



Highfield Priory
Independent Day School
and Nursery

Curriculum Policy

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This policy should be read in conjunction with:
Behaviour Management Policy

Equal Opportunities Policy
Early Years Foundation Stage Policy
Inclusion Policy
Out of School Visits Procedure
Mission and Aims Policy
Accessibility Plan
Relationships and Sex Education Policy
Special Educational Needs Policy
Special Educational Needs Policy (EYFS)
Subject Policies

At Highfield Priory School our aim is to provide a curriculum:

- That ensures that every child realises their full potential,
- That is constantly being reviewed and updated in response to valued developments in educational thinking, the needs of our children and changes within the school,
- That ensures that children will develop both knowledge of the world and of themselves and this will pass on the skills necessary for further sustained achievement at senior school and beyond,
- That provides fulfilment and enjoyment.

Further principles that apply are:

- Breadth
- Balance
- Relevance
- Differentiation
- Equal Opportunities (including Learning Support and More Able Children)

The curriculum is divided into three stages, EYFS, KS1 and KS2.

Breadth

Every child experiences a broad curriculum throughout the school.

Nursery and Reception children work within the EYFS curriculum.

All children study the core subjects of English and Mathematics. They also follow programmes of study in Science, Humanities (history/geography), Music, R.E., Physical Education, Art and Design Technology, ICT, General Knowledge, PHSE (including RSE) and R.E. HPSED (Public speaking, elocution and drama) is studied from Year 3 upwards. French is taught throughout the school from pre-school upwards.

While pupils are entered for 11+ entrance and scholarship exams to senior schools the curriculum content is not dictated by the examination subject. Sufficient time is given to those examinable subjects, but the non-examinable is seen as equally important in the development of the whole child.

External KS2 National Curriculum tests are taken by the Year 6 pupils in the Summer Term.

The curriculum is encompassed in an eight period day for KS2 and a seven period day for KS1. Each school day begins with dedicated time to reflect either individually, as a class or a school. Monday Form Time, Tuesday's Hymn Practice, Wellbeing Wednesday, Highfield Heights on Thursday and the Friday Assembly are designed with this in mind. Either one longer or two shorter pieces of homework are set each night from year 4 upwards; one short piece is set for year 3 up to the end of the autumn

term in year 3 (they will then follow the patter for the other classes in KS2). Year 2 children will have one piece of homework per night (Maths and English). In Year 1 children have two pieces of homework per week in the autumn term, three in the spring term and four in the summer term, in preparation for year 2. In addition, curricular and extra-curricular activities are catered for at lunchtimes and after school.

Balance

A deliberate effort is made to balance the curriculum between the main constituent elements:

- Physical: - Sport, P.E., lunchtime and after school activities.
- Mathematical
- Linguistic/Literary – English, History, French, Drama
- Aesthetic/Creative – Art, Music, Drama, D.T.
- Technological & Scientific – ICT, Science, D.T.
- Moral – Religious Education, Assemblies, PHSE
- Human & Social – Humanities, General Knowledge French, PHSE

	Eng	Maths	Sci	IT	Hum	GK	Art/DT	PHSE/ REd	RE	HPSED	Mus	PE/ Games	French	Lib	Forest School
Year 6	12	9	2	1	3	1	2	1	1	1	1	4	1	1	
Year 5	11	9	3	1	3	1	2	1	1	1	1	4	1	1	
Year 4	11	9	2	1	3	1	2	1	1	1	1	5	1	1	
Year 3	10	8	2	1	3	1	2	1	1	1	1	4	1	1	3
Year 2	8	8	2	2	2		2	1	1		1	3	1	1	3
Year 1	8	8	2	2	2		2	1	1		1	3	1	1	3

N.B.

Year 4 will only have 3 contact sessions of PE/ games as one lesson is spent travelling to the leisure centre for swimming.

For KS1: The final session of the day is only a short session; this time should be used for story, library or mental maths work. In Year 1 time is designated time is given to a daily short phonics session at the beginning of each day.

In KS1 DT is taught as a block each term.

Relevance

- It is impossible, and also undesirable, for every element of the curriculum to be equally relevant but we are conscious of the need to provide children with the knowledge and skills that will be necessary for survival and success in the 21st century. With human knowledge growing at a staggering rate and technological skills requiring a constant upgrading of old skills and many new ones, a modern education is essential. We attempt to combine the best traditional values with the most vital and demanding of the new ones. Each subject co-ordinator is constantly re-evaluating the syllabus content and methodology and we are committed to embedding equality, diversity and inclusion within our programmes of study.

INSET, attendance at courses and research about current thinking and issues are strongly encouraged to ensure that the school has a well-informed and well-trained staff.

The following constitute some of the key elements in a quality education:

- an ability to communicate effectively both orally and in writing;
- a thorough grounding in literature and the social sciences;
- a sound grasp of numeracy and the application of Mathematics;
- knowledge of the physical sciences and the world environment;
- a grounding in at least one foreign language;
- the ability to use ICT to retrieve and use information effectively;
- the ability to create computer programs and enumerate problems through the use of computer technology;
- an appreciation of the cultural heritage of Britain in particular and other world cultures.
- an appreciation and concern for good physical health and well being;
- an understanding of citizenship, British Values and an awareness of the spiritual dimension of human life.

The curriculum has been created to incorporate these key elements and is under constant revision and re-thinking to ensure that they remain in the forefront of our educational planning.

Subject Documentation

All curriculum subject coordinators are responsible for producing a policy document for their subjects which contain aims and objectives, programmes of study for each year group, methodology and resources.

Curricular Leaders:

Subject	Subject Leader
English	Helen Haythornthwaite
Mathematics	Angela Prince
Science	Claire Eccles
CSIT	Jonathan Drake
Humanities	Jane Davidson
Modern Foreign Language	Anna Morrice
Music	Andrea Macklam
RE	Caroline Jones
PHSE	Helen Wilson
PE and Games	Michelle Parsons
Art and Design Technology	Amanda Jewitt

The schemes of work for each subject, which include policy statements and programmes of study, form separate documents to this policy statement. These policies and schemes are available from the computer. These documents are to be regularly updated to include any policy decisions taken during INSET discussions or staff meetings.

Differentiation

As in any school there is an ability range in all classes, and this is catered for in differentiating the curriculum and recognising the needs of all children. An entrance assessment is to be taken for children entering both KS1 and 2 from other schools or settings; this helps to keep this ability range to

the minimum for the benefit of the whole class, although children who enter the school in the EYFS may well have some Specific Learning Difficulty.

Extra help is provided for those who need it and extra help is given by all class teachers whenever the need arises.

Equal Opportunities

There is a policy of equal opportunities for all in the curriculum. Learning Support children who require support in some areas of literacy and or numeracy receive 1 to 1 or small group work with a specialist teacher. The specialist teacher in consultation with the class teacher prepares a Learning Support Plan which outlines the areas of difficulty and the type and degree of support required. Regular reviews are held.

Educational Trips

We conduct educational visits in order to enhance curricular and recreational opportunities for our pupils; provide a wider range of experiences for our pupils than could be provided on the school site alone and promote the independence of our children as learners and enable them to grow and develop in new learning environments. These visits begin with short excursions into the local area in the Early Years, and progress to a residential experience towards the end of Key Stage 2.

We believe that school visits are an essential resource for the teaching of the school curriculum. We aim to provide a broad and balanced curriculum and school visits are one aspect of this. All off-site activities serve an educational purpose, enhancing and enriching our children's learning experiences and usually take place within the school day. Each year group will aim to take their class on at least one visit in each school year.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us to adapt our program, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment. Further detail on reasonable adjustments is available in the SEND policy.

All staff planning running school trips should refer to the school's Out of School Visits Procedure.

Homework

Homework is an integral part of the learning process at Highfield Priory School. Homework is any work or activity, which children are asked to do outside school, either on their own or with parents. Homework develops a partnership between school and home and is considered to be a valuable element of the teaching and learning process. Homework is not given for its own sake but to reinforce or complement work that has gone on at school. Children are not asked to attempt anything they have not already experienced in school.

Children are encouraged to work at home on a regular basis to:

- consolidate and reinforce skills in literacy and numeracy
- find out information by using the library or information communication technology
- read in order to prepare for lessons
- develop confidence and self discipline

Homework Timetable per Evening

Each child has a homework diary (Year 3 upwards) so that parents can check that the correct homework has been done. Parents can feedback to teachers via the homework diary about the homework set.

Year 5/6 - 2 subjects x 25/30 minutes each or one subject 1 x 50 mins.

Year 4 - 2 subjects x 20 minutes each or 1 subject x 40 mins

Year 3 - 1 subject x 15/20 minutes until February. After February half term, two subjects x 15/ 20 minutes each.

Year 2 - 1 subject (English or Maths) 15/ 20 minutes.

Year 1 - Two pieces per week in the autumn term, 3 in the spring term, and four in the summer term (in preparation for Year 2).

Homework is set every evening from Year 1 onwards although it begins in a less formal manner in Reception. Homework is mandatory and is regarded as an integral part of the educational programme. In addition to the set homework, all children should spend between fifteen and twenty minutes reading at home every evening.

Homework Guidance

To facilitate successful homework, class or subject teachers should ensure that:

- Homework is set and children record this accurately in their homework diaries
- Instructions are clear and understood by all; for younger children time should be spent discussing homework at the end of the day
- The correct material is provided
- Text books etc. are provided in sufficient numbers
- Sufficient work is set so that pupils keep working for the maximum time, appropriate to each age group
- Homework should be differentiated according to ability (this maybe by outcome)
- Children take either set reading from reading scheme and/ or reading challenge materials home every evening

Parents are encouraged to assist with their child's homework whenever appropriate but this should fall short of doing it for them.

Homework should involve writing, investigation or research.

Colouring or drawing exercises are not set as homework in themselves.

Homework Room Guidance

- The Homework Room is supervised by a member of staff and takes place mainly in the dining room, if this is unavailable it will be in one of the classrooms.
- The Homework Room is a silent room so that others are not disturbed.
- Class teachers should ensure that all children have the appropriate resources and equipment (this includes appropriate reading material and for year 2s this should include pencils).
- Should pupils finish their Homework, it will be checked through by the duty teacher and only then may the pupil read a reading book.
- Children are to be encouraged to read for a minimum of 15 minutes, according to their age, from either set reading books or reading challenge material.
- Homework is from 3.30 p.m. to 4.30 p.m. depending on age. After this time children will have access to educational puzzles and activities.
- Weather permitting, at 4.30 the children are taken out to play for some recreation.
- Responsibility for an industrious Homework Room is totally in the hands of the Teacher-in Charge. The Teacher will patrol regularly if an overflow room is required.
- Class Teachers should be advised of pupils who are having difficulties with homework set.

An indication of any problems with children's homework will be included on the Effort Grade sheets on a half termly basis. Interim information regarding any problems with homework being completed may be communicated initially using the homework diary. If this persists parents will be contacted by the class teacher to discuss any problems.

Marking

The constructive assessment of children's work has four main purposes:

- To provide pupils with an indication of their individual achievement and progress and highlight and celebrate their successes.
- To help the teacher identify areas of strength and weakness in learning and adjust subsequent teaching in the light of this.
- To enable pupils to evaluate their own work and identify ways in which they can improve.
- To show others the standards of work which have been achieved.
- To value their work and acknowledge children's effort.

If a school is to provide the best possible service for its pupils, it is vital that the level and quality of marking that all teachers provide is of a uniformly high standard.

There are two basic aspects of marking - which means taking notice of:

- correcting errors and misconceptions
- evaluating strengths and weaknesses diagnostically

Marking Principles

The following principles will prevail at Highfield Priory:

- Pupils should know the criteria, or combination of criteria, by which they are being assessed e.g. factual knowledge, neatness, quality of ideas, accuracy of grammar and spelling, or the appropriate level of attainment which they are aiming to fulfil.
- Effective assessment will always encourage improvement to take place in the future and it will always increase pupils' understanding of how they learn.
- Marking will be positive. Corrections and points to note will be clearly expressed and carefully selected. Corrections will not be excessive. Vague comments should be avoided. Key learning points should be explained to the child, or the class, where appropriate.
- Attention should always be paid to the individual child concerned. A sensitive and insecure child who has genuine difficulties should be carefully guided.
- Careful consideration will be given to the reasons why particular errors have been made and the source of misconceptions.
- Constructive comments at the end of a piece of work should be subjective and objective. There is a place for both.
- Pupil work should be marked promptly.
- Pupils need to be told clearly and directly if their work is unacceptable. They will usually be asked to do it again within a reasonable time limit. A regard to standards and deadlines is essential if a pupil is to develop the necessary self-discipline for academic success.
- A statement concerning the marking and assessment policy of each subject should be provided in the appropriate Scheme of Work.
- Marking which takes place in the classroom, during lesson time, is most effective by the following practices:
 - The teacher circulating round the class, marking work at the child's desk or
 - The teacher marking at his/her desk on a one-to-one basis thus providing individual support.
- The awarding of House Points is at the teacher's discretion for effort and excellence.

It is recognised that the time available for the marking of work is not unlimited. Where time is genuinely at a premium, teachers are advised to mark and comment instructively if necessary, at some length, on a proportion of the work done by each pupil. Day-to-day assessment of the work

in hand, the diagnosis of difficulties and regular reviews of progress will be features of the best practice.

A checklist for good marking practice

- Do you mark all work as thoroughly as time permits?
- Do you give your pupils a clear idea of the criteria you are using to judge their work?
- Do you mark promptly, by the next lesson?
- Do pupils understand the standard they are expected to attain?
- Do pupils understand the meaning and implications of the marks and grades awarded to them?
- Do pupils have their key spelling mistakes pointed out and corrections given?
- Spelling is important in ALL subjects.
- Do you make helpful diagnostic remarks at the bottom of marked work that will encourage a pupil and offer a clear idea of where progress can be made in future?
- Can pupils easily read what you have written?
- Do you annotate a piece of work with the appropriate number of comments and corrections? Too many and they will be overlooked and the pupil disheartened - too few and the assignment will not be as useful a learning experience as it could be. Put yourself in the position of the recipient and try to get it right.
- Do you bring general points of interest to the attention of the whole class?

Key Stage 2

How we mark children's work

The following abbreviations are used when marking. The mistake should be underlined and the abbreviation placed in the margin. Each child will be issued with a sheet of the abbreviations at the start of the term.

SP	Spelling mistake
/	New line.
//	New paragraph.
PM	Punctuation
CL	Capital letter
RW	Rewrite
OF	Oral feedback given

Each correction should be completed at the bottom of the page. Up to five spelling corrections and three or four general corrections are ample for each piece of work. Spellings should be copied neatly three times at the bottom of each page.

During maths lessons, if the children make a mistake a dot will be placed next to the wrong answer. The children then do the correction next to this. This informs the teacher how many mistakes were made and how many attempts were needed to find the correct answer.

Comments

A written comment is not expected on every piece of work; however teachers should regularly (about every third piece of work) give the children written feedback. This feedback should be in the form of a **STAR**, a positive comment to start with, what the child has done well and a **WISH**, a suggestion of ways that the piece could be improved. Teachers should encourage the children to regularly read the **WISH** and ask for further guidance if needed.

House Points

Excellent work is awarded 2 House Points. Good Work 1 House Point.

Marks are only awarded for tests and when standardising work.

It is important that pupils understand clearly what they have to achieve to attain the next standard.

Key Stage 1

How we mark children's work

Children's work is marked in a colour that can be clearly seen. A written comment is not expected on every piece of work; however teachers should regularly (about every third piece of work) give the children written feedback. This feedback should be in the form of a **STAR**, a positive comment to start with, what the child has done well and a **WISH**, a suggestion of ways that the piece could be improved. The date will be on every piece of work in the top corner.

During maths lessons, if the children make a mistake a dot will be placed next to the wrong answer. The children then do the correction next to this. This informs the teacher how many mistakes were made and how many attempts were needed to find the correct answer.

Marking Codes (mainly used at KS1)

IW – Independent work

OF – Oral Feedback given

AH – Adult help

AG – Adult guidance

SP – this will be written next to a word that has been spelt incorrectly. This code is only used for words that the teacher feels the child should be able to spell e.g. high frequency words, words that have been in previous spelling tests and words that can be spelt phonetically.

A maximum of three spelling mistakes will be highlighted in Year 1 and 5 in Year 2. The teacher will write the correct spelling at the bottom of the page and children correct it once. Time will be given during the week for spelling corrections.

Oral Feedback

Highfield Priory School recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and the code OF (Oral Feedback) written on the work. Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

Written Marking and Feedback

Formative feedback / Marking

Not all pieces of work can be quality marked. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective. All teachers in KS1 aim to quality mark every piece of creative writing. Teachers will use their professional judgement when to quality mark work from other subjects.

What is Quality Marking?

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

Self-Evaluation

How do children evaluate their own learning?

In KS1 children can evaluate their own work. At the end of some lessons, children are asked to mark whether they feel they have met the learning intention or not: e.g. with a smiley face, straight face or sad face.

In KS2, children use a traffic light system to evaluate their learning against the learning objective in maths and English lessons.

Green – I can do it. I feel confident.

Orange- I need a bit more practise

Red – I'm not sure yet.

Correcting Spelling, Punctuation and Grammar

When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and continue to meet previous targets: e.g. when an adult feels that a child can correct a spelling he or she will put sp next to the word.

Assessment Recording and Reporting

At Highfield Priory we believe in the uniqueness of each child. We believe that assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

The key principle of assessment is to move children on with their learning.

It is also concerned with:

- evaluating how well a child has understood a concept, developed a skill or remembered a particular fact
- monitoring progression
- providing feedback for teachers and children.
- providing motivation
- informing planning.

Assessment needs to take account of national and school policies and initiatives. It must take account of legal requirements and links to other subject areas.

Planning for Assessment

A variety of assessment styles are used at Highfield Priory.

Formative Assessment

This is assessing, in an informal way, a pupil's development and particular strengths. It gives the teacher the opportunity to diagnose aspects of learning and understanding that need support. Formative assessment can be observation only or observation with informal recordings of observations.

- Teacher observation notes.
- Informal, constructive comments on pupil's work. (Please refer to School Marking Policy)

Diagnostic Assessment

This style of assessment provides the teachers and others with the means of identifying particular strengths and weaknesses.

- End of topic tests.
- Weekly spelling tests.
- Bond Assessment Tests- verbal and non-verbal.
- Arithmetic tests.
- Multiplication Tables tests
- Creative writing assessments
- KS1 key sight vocabulary recognition assessment
- Key Stage Reading Assessment focuses.

Summative Assessment

This is a more formal assessment set against criteria, which bring in an element of studying comparative achievement. This may be comparing pupils in the same class or year group.

It may also be:

- formal reading tests (Y1, Y2, Y3, Y4, Y5, Y6)
- Formal spelling tests (Y3,Y4,Y5,Y6)
- End of Key Stage 2 National Curriculum Tests.
- Early Years E profile
- CATS Tests (Y2,Y3,Y4,Y5,Y6)
- GL Standardised tests (Y1,Y2, Y3,Y4,Y5,Y6)
- Testbase Tests (Y3, Y4, Y5)
- End of Key Stage 2 National Curriculum tests

Evaluative Assessments,

All core subject examination and test results are recorded on a school assessment spreadsheet to monitor progress, aid planning and to record added value.

Whole school or Key Stage periodic collation of information can be used as an indicator as to where there is need for further discussion, key stage meetings, curriculum meetings or target setting.

Whole School Approach to Assessment and Planning

1. Use of formative, diagnostic and summative assessment to inform planning.
2. Set short and long term-term goals for the next stage of learning.
3. Involve children in evaluating own work and setting own goals.
4. Coverage of Highfield Priory Curriculum Policies and National Curriculum requirements.
5. Identification of assessment opportunities in learning activities and teaching materials.
6. Exploration of potential cross-curricular subject links in terms of skills, themes and dimensions.
7. Plan for differentiation e.g. using a variety of materials and strategies.

8. Plan for learning experiences, which accommodate a variety of learning and teaching styles.
9. Plan for different groupings e.g. pairs, group work etc.

Monitoring for Continuity and Progression

Coordinators monitor their subjects using a variety of systems. Classroom observations take place regularly throughout the whole school.

Written and oral feedback is given by the subject coordinator after a classroom observation.

Pupil books are monitored to assess pupil achievement and progression.

See Inclusion section of the Equal Opportunities Policy

EYFS

On entry, teachers conduct a simple baseline in order to assess starting points for all children. At the end of the Reception year, GL assessment Progress Tests are used to assess children's attainment as they move into KS1

Planning / Recording

All class teachers plan the curriculum on a termly or half termly basis, in accordance with the school's curriculum schemes of work. These schemes of work are produced by the curriculum co-coordinator in line with National Curriculum requirements.

Curriculum Maps

A Curriculum Map for each subject is available to show the order of teaching in all subjects. The Map is produced by class teachers in consultation with the Deputy Head.

Long Term Plan

Each coordinator produces a detailed Scheme of Work for Highfield Priory based on National Curriculum requirements.

The curriculum is organised in units of work allocated to each year group in each term across the school.

Schemes of work are regularly monitored, amended and updated as and when the need for development is required.

Medium Term Plans - Termly Forecast

Each teacher for each subject taught produces a termly forecast, based on the Scheme of Work.

These plans identify:

- Topics to be covered
- Learning objectives/ skills to be covered Materials/Resources (where appropriate)
- Assessment Procedures

Term Forecasts / Medium Term Plans are monitored by the Curriculum coordinators and Deputy Head at the start of each term.

Short Term Plans / Weekly Plans

Each class teacher identifies the teaching and learning that takes place within his / her classroom each week.

Teachers either plan on a weekly or daily basis.

Planning styles and formats vary across the Key Stages - they are designed to meet the needs of the individual year groups.

Teachers have the flexibility to use a planning format that is suitable for their individual style of teaching or age group e.g. plan on a daily basis or plan by subject for the week.

All plans identify:

- Learning objectives/Learning goals
- Lesson content including differentiation, organisation, delivery, resources Assessment opportunities
- Evaluations / Observations

Curriculum Meetings

These are held at the start of each year for parents in each year group and outline all the key areas in the curriculum. These are supported with a handout or PowerPoint printout which covers all the key points from the meeting.

Reporting

KS2 Department

Parents receive reports on their children at various times throughout the year. These reports take the following format.

Autumn Term

KS2 parents receive two effort grade sheets highlighting the pupils' level of effort in all subjects.

Targets are also set for English, Maths and a general target.

At the end of term, parents of KS2 children receive a report on the performance of their child in English and Maths. In English, termly achievement for comprehension and writing are given, in maths an overall termly achievement is given. Targets for the children to work at are also given. The report also includes a written teacher comment relating to progress made.

Spring Term

Parents receive two Effort Grade Reports covering all subject areas.

Summer Term

Parents receive one Effort Grade Report.

The Summer Term report is a much more comprehensive report which gives details of achievement in maths, English and science, effort grades and the term's Reading results.

Detailed, personal, constructive written comments are also included relating to all subject areas including humanities, music, art, CSIT, PSHE, RE, PE, HPSED and French.

KS1 and Foundation Stage

Parents receive a detailed written report on the performance of their child at the end of the autumn and the summer term.

KS1 reports include detailed, personal, written comments relating to all National Curriculum Subjects plus an overall pupil progress comment. Levels of attainment will be given in maths and English in the summer report.

The Foundation Stage report (Reception and Pre School) includes detailed written comments relating to the Foundation Stage Curriculum.

Nursery (2+) Department

An end of year report is sent home, which includes detailed comments relating to Personal and social development and general progress.

Parents' Evening

Formal Parents' Evenings are held during the first Half of the Autumn Term and the end of the Spring Term.

Preschool and nursery will hold informal parent's evenings at the same time.

Parents are always welcome to make a mutually convenient appointment to discuss any aspect of their child's progress or welfare with the class teacher, subject teacher or Headmaster.

Recording

Teachers keep records of all marks and general observations. Pupil targets are recorded on the Effort Grade Sheet. All results from formal tests in Key Stage 1 and 2 are recorded on the central school assessment spreadsheet to track pupils' progress throughout the school.

Responsibilities

Deputy Head

It is the responsibility of the Deputy Head to oversee the assessment process and to discuss any concerns with the class teacher and within the senior management team. It is the responsibility of the Deputy Head to be available for consultation with staff.

Subject Coordinators

Subject Coordinators are in the main responsible for the assessment of their subject. They are to liaise with the Deputy Head and class teachers as and when the need arises. It is expected that the subject coordinators will advise the Deputy Head on any changes or new information particular to the assessment of their subject area.

Headmaster / Senior Management Team

The Headmaster and the Senior Management Team are responsible for:

- Ensuring that the school is meeting legal requirements surrounding assessment e.g. the reporting of KS2 SATs
- Arranging Parents' Evenings
- Determining the timetable of assessment arrangements e.g. CAT and end of Year examinations.

Special Needs Coordinator

It is the responsibility of the SEND Coordinator to devise and assess Learning Support Plans for KS1 and KS2 pupils. It is the SEND Coordinator's responsibility to work, when necessary, with outside agencies to provide assessment (where appropriate) of a child's specific learning difficulty. We make freely available to parents and carers particulars of the educational and welfare provision for pupils with EHC plans. Please refer to the SEND Policy for further details.

More Able Pupils

It is the responsibility of the Deputy Head teacher to work with class teachers, coordinators and the SEND Coordinator to identify and monitor gifted and talented pupils within school. Please refer to the SEND Policy for further details.

EAL Pupils

The term EAL is used when referring to a pupil whose main language at home is a language other than English. We recognise that for some children who are learning English as an additional language support will be necessary to enable them to communicate effectively and participate in the full curriculum. We aim to give all pupils the opportunity to overcome any barrier to learning and assessment. We welcome and value the cultural, linguistic and educational experiences that pupils with EAL can bring to the school.

For details of support offered to EAL children, please refer to the SEND policy. We make freely available to parents and carers particulars of the educational and welfare provision for EAL pupils.

Staff Development and INSET

The Head teacher is responsible for determining requirements as regards school based INSET for assessment.

Individual Staff members can request or be directed to attend assessment related courses that will develop skills in:

- Recording techniques
- Retention of evidence
- Curriculum planning and assessment opportunities
- Classroom management
- Teaching and learning styles

Assessment Resources

Subject Coordinators are responsible for purchasing suitable assessment materials for their subjects. Class teachers can request to purchase suitable materials through the subject coordinators.

The annual Assessment budget allocation is used to purchase suitable materials e.g. KS2 Optional SATs, CATs resources etc.

Assessment Materials Currently being used:

- Individual reading records
- Key Stage 2 National Curriculum tests
- GL Progress Tests
- GL NGRT tests
- GL NGST
- CATS Tests (Year 1- 5)
- Year 3-5 Testbase Tests
- Year 2 NC tests
- E Profile for nursery
- Key Stage 1 and 2 Twinkl tests.
- Key Stage 1 and 2 Assessment Programme
- Diagnostic Reading and Spelling Tests
- SEND records including Learning Support Plans
- Home/School Reading Booklets (Early Years – Year 5)
- Schemes of Work
- Termly Plans
- Weekly / Daily Plans including Evaluations
- Differentiated materials for more able, EAL and SEND pupils.

The Education Committee is responsible for this policy.

Date Last Reviewed: November 2024

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Safeguarding Committee, Education Committee and Marketing Committee.