covered include: basic drama skills, tableaux, devising, status, mime, improvisation, mood and atmosphere, trestle masks, duologues and script-writing. Pupils learn, explore and refine their skills in these topics through a series of practical and/or written tasks; some of which include internal class performances. Trips to The Watermill Theatre to watch their annual pantomime and Bradfield College for their school productions are undertaken as an addition to the Drama curriculum to broaden pupils' understanding, enjoyment and appreciation for theatre.

Each year group participates in a performance throughout the academic year. For Years 3 and 5, this is part of a 'Play in a Day' workshop delivered by an external theatre company in the Spring Term which ends in a final performance to parents. For Year 4, a formal performance is rehearsed within lessons and performed to peers and parents; this takes place in the Spring Term for Year 7 and in the Summer for Years 6 and 8. The year 6 production takes place outside and this year, will be performed in Bradfield's famous 'Grecker Theatre'. From September 2024, the addition of an optional large-scale Senior Production will be offered to Years 7 and 8. Weekly rehearsals will commence during co-curricular in the Autumn Term, to be performed at the end of the Spring Term.

A co-curricular stage hair and makeup club is also offered to all pupils and is delivered by 2 Year 8 pupils. The popular sessions explore and practice skills of creating a variety of hairstyles and face painting that will be put to use for school productions. A number of pupils also undertake LAMDA exams through Little Voices; our external provider for additional drama.

Art:

In Art the focus in Years 3+4 is on the acquisition of skills: drafting work, learning the colour wheel and using a wide range of materials are the focus. Proper use of the materials, storage and maintenance is also taught at this level. As pupils move into Year 5 they are introduced to techniques, art movements and the history of art. By the time they progress into Year 7 and 8, they will be able to work more independently and personally, with teacher guidance rather than direction.

Learning is enhanced with trips to the Tate Museum, a dedicated Scholarship programme, well-attended independent creative time (i.e. extra art at breaks) and the very popular Art Exhibition.

The overarching goal is that by the time pupils leave St Andrew's, they will be independent thinkers with their own opinions as well as an appreciation and enjoyment of art, be it 3D, Classical, modern, abstract or figurative.

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. The PSB (Pre-Senior Baccaulaureat)

The PSB is a skills framework that was introduced in September 2023 to pupils in Years 7 and 8 as a replacement for Common Entrance. The PSB was introduced with three main aims in mind: first, to redress the balance between knowledge and skills; second, to recognise achievement in all areas of school life and not just academic achievement; and third to reduce stress and anxiety related to exams. The PSB focuses on the following six core skills: reviewing and improving; thinking and learning; leadership and service; communication; collaboration; and independence.

The programme is supported by a weekly St Andrew's Skills (SAS) lesson that gives pupils the opportunity to develop their team-working and problem-solving skills and also gives pupils an insight into possible future careers. The carousel of activities also includes expedition planning, forest school, business, STEM and life skills. A coaching programme further supports skills development. The PSB offers various assessment opportunities throughout the two-year journey. This includes pupils in Year 8 completing the PSPQ - a project qualification, where pupils are supported to write a project on a topic of their choice.

Year 8 pupils leave the school with a comprehensive certificate that recognises their achievement in all aspects of school life.

5. 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 important element of the assessment. We also engage the services of a retired headmaster to give each child some authentic interview experience.

Study Skills lessons begin half way through Year 6, once the majority of the senior school assessments have been 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.

6. 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.

7. Differentiation and Setting

Departmental Handbooks give 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:

- 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).

8. Prep (Homework) & Quiet Study

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.

Pupils in the Year 8 Scholarship Group and to a lesser extent those in the Year 7 Extension 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 a quiet study session within the school day (i.e. not including the 5.15 pm to 6.00 pm optional quiet study session) during which prep may be completed. These sessions reduce the amount of prep that is completed at home, whilst at the same time recognising that completing some work at home and under parent supervision is an important part of the learning process.

9. The Year 7 Extension Group and Year 8 Scholarship Group

Further differentiation is provided through the Year 7 Extension Group and the Year 8 Scholarship Group. Selection for the Year 7 Extension Group is based upon a pupil's progress, academic attainment and general attitude to learning throughout the course of 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. In an effort to begin a pupil's preparation for taking an academic scholarship in Year 8, pupils in this group receive one extra 'scholarship-level' lesson in English, Science and French. Mathematics is taught in three sets and this enables the teacher to offer a more differentiated learning experience suited to scholarship-level work.

Dependent upon satisfactory progress and a positive attitude to learning throughout Year 7, pupils will be given the option to 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 lessons, whilst in Latin, history, geography and RS an additional scholarship lesson is offered.

10. 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

11. 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 2022/23

- 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 (Isle of Wight)
- Leavers vs Staff sporting events
- Footgolf
- Year 8 Production
- First Aid training
- Bike ride/dog walk with parents

12. 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 makes a decision on whether extra 1:1 LS lessons are needed, the additional 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 also 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 pupil's 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.

13. PSHEE and Fundamental British Values

Part 1, 2 (2) (d)

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

- (i) Reflects the school's aim and ethos; and*
- (ii) 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.

14. 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:

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

- Part of the PSB programme is a Careers Fair for pupils in Years 7 and 8. Parents from a wide variety of different professional backgrounds are invited into school to speak to the pupils about their chosen career. Each fair begins and ends with a parent presentation designed to offer a more in-depth look into their chosen career.
- 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.

15. 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.

16. 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.

17. 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 have the opportunity to learn and make progress.

18. Academic Progress Meetings

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

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 regular academic meetings for staff training or curriculum review where teachers can reflect on current practice and implement new initiatives. All meetings have minutes taken and distributed to the wider school community

19. Monitoring of Teaching and Learning

In the Pre-Prep, the Head of Pre-Prep carries out monitoring of children's progress through observation, scrutiny of planning and assessments, and discussion with staff both formally and informally. The Head of Early Years oversees the EYFS curriculum and continuity of learning between year groups. We encourage peer review and sharing of work evidence between staff in line with the assessment criteria.

In both the Pre-Prep and the Prep, regular learning walks are carried out by members of the SLT in order to gain a snapshot of the teaching and learning taking place across the school. Learning walks have a specific focus, for example the school's academic aims, and also include subsequent pupil voice interviews in order to gather first-hand the pupils' experience. Findings from the learning walks are fed back to the teachers involved and are also involved to inform the school's academic development plan.

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.

Additionally, there are frequent opportunities for all teachers of any given subject to meet and to carry out a collaborative work review. For example, in the Autumn Term, English and maths teachers of pupils in Reception through to Year 8 meet to discuss progression and consistency of marking.

20. Summative Assessment (including tracking pupil progress)

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 the achievements against the Early Learning Goals which is 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	Tests 1 st half of Summer Term	Tests 1 st half of Summer Term	Exams 1 st half of Summer Term	Exams 1 st half of Summer Term	Exams 2 nd half of Summer Term	<p>Academic scholarship pupils:</p> <p>Mock Exams: November</p> <p>Scholarship Exams: Spring Term</p> <p>Non-academic scholarship pupils:</p> <p>Exams in the non-core subjects (History, Geography, R.S., German and Latin) during the last week of the Spring Term</p> <p>PSPQ (extended project) in the humanities throughout the 1st half of the Summer Term</p> <p>Exams in the core subjects (English, Maths, Science and French) Mock Exam after half term of the Summer Term (traditionally CE week)</p>		
Maths	Summer Assessment					Exams 2 nd half of Summer Term			
Science									
French									
German				Exams 2 nd half of Summer Term	Exams 2 nd half of Summer Term	Exams 1 st half of Summer Term			
Latin									
History									
Geography									
RS									
Cognitive Ability Tests (CAT)	Verbal, non-verbal, quantitative and spatial reasoning early September								
Progress Tests	English and Maths in June								
Pre-test for senior schools					Pre-Test – Autumn Term (most schools)	Pre-Test – Autumn Term (some schools)			

21. 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 for Years 6 and 7 this happens 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 have been successfully held using SchoolCloud and this system has 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 which is 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 as well as a full written report at the end of each term. The Half Term Assessments provide a grade (A to E) to describe a pupil's attainment as well as 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:

- Staff Handbook Section 3 Academic Policies
- More Able Provision Policy
- 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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