

Grace Dieu Manor School



Curriculum Policy

CURRICULUM POLICY

General Principles

Grace Dieu Manor School offers full-time supervised education for pupils of compulsory school age. It gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The school teaches subject matter appropriate for the ages and aptitudes of its pupils, including those with pupils with a statement. All children are given the opportunity to learn and make progress. The children are also given opportunities to prepare for the responsibilities and experiences of adult life.

In all that we strive to do, the pupils at Grace Dieu Manor School will acquire good speaking, listening, literacy and numeracy skills.

Aims and Values

The Aims stated in the Mission Statement are at the centre of the Curriculum Policy. These are at the heart of each programme of study and in particular , personal, social and health and citizenship education.

These are:

To create a community which recognises each individual as a unique part of God's creation, nurtures a sense of value and self-image and fosters supportive and caring relationships.

To develop our pupils through the provision of a broad and balanced curriculum, which is responsive and supportive of their needs and aspirations, promoting intellectual curiosity and academic achievement and encouraging them to grow to their full potential.

To expect our whole school community to show courtesy and respect at all times and to avoid any form of adverse discrimination.

The school recognises the value of each child as an individual and the importance of nurturing each aspect of their personality – intellectual, physical, moral, spiritual and aesthetic.

TEACHING POLICY

Grace Dieu Manor prides itself on offering a broad and balanced curriculum, suited to all pupils across the full range of ability and age.

We aspire to meet the aims of our Mission Statement as outlined above.

The curriculum is planned to provide continuity and progression of learning.

Grace Dieu Manor welcomes children with a wide range of abilities including those with learning difficulties (see SEN policy). Although, Grace Dieu, as an Independent School does not have to comply with all aspects the Special Educational Needs Code of Practice 2001, good practice is recognised. Individual Education plans (IEP's) are provided for any pupils with significant learning difficulties or disabilities and these are shared with all teachers.

In addition, Grace Dieu Manor recognises and provides for the Gifted and Talented child (see Gifted and Talented Policy).

The curriculum is enriched by extra-curricular activities which take place at lunch time and at the end of the formal teaching day.

We appreciate and encourage the wide range of teaching styles through which the pupils learn and we strive for academic excellence within the classroom. Heads of Curriculum are required to visit colleagues' lessons and their observations shape, to some extent, the approaches adopted. (Teachers are encouraged at regular intervals to refer to our SEN policy and, in their planning to observe strictly targets set out in children's IEP's)

In order to maximise pupil potential, good teaching practice and sound knowledge of subject matter is essential. The curriculum will only operate effectively with adequate and appropriate planning. In organising schemes of work, which are seen to progress from the Foundation Stage through to the end of Year 8, pupils will experience a well-structured and purposeful education which equips them not only for their future schools but also enables them to flourish as individuals.

We wish all pupils to enjoy the process of learning and to gain success in areas that reflect their talents and abilities, as well as fulfilling their potential across the curriculum.

Aims of our teaching

- To learn new skills
- To use ICT as it develops
- To know the pupils as individuals
- To assist pupils to learn about God's creation and see the world with a sense of awe and wonder
- To acquire new and up to date information
- To challenge assumptions
- To create an environment in which children may make mistakes and learn from them

Management of the curriculum

The Headmaster has responsibility for the overall academic development of the school and is assisted by the Deputy Head (Academic).

On a day-to-day level, the academic management of the school is delegated to the Deputy Head (Academic) who is responsible for the organisation of the timetable and the implementation of the school's curriculum policies.

The EYFS Curriculum Policies are under the management of the Head of Pre-Preparatory. However, again, the Deputy Head (Academic) has overall responsibility.

Heads of Curriculum are required to produce a Department Handbook and are responsible for the co-ordination of the Curriculum Overviews for each Year group. [See Appendix A, B, C]

Programmes of Study (Termly Plans) give a more detailed account of the material to be covered each term. They should, of course, tie in with the overall Curriculum Overview for the year.

Termly Plans are written by the teacher of the particular group, or may be provided by the Head of Curriculum. These are filed in each Department's handbook, so that they can be drawn upon in an emergency (e.g. supply staff in school).

Daily Plans are those that teachers write on a weekly (FS-Year 2) or daily basis (Years 3-8). There, learning objectives for each lesson are set out and resources and activities are identified.

All staff who teach English, Mathematics and RE, attend curriculum meetings which are held termly. Subject representatives from each area of the school also attend termly meetings with the Curriculum Heads of Geography, History, Art, Science and ICT.

The Heads of Curriculum, as a group, also meet with the Deputy Head (Academic) each half term.

The Headmaster, Deputy Head (Academic) and Head of the Pre-Preparatory department observe teachers twice termly and provide them with written and oral feedback on how their lessons went.

The Headmaster and Deputy Head (Academic) also conduct a book scrutiny of a nominated subject each half-term. Once again, members of staff are given written feedback. In addition, the Heads of Curriculum look at their subjects books and provide written feedback to the Deputy Head (Academic).

In subjects such as Art, Music, ICT or PE where there is no written evidence of the work covered by the children, the Headmaster and Deputy Head (Academic) conduct pupil interviews and then provide the Heads of Curriculum with written feedback. These happen every half term.

How do we achieve our Teaching Aims, as set out above?

- by providing the necessary resources: visual, audio, physical, human
- by recording achievement
- by celebrating that achievement: merits, Portfolios of Excellence, display-work, reporting, study cards, Prize Day
- imaginative and thoughtful teaching
- we provide an appropriate allocation of lessons for different subject areas
- giving our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (as illustrated on p6+7)
- by ensuring that each child is taught in an appropriate teaching group
- by ensuring that each child has the opportunity to learn and make progress
- by ensuring that each subject's curriculum is carefully structured and planned

THE EDUCATIONAL STRUCTURE

All pupils are provided with full time supervised education. As previously stated all pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The principal language of instruction is English.

EYFS-(Foundation Stage and Swans)

A total of 25 hours per week is allocated to the formal teaching of the pupils. Individual teaching sessions have been allocated as 30 or 45 minutes depending on the time of day. Lessons start at 9.00am and finish at 3.30pm.

The aim is to provide a broad and balanced curriculum which follows the principles of the EYFS Statutory Framework (2008). The Early Years Curriculum is organised into six areas of learning and development which are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. The planning of this curriculum is flexible and begins with the individual child. Learning Journeys are essential documents which celebrate each child's record of progress and achievements.

Key Stage 1 (Years 1 and 2)

A total of 25 hours per week is allocated to the formal teaching of the pupils. Individual teaching sessions have been allocated as 30 or 45 minutes depending on the time of day. Lessons start at 9.00am and finish at 3.30pm.

	YEAR 1	YEAR 2
LITERACY	9	9
NUMERACY	7	7
K+U	5	5
RE	3	3
FRENCH	1	1
MUSIC	1	1
PE	1	1
SWIMMING	1	1
ART	2	2
ICT	1	1
PSHCE	2	2
LITURGY	1	1
ASSEMBLY	1	1
TOTAL	35	35

Key stage 2 and 3 (Years 3-8)

A total of 25 hours per week is allocated to the formal teaching of the pupils in Years 3 and 4 and 27.5 hours in Years 5-8. Individual teaching sessions have been allocated as 30 or 35 minutes depending on the time of day. Lessons start at 9.00am and finish at 3.45pm in Years 3 and 4 and 4.00pm in Years 5-8.

	8 s1	8 s2	7 s1	7 s2	6 s1	6 s2	5	5	4	4	3	3
ENGLISH	5	5	5	5	7	7	9	9	10	10	10	10
FRENCH	4	2	4	2	4	4	2	2	2	2	2	2
GERMAN	2		2									
MATHS	6	6	6	6	6	6	8	8	10	10	9	9
EX.MATHS		1		1	1	1	1	1				
EX.ENGLISH		1		1	1	1						
SCIENCE	5	5	5	5	6	6	4	4	4	4	4	4
GEOGRAPHY	3	3	3	3	2	2	3	3	2	2	2	2
HISTORY	3	3	3	3	2	2	3	3	2	2	2	2
RE	3	3	3	3	3	3	3	3	3	3	4	4
MUSIC	2	2	2	2	2	2	2	2	2	2	2	2
PE/SWIM	2	2	2	2	2	2	2	2	2	2	2	2
GAMES	2	2	2	2	2	2	2	2	2	2	2	2
ART	2	2	2	2	2	2	2	2	2	2	2	2
DT	2	2	2	2								
ICT	2	4	2	4	2	2	2	2	2	2	2	2
FIXT/ACT	4	4	4	4	4	4	4	4				
PSCHE	1	1	1	1	1	1	1	1	1	1	1	1
Form	1	1	1	1	1	1	1	1				
Assem	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL	50	50	50	50	50	50	50	50	45	45	45	45

What is the child's educational experience?

At Grace Dieu Manor School we aim to:-

- provide for all children to acquire skills in speaking and listening, literacy and numeracy and allocate lessons accordingly.
- provide subject matter which is appropriate for the ages and aptitudes of the pupils, including those with a statement.

Furthermore, it is our policy to provide education which fulfils the requirements of any statements.

- make sure that all pupils have the opportunity to learn and make progress. To this end, 'setting' takes place in Mathematics from year 3 and in English, French and Science from Year 6. In addition, German is studied

in Years 7 and 8, for pupils who are in Set 1 for English/French. Pupils in Set 2, are given an additional English and Mathematics lesson. Furthermore, pupils in Set 2 receive 2 French lessons (as opposed to 4 in Set 1) and 4 ICT lessons (as opposed to 2 in Set 1).

- teach PSHCE/Citizenship to all pupils from Year 1 through to Year 8. The content reflects the school aims and ethos and plays a part in preparing the children for later life.
- provide appropriate careers guidance for pupils in Years 7 and 8. We open our pupil's eyes to possible future careers and vocations both through the PSHCE curriculum and, on occasions, through the inspiration of visiting speakers.
- provide pupils in Year 8 with the opportunity to lead, guide and undertake various areas of responsibility. These include the roles of Head Boy and Girl, Deputy Head Boy and Girl, Sports Captains, House Captains, Choir and Orchestra Leaders, Librarians and Sacristans.

TEACHING AND CLASSROOM GUIDELINES FOR STAFF

Introduction

Good practice and high standards must be the norm in all areas of the school. There are two key points for teachers. These are: Leadership and Structure. Leadership comes from setting and insisting upon high standards within the classroom; in its detail, and structure which defines the educational content of the lesson.

The following code should be incorporated by all staff.

- Be punctual.
- Be consistent on behavioural expectations within the classroom.
- Treat boys and girls equally.
- Mark regularly and punctually.
- Insist upon tidy presentation.
- Do not leave the classroom when pupils are present.
- Work in overall quiet, when that is appropriate.
- Insist on deadlines being met unless the pupil explains a problem.
- Refer to IEP's to inform teaching and planning.

Strategies for the Classroom

- Appropriate groupings of the class/pupils according to the task.
- A mixture of individual, group and whole class teaching will be adopted.
- A manageable number of teaching groups and learning activities.
- Carefully planned use of the teacher's time for giving instructions, teaching the whole class, individuals and groups, and moving between activities to instruct, question, explain and assess.
- To plan carefully the use of the pupil's time; this should include the setting of realistic targets and deadlines.
- To clearly establish classroom routines and systems which will give the children a sense of continuity from one class to another or from one teacher to another.

Desirable Teaching Techniques

- The use of good oral instructions to set the scene, establish the aims of the lesson and explain tasks to the whole class or to a group.
- Opportunities provided for pupils to raise questions about tasks and activities and for the teacher to listen to the pupil.
- Skilful questioning to encourage pupils to think and use knowledge already acquired.
- Careful and regular monitoring of pupil progress.
- Realistic assessment.
- Teacher interaction and purposeful intervention in pupils' work.
- Appropriate use of teacher demonstration.
- The use of good work by pupils as a model for others.
- Appropriate use of encouragement and praise.
- Feedback to pupils during lessons.
- Continuous assessment as an aid to the learning process.

- Criteria for assessing work made known to pupils.
- Learning objectives are shared with the children and the children engage in their own learning

REWARDS AND SANCTIONS

-See Behaviour Policy

REWARDS

When work is thought to be of good quality or effort, staff can issue 1Merit or 2Merits. For a truly exceptional piece of work a 3Merit award can be given. A certificate is issued by the teacher (through Reception) and this is presented by the Headmaster who will then write to the child's parents.

SANCTIONS

Where there are concerns for a pupil's academic attainment, the pupil may be placed on an 'Academic Report'. The following code will be adopted.

- Staff may choose to keep the pupil in at lunch time to complete any missed work (a white slip will inform Form Tutor of such action)
- Staff may choose to place the pupil in formal detention

If above, does not seem to have the desired outcome, the following may happen:

- Pupil is discussed with relevant staff and Deputy Head (Academic)
- Pupil is placed on 'Report' and parents informed
- Staff sign and comment on card after each lesson
- Card is given to Form Tutor and the end of each day and discussed.
- Form Tutor and Deputy Head (Academic) discuss comments made. Further discussion with pupil and parents may be necessary
- Pupils should not remain on 'Report' for longer than 2 weeks

ADMISSIONS ASSESSMENT FOR ENTRY INTO GRACE DIEU MANOR SCHOOL

The Aims of our Assessments

The aims of our assessments are to ensure that each child is judged on his or her merits. It is our intention to maximise each child's potential – spiritually, academically, socially, in sport, in the arts and emotionally whilst he or she is at Grace Dieu, and we can only achieve this if we have made the right decision initially for that child. Children learn best when they are happy and we must be sure that we have taken as much as possible into account before offering a place at the outset.

The assessments will be undertaken by each child according to his or her current year in school, (ie a child in Year 2 at the time of assessment will be assessed as a Year 2 child by the Head of Pre-Prep even though he or she may join the school as a Year 3 pupil.) Similarly, a child of Foundation Stage age will be assessed by the Head of Pre-Prep in preparation for entry within that age group.

All children wishing to gain entry to Grace Dieu Manor School will be required to undergo the relevant assessment procedure(s) as identified below:

Cygnets or Swans (Reception)

The child have a 'Pre-School Visit' (PSV) in order to establish whether he or she has the social skills necessary to thrive in our environment and to determine any other possible concerns we might have about that child entering the school (i.e. toilet training). Pre-school visits will be arranged (and any necessary cover will be arranged, as recommended by the Head of the Pre-Preparatory Department, for the teacher leading the assessment). The Head of Department will carry out or oversee the assessment and will make recommendations to the Deputy Head (Academic) who will then liaise with the Headmaster. If there is cause for concern at this stage, the child will be invited to make a second visit on a mutually convenient date.

Years 1 and 2

An assessment based on observation, a short reading task, the NFER maths and English tests will be administered by the Head of Department or a deputed member of staff. The Head of Department will provide a brief written report for the Deputy Head (Academic) containing the findings of the assessment, noting whether it is considered necessary/judicious to involve our SENCO before the offer of a place is made. The results of these tests (which must include standardised scores in English and Mathematics) will be considered by the Deputy Head (Academic) who will discuss them with the Headmaster.

Years 3 and 4

The child will come into school for formal testing which will be overseen by the Deputy Head (Academic), who may delegate the formal assessment to another teacher. The child will be required to sit the NFER English and Maths tests. In addition, other tests may also be used should they be deemed appropriate. KS1 results may be taken into account. A brief written report for the Deputy Head (Academic) will be made, containing the findings of the assessment and noting whether it is considered necessary/judicious to involve our SENCO before the offer of a place is made. The results of these tests (which must include standardised scores in English and Mathematics) will be considered by the Deputy Head (Academic) who will discuss them with the Headmaster.

Years 5-8

Formal tests in English and Mathematics, using NFER English and Mathematics and in some circumstances VR, will be administered. The results of these tests (which must include standardised scores in English and Mathematics) will be considered by the Deputy Head (Academic) who will discuss them with the Headmaster. The Headmaster will speak with prospective pupils informally. If any concerns are raised about the child's academic ability as shown by the tests, the SENCO may be asked to assess that child before a firm decision is made.

NOTES:

For all registered children wishing to be assessed at Grace Dieu, it should be noted that an NFER Verbal Reasoning test will also be administered if there are concerns about the individual child's ability and to ascertain whether ours is the right school for him or her.

Standardised record sheets indicating results from previous schools, should be available for the Deputy Head (Academic) prior to any pupil attending assessment at Grace Dieu. The required information will include, where appropriate: QCA test results, KS1 and KS2 National Curriculum results, any Special Educational Needs or disabilities.

As part of the application process and prior to any offer, Grace Dieu will request a school report from the applicant's current school and the child and parent/guardian will have an interview with the Headmaster.

In all cases the Headmaster will write to the parents as soon as possible to inform them as to whether their application has been successful or if their child needs to return to the school for further assessments possibly with the SENCO. It may be that, having assessed the candidate, the school feels that Grace Dieu will not provide the right environment for the child.

ASSESSMENT, RECORDING AND REPORTING

BROAD AIMS

To measure the progress of each child, to record accurately and concisely the status of the child's progress and to provide a means of reporting this to all relevant parties.

Assessment

The aim of assessment is to monitor the progress of the individual child. There are various ways of assessing children both formally and informally. Much of what we do in classrooms can be described as assessment, from questioning the children to observing what they say and do.

When assessing, staff need to be critical, constantly question and evaluate:

- The accuracy of their judgement.
- Their consistency.
- Their collecting and retaining of evidence.

The purpose of Assessment at Grace Dieu Manor is:

- To help pupils understand how to improve and make progress.
- To monitor the success/failure of teaching and learning and to respond accordingly.
- To provide direction and focus for future planning and teaching.
- To identify those pupils who may be termed 'Gifted and Talented' or who may have specific learning difficulties.

All assessment of work – whether written or otherwise – must be positive, constructive and offer clear suggestions for improvement.

Statutory testing takes place in Mathematics and English at the end of Key Stage 1 using the National tests.

At the end of Years 3, 4 and 5 (the interim KS2 years) the QCA tests in Mathematics and English are used as a means of assessment. In other subjects, school-based written examinations are taken.

In Year 6, pupils take the KS2 examinations in Mathematics and English.

In the Summer Term of Year 6, pupils take school-based examinations in all subjects.

In Year 7, all pupils take school based examinations in Mathematics, English, French, VR and NVR in November and in all other subjects in the Summer Term.

In Year 8, pupils sit the entry exam as set by the school of their choice. End of year examinations are set, in all subjects, by Grace Dieu staff.

In addition to formal examinations, assessment is carried out through written work both in class and as homework, interim testing – written and oral, classroom observations and in practical work.

Written work should be assessed for:

- Content
- Writing
- Spelling
- Punctuation
- Grammar
- Computation
- Problem solving
- Investigations

Interim testing – written and oral – can be achieved by:

- Reading/word recognition tests
- Regular spelling, dictation and mathematics tests
- End of topic criteria reference tests
- End of year / end of Key Stage Tests in core and foundation subjects

Observation of pupils might focus upon:

- Practical activities
- Problem solving
- Social skills
- Physical skills
- Drama/role play

A timetable for testing is included below:

	NOV	FEB	MAY	JUNE	June/July
YEAR 1		Nfer Maths Eng			Graded Word Reading Test Single Word Spelling Test
YEAR 2		Nfer Maths Eng	KS 1 Tests		Graded Word Reading Test Single Word Spelling Test
YEAR 3		Nfer Maths Eng		Opt.Tests Eng Maths	Graded Word Reading Test Single Word Spelling Test
YEAR 4		Nfer Maths Eng		Opt.Tests Eng Maths	Graded Word Reading Test Single Word Spelling Test
YEAR 5		Nfer Maths Eng		Opt.Tests in: Eng Maths School own papers in: French Science RE Geography History VR	Graded Word Reading Test Single Word Spelling Test

YEAR 6		Nfer Maths Eng	KS 2 Tests	School own papers in: English Maths French Science R.E. Geography History	Graded Word Reading Test Single Word Spelling Test
YEAR 7	Mock Exams English Maths French VR NVR	Nfer Maths Eng		English (KS 3 Opt Pap) Maths (KS 3 Opt Pap) French Science R.E. Geography History German(Set 1)	Graded Word Reading Test Single Word Spelling Test
YEAR 8	Mock Exams English Maths French(Set 1) VR NVR	Nfer Maths Eng		English(KS 3 Opt Pap) Maths (KS 3 Opt Pap) French Science R.E. Geography History German(Set 1)	Graded Word Reading Test Single Word Spelling Test

Recording and Reporting

Recording and Reporting promote and provide:

- Smooth transfer from class to class
- Good home and school relationships
- Information for parents relating to their child's progress
- An opportunity for discussion with parents

Both processes are an integral and crucial part of our educational programme.

Recording

It is important to record progress as well as attainment and ensure that recording informs the next stage of planning.

When recording staff must:

- Ensure that where there is doubt about whether a topic has been assimilated, it is explained to the pupil that the topic will be re-visited at a later date.
- Involve the child in recording where possible.
- Use pictures, models, photographs as well as marks or grades, when suitable, if they help to give a complete picture to the child.

- Record all achievements in addition to academic success, such as sporting, musical, social, cultural and ‘out of school’ activities so as to give a complete picture of each child.

All class teachers/form tutors maintain a formal academic and pastoral/disciplinary record for every child in their care. This includes records of ‘white slips’ and detentions, plus any other comments relevant to the child.

The Deputy Head (Academic) holds in electronic form, results of all formal tests sat at Grace Dieu (see list on p14+15). In addition, the baseline assessments scores are also held for each child who has entered at the Foundation Stage.

Reporting

Grace Dieu Manor believes that reports, whether written or oral, offer an important opportunity for parents and pupils to be informed about the pupil’s progress.

All forms of reporting (written – end of term; Study cards – Years 3-8; or oral – Parents’ Evenings) are conducted in such a way as to inform, encourage, direct and give positive guidance for the future.

Study cards are issued approximately every 6 weeks and these are planned to dovetail in with other forms of reporting.

The school provides two formal parents’ consultation evenings each academic year for each year group. An ‘Academic Review’ is written at the end of the Autumn Term and parents receive a full school report at the end of the Summer Term. Parents are welcome at all times to discuss their child’s progress with staff. The Deputy Head (Academic) and the Headmaster are also available to see on appointment any parent with a concern.

This schedule is followed for Reporting to Parents.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
CYGNETS	Parents’ Evening	Parents’ Evening	Parents’ Evening
SWANS	Parents’ Evening	Parents’ Evening	Full written report
YEAR 1	Parents’ Evening Academic Review	Parents’ Evening	Full written report
YEAR 2	Parents’ Evening Academic Review	Parents’ Evening	Full written report
YEAR 3	Parents’ Evening 2 Study Cards Academic Review	Parents’ Evening 2 Study Cards	1 Study Card Full written report
YEAR 4	Parents’ Evening 2 Study Cards Academic Review	Parents’ Evening 2 Study Cards	1 Study Card Full written report

YEAR 5	Parents' Evening 2 Study Cards Academic Review	Parents' Evening 2 Study Cards	1 Study Card Full written report
YEAR 6	Parents' Evening 2 Study Cards Academic Review	Parents' Evening 2 Study Cards	1 Study Card Full written report
YEAR 7	Parents' Evening 2 Study Cards Academic Review	Parents' Evening 2 Study Cards	1 Study Card Full written report
YEAR 8	Parents' Evening 2 Study Cards Academic Review	2 Study Cards	Parents' Evening 1 Study Card Full written report

Academic Reviews (Autumn Term)

These are issued for Years 1-8 at the end of the Autumn Term.
 Subject reports will consider the strengths and achievements of the pupils.
 They will also contain useful targets for improvement.
 Form Tutor (Years 1-8) and Headmaster (Years 5-8) reports are also included in the review.

Full Written Reports (Spring/Summer Term)

Subject reports will consider the following areas of a pupil's progress:

- **Effort**
 - **Attainment**
 - **Strengths/Achievements**
 - **Targets**
- } These are in line with the Study Card Criteria
- } These are an addition to the Study Card and the following points need to be considered:-

Understanding-the ability to apply facts, recognise problems and solve them.
 Knowledge-the retention of material
 Skills-reading/writing/ practical and technical skills
 Originality/creativity
 Presentation of work/neatness
 Oral work
 Co-operation
 Curiosity
 Punctuality and quality of prep
 Self-discipline in the classroom

Form Tutor Reports

These should cover a pupil's overall contribution to school life and general personal development as well as general progress and areas for improvement. The pupils' contributions to the extra-curricular programme of the school may be commented upon; these may include sports team representations, musical contributions or drama, or the liturgical life, for example. Responsibilities may also be the focus of comment.

Study Cards

Study Cards are a means by which the children's attainment and effort are monitored, assessed and communicated. It is intended to give a 'snap-shot' of how the child is working in class and prep. Subsequent discussion may or may not be helpful and parents can take the opportunity to contact an individual member of staff or the Deputy Head (Academic) to talk about any issues arising from the Study Card.

Study Cards are issued twice in the Autumn Term and Spring and, in the Summer Terms, once only (approximately every 6 weeks).

The Study Card is divided into three main sections:-

1). TEACHER ASSESSMENT

The assessment grades are based on the following criteria:

The children will be assessed in the subjects that they are studying. The following judgements will be used:

ATTAINMENT	EFFORT
1= Excellent	1= Excellent
2=Very good	2=Very good
3=Good	3=Good
4=Satisfactory	4=Satisfactory
5=Unsatisfactory	5=Unsatisfactory

EXCELLENT

'Excellent' - indicates, in addition to the comments made in 'Very Good':-

- A high level of commitment is shown to class work, tests and homework
- The pupil is fully engaged in lessons and takes part enthusiastically
- The presentation of work is always of a very high standard
- An ability to work independently, taking responsibility for their own learning
- High levels of commitment are shown to learning
- Behaviour in lessons is exemplary, setting an example to others

VERY GOOD

'Very Good'- indicates that some or all of the following may apply:-

- A very good level of effort is shown in completing work. Work shows evidence of independent learning
- Punctuality is very good and the pupil arrives with the appropriate equipment for the lesson
- Prep is handed in on time
- Behaviour in lessons, participation and contribution to class discussion is positive
- Care and pride are taken in the presentation of work
- Instructions are followed and the pupil remains on task

GOOD

'Good'- indicates that some or all of the following may apply:-

- A good level of effort is shown in completing work. Work shows some evidence of independent learning.
- Punctuality is good and the pupil arrives with the appropriate equipment for the lesson
- Prep is handed in on time
- Behaviour in lessons, participation and contribution to class discussion is positive
- Care and pride are taken in the presentation of work
- Instructions are followed and the pupil remains on task

SATISFACTORY

'Satisfactory'-indicates that one or more of the following may apply:

- Just enough care and pride are shown in the presentation of work
- Contributions to lessons only occur after teacher intervention
- Prep is completed to a satisfactory standard
- Work is completed to the minimum standard required

UNSATISFACTORY

'Unsatisfactory'- indicates that one or more of the following may apply:-

- Care and pride are rarely shown in the presentation of work
- Demonstrates little ability to work without supervision
- Contributions to lessons are often not appropriate
- Behaviour regularly interrupts the flow of the lesson, therefore, impacting negatively on the learning of others
- Prep is rarely completed to the best of ability
- Prep is rarely handed in on time
- Care and pride are rarely shown in the presentation of work

In addition, staff may use the assessment criteria of ‘*Variable*’ on the study cards and End of Year Reports. This is assessed in the following way:-

VARIABLE

‘*Variable*’- indicates that although work may be of an acceptable standard, one or more of the following may apply:-

- Prep is sometimes handed in late
- Work is not always completed to the best of the pupil’s ability
- There are occasional lapses in behaviour and focus, resulting in unhelpful contributions to the lesson
- There is sometimes a lack of care and pride taken in the pupil’s work

2). PUPIL’S SELF-ASSESSMENT

In consultation with his/her Form Tutor, the children will be asked to comment on his/her Study Card; on what they are pleased with, and in which areas they would like to improve. They will also be asked to comment on the activities they have pursued outside the classroom. They will be encouraged to set themselves targets for the next period of assessment. We have tried to use language that is ‘child friendly’.

3). PARENTAL COMMENT

Once the children have completed Section 3, they will, as before, bring the Study Card home for parents to see. Once the parents have discussed it with their child, parents are asked to sign it and/or add any comments that they wish in the space provided.

The Study Card needs to be returned to school by Wednesday of the following week so that school can keep a record. The Form Tutor will then give the Card back to the children.

Parents’ Evenings

Parents’ Evenings take place twice yearly as indicated on the table below. They give a very good opportunity for parents to discuss their child’s progress (both social and academic) with subject and form tutors.

YEAR	AUTUMN	SPRING	SUMMER
CYGNETS	Nursery Nurse-Gentili Centre	Nursery Nurse-Gentili Centre	Nursery Nurse-Gentili Centre
SWANS	Class Teacher and Classroom Assistant-Gentili Centre	Class Teacher and Classroom Assistant-Gentili Centre	
YR 1	Class Teacher-Gentili Centre	Class Teacher-Gentili Centre	
YR 2	Class Teacher-Gentili Centre	Class Teacher-Gentili Centre	
YR 3	Form Tutor only, notes from other teaching staff-Arts Hall	All staff-Arts Hall	

YR 4	Form Tutor only, notes from other teaching staff- Arts Hall	All staff-Arts Hall	
YR 5	Form Tutor only, notes from other teaching staff- Arts Hall	All staff-Arts Hall	
YR 6	All staff-Arts Hall	All staff-Arts Hall	
YR 7	All staff-Arts Hall	All staff-Arts Hall	
YR 8	All staff-Arts Hall		All staff-Arts Hall

Parents are free to speak with staff, the Deputy Head (Academic) or Headmaster, usually by appointment, at other times, should there be an area of concern.

A member of the SMT is present at all Parents' Evenings.

PREP/HOMEWORK

Grace Dieu Manor School believes that prep is an essential part of the pupils' learning experience.

Prep is seen as a means of increasing motivation and enhancing the work done in class by allowing the pupil to move on in his/her learning, to consolidate work done in class and to establish for both teacher and pupil whether the aims of the lesson have been achieved and understood and can be implemented. It is important that the pupil can see the relevance of what has been set and that it is not seen as simply an extra task. It is at this time that differentiation is most beneficial to the individual. It is also important to respect pupils' work loads and not to impose unrealistic deadlines.

Prep is set in various forms and with steadily and sensibly increasing frequency and quantity according to each age group.

As a guideline please see table below:

	LENGTH AND FREQUENCY OF PREP	TOTAL per week
YEAR 3	1x30mins each night	150mins
YEAR 4	1x30mins each night	150mins
YEAR 5	1x45mins each night	225mins
YEAR 6	1x45mins each night	225mins
YEAR 7	2x30mins each night	300mins
YEAR 8	2x30mins each night	300mins

Foundation Stage-Year 2

Parents are informed about their child's intended Learning by a termly letter or a weekly information sheet.

Prep is encouraged to be completed during the week-end and over some school holidays.

PSHCE 'Time to Talk' is a discussion document which promotes a child's personal and social development through talking and sharing information at home. This is a vital link with home, community and school and is then returned to school on Monday for further class discussion.

Swans children are introduced to 'word families' and have a weekly spelling test in the Summer Term.

Prep during term time comes in the form of reading, phonic and word consolidation according to the child's age, maturity and ability.

Children are encouraged to bring to school books, artefacts or items that are linked to a class topic. These are then shared and cared for at school and returned home.

Years 1 and 2

All children are given a reading book to take home to read with parents two or three times a week, and parents are invited to write a comment in the child's reading diary.

Spellings are given weekly and these follow a phonic pattern. Additional high frequency words may also be given. A test is given the following week.

In Year 1, prep consists of reading-related words, spellings and regular reading practice. Prep may be given at weekends to support other curriculum areas.

In Year 2, prep is given initially once a week in addition to all of the above. This is increased as the year progresses, and is intended to support studies leading to the National Curriculum Tests in May.

Years 3 and 4

In Years 3-8, prep is set each night. Pupils are issued with prep timetables in Years 3-8 and prep diaries (Years 4-8). Parents are required to check and sign that prep has been completed each night.

Different types of prep, appropriate for the individual pupil might include:

- Tasks which extend class work
- Learning preps; vocabulary exercises
- Written/research assignments (Independent Learning)
- Reading
- Longer term assignments – projects (Independent Learning)
- Revision/preparation for tests

Prep must be handed in on time. Deadlines are set by individual members of staff depending upon the nature of prep set and also upon when the next lesson occurs.

If a pupil is absent for a lesson (due to a music lesson, for example), it is the responsibility of the child to initiate the discussion, with the member of staff, about the prep that needs to be completed or make sure from a fellow pupil that they know what prep has been set.

If a pupil hands in prep late:

- in the first instance, the individual member of staff may deal with the problem informally, then school sanctions may be used. (see Behaviour Policy)
- If the problem is consistent, the Deputy Head (Academic) may be informed.
- The Deputy Head (Academic) may decide on the next course of action, ie inform the parents.

Parents are reminded that if prep is completed at home, they should provide a suitable, quiet place for prep to be completed. Depending on the child's age and the nature of the prep set, work should, on the whole, be completed by the child. This is so that staff can detect strengths and weaknesses, and thus be in a position to help individual pupils accordingly.

SENIOR SCHOOL (YEARS 3-8) PREP GUIDELINES

Pupils in Years 5 and 6 are given one prep per night which should take a maximum of 45 minutes to complete.

TIMETABLE

- 4.10pm end of tea break bell. Pupils move quickly and quietly to their prep rooms.
Years 5 and 6 → Year 5 classrooms
Years 7 and 8 → RE room
- 4.15pm start of prep. Pupils need to be in correct place with all their necessary books and writing equipment by this time.

PREP GUIDELINES

Pupils should-

- a). Stay in own place and work on their OWN and IN SILENCE
 - b). Raise their hand and wait for the teacher to come to them if there is a problem.
 - c). Read an approved book if ALL prep is completed early. When exams are approaching, revision should be encouraged.
- 5.00pm: Prep ends for Years 5 and 6
Pupils either remain in classroom until 5.15pm (winter) or they are taken to the Assembly or they may play on the playground.
5.15pm: Prep ends for Years 7 and 8
 - At the end of Prep:-
 - a). Classrooms should be left tidy and chairs put on top of desk, ALL RESOURCES NEED TO BE RETURNED TO SHELVES IN THE APPROPRIATE CLASSROOM.
 - b). All FIRE DOORS and WINDOWS should be closed and classroom lights switched off.

MARKING POLICY

Successful learning can be enhanced when children play a part in their own learning and when they understand the objectives for which they are aiming. The provision of effective feedback is a key feature within this and should help the children recognise the way ahead and how to access it.

Grace Dieu Manor believes that regular and accurate marking of pupils' work is vital and will:

- Help pupils to gain knowledge and skills; by providing feedback and encouragement to pupils
- Help pupils to gain confidence in their abilities; to acknowledge and value pupil's efforts and achievements
- Help individuals to achieve their potential
- Help raise academic standards
- Inform future planning for teaching and learning
- Give value to what is being produced
- Facilitate reporting to parents
- Help identify children who need support

NB: For some subjects, there may be a need to work outside the agreed boundaries of the whole school marking policy. Guidance for this is advisable from the Deputy Head (Academic).

General Principles

- All teachers are English teachers within their own class/subject areas.
- Marking needs to be constructive, sensitive and positive.
- In Mathematics or quantitative marking, a tick indicates a correct answer, a cross indicates an incorrect answer; a comment to seek help may also be added.
- In written work (except English – see Policy), teachers may need to exercise a degree of flexibility. A piece of work which is liberally peppered with red marks may be daunting and demoralising. The lesson objective, and the individual's ability must be taken into account and so the number of corrections may vary.
- Work destined for display work may not necessarily be marked until removed.
- All subject staff should make sure that all pupils understand their expectations for each piece of work set.
- Teachers should set the objective(s) of the lesson at the start and write it/them as a visual reminder on the board. From Year 3, children are encouraged to write the target in their books.

Foundation Stage - Year 2

‘EVERYDAY ASSESSMENT’

It is continuous assessment within the daily routine of activities and lessons that gives teachers a good indication of progress.

This is carried out frequently by:

- Observation
- Post it notes (Foundation)
- Asking questions (teachers, Nursery Nurses and Classroom Assistants)
- Children asking questions
- Marking of work

Effective assessment is enhanced by:

- Sharing the objectives with the children at the beginning of the activity/lesson
- Writing the objective on the whiteboard (Year 1 and Year 2)
- Plenary at the end of the session or at the end of the morning/afternoon

‘MARKING’

Marking takes place after each piece of work is finished and where possible with the child present. This may be done afterwards if there are time constraints.

Marking is done so that children understand that we value their work and it motivates them to make further progress and improve standards.

Marking **must** be done sensitively, taking into account the degree of maturity and the breadth of experience of each individual.

A red pen will be used for marking all work. The **bubble** and **block** approach will be used. The children understand that a **positive comment** on their work will be written within a **bubble** whilst an identified **area for improvement** will be written in a **block**.

This marking policy will be explained verbally to children and to Parents in our departmental booklet and during Parent Consultation evenings.

‘MATHEMATICS’

In mathematics all work is to be marked using a **red** pen.

Correct answers are ticked; a cross indicates an incorrect answer.

If it is obvious to the practitioner/teacher that the child has **not** understood the objective and there is a **large** amount of work that is incorrect, then a

comment will be used. Crosses should **not** be used throughout this piece of work.

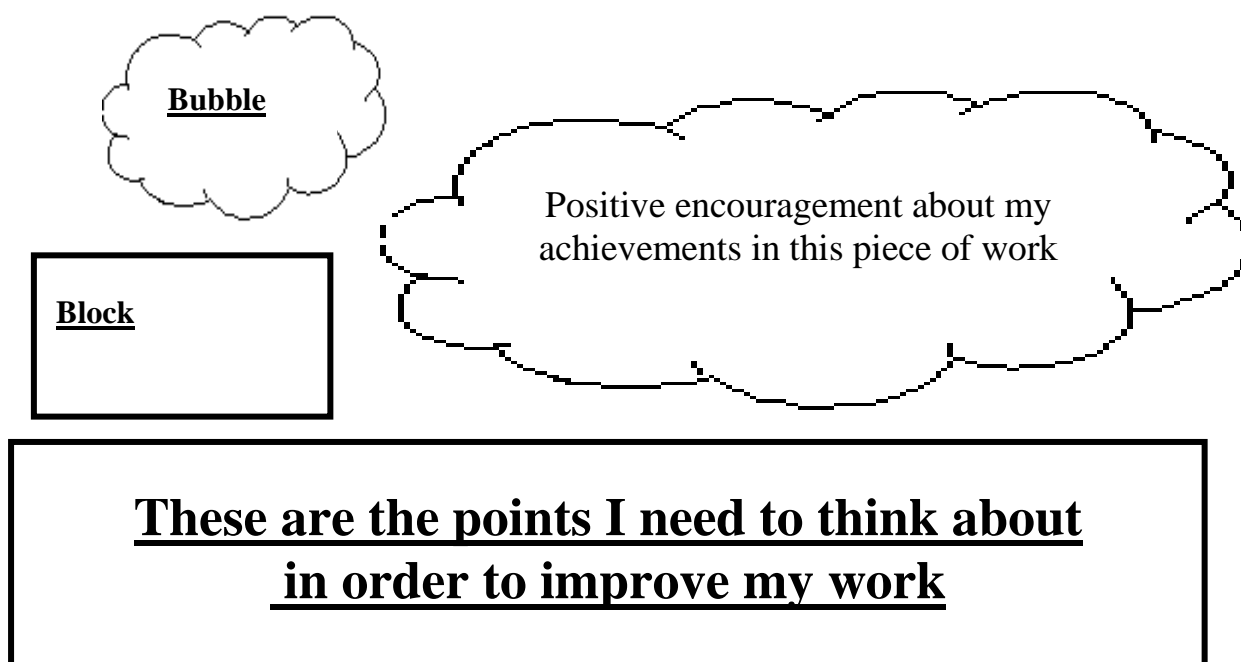
Where children need to make corrections, a dot or box should be used so children are able to attempt this work again.

If children are marking work, a green pen or crayon must be used.

Other forms of recognising achievement will be used. These include:

- Verbal praise, stickers, stars etc.
- Gold cards
- Book of achievement
- Showing their peers, other staff members, Head of Department, Headmaster their work

Examples of marking Work in the Pre-Preparatory Department at Grace Dieu Manor School



Senior School (Years 3-8)

From Years 3 – 8, when appropriate, staff will use the system as set out below when assessing a piece of work:

- T-** **Target:** e.g ‘Make sure capital letters are used for names of people’; these should aim to take the child forward, they are a comment emerging from the piece of work and should give clear indication as to how a child will make improvements to his/her work
- E -** **Effort:** 1,2,3,4 or 5
- A -** **Attainment:** 1,2,3,4 or 5

The above marks are in line with the ones used on the end of term reports and on the Study Cards (Years 3 – 8).

Presentation of Written Work

All children are expected to achieve a certain standard of presentation and handwriting for National Curriculum Tests at the end of Year 6. The following needs to be implemented:

- 1). All work must be headed and dated unless it is the continuation of a prior day’s work.
- 2). The heading and date should be underlined (Years 3 - 8).
- 3). The date should be written in full, but the short date may be more appropriate in mathematics or on worksheets.
- 4). When a pen is being used, it must be in **blue** ink or fibre-tip. **Biro is not allowed.**
- 5). Children should be encouraged to use a cursive script. By Year 4, all children should be able to write in joined-up writing. There are exceptions to this, however, and the teacher must use his/her discretion with the individual child.
- 6), Tipp-Ex is not allowed.

INDEPENDENT LEARNING

An important part of education must be to begin to lead children along the path of ever greater independence.

At Grace Dieu, Independent Learning is seen as one of the important ways children can learn and make progress.

Independent Learning does not necessarily mean passing all responsibility to the pupils or expecting them to work independently all the time. Teachers will set and clarify learning objectives, expectations and boundaries and share these with the pupils when appropriate.

Independent Learning can take on many guises. At Grace Dieu, we have identified the following activities as ways of encouraging Independent Learning (these may be adjusted according to age of the pupils).

- Simply finding out a fact, a piece of information or a picture that will enhance their class work
- Setting extension work, requiring research using the Internet or departmental libraries
- Setting project or research work which may involve the Internet, the public library, photographic resources or oral work
- Asking children to visit local places of interest with their parents
- Working as part of a small group
- Working with children older or younger than themselves
- Encouraging children to join local sports clubs in order to develop their talents

In order to develop Independent Learning, teachers may have to modify or extend their teaching styles. It is worth reflecting that children have a range of learning methods and teachers need to be aware of these. Research suggests we remember 20% of what we read, 30% of what we hear, 40% of what we see, 50% of what we say, 60% of what we do and 90% of what we experience by reading, hearing, seeing, saying and doing. Research also indicates that teachers tend to use teaching methods that reflect their own preferred learning styles.

THE SCHOOL LIBRARIES

Junior Library (Foundation Stage-Year 4)

The library provides a range of fiction and non-fiction material for children between the ages of 3-9 years. Each class is allocated a 30-45 minute weekly session for its use, but it can be used at other times too. A Key Stage 1 member of staff organises and co-ordinates the use of this vital resource.

AIMS

- To provide a stimulating learning environment where children feel comfortable, looking at and reading books for pleasure as well as enabling them to discover information.
- To allow children from an early age to develop respect for and love of books.
- To provide a balanced range of fiction/non-fiction materials suitable for each age group.
- To allow children to develop an awareness of the difference between fiction/non-fiction books.
- Introduce the children to the idea of the Dewey system. Non-fiction books are colour coded with the index number being written on the labels.
- To provide an introduction for the older children to the operation of the senior school library.

Guidelines

Children should be accompanied at all times unless returning borrowed books to the designated area.

Children should learn that the library is a place where they:

- Read / work quietly
- Treat books with respect
- Return books to the correct place
- Leave the library tidy

Staff only are allowed to issue and return books.

It is the staff member's responsibility to ensure that at the end of their session the library is left tidy.

YEARS 5-8

Access to Non-Fiction

Academic Departments in Years 5-8, operate their own non-fiction libraries within their subject areas and encourage pupil usage of these.

In Year 5, books relating to appropriate topics have been resourced from each subject.

AIMS

To encourage and develop independent learning by:

- Providing up-to-date, stimulating and accessible resources
- Encouraging individual research
- Helping pupils develop information retrieval skills
- Experiencing different types of writing
- Using Reference books efficiently
- Making lists of relevant information available to teaching staff by generating lists of books relevant to the subject under investigation.

The Fiction Library

The fiction library is located on the landing outside the English Room and pupils are encouraged to borrow books at any time from the shelves. They record the books which they have read in the Reading Records together with a comment about it. The Curriculum Head of English manages the fiction library and oversees the re-stocking thereof and supports the Senior Librarians in their day to day responsibilities.

Library Strategies

- Librarians will be responsible for the day-to-day running of the Fiction Library.
- Librarians will help in the issue and collection of books at lunchtime
- Teachers will be encouraged to use the Library during lesson times
- During these lessons, nominated class members will issue books.

Library Rules

- The named librarians are the only people who may issue books.
- Pupils will respect the library area and the books.
- Pupils will work quietly in this area.
- Pupils will return books to the shelf marked '**RETURNS**'.

STAFF ABSENCE

Staff absence falls into two categories :

1). **Anticipated absence**-when a member of staff is attending an inset training course or has been granted leave of absence in advance for whatever reason by the Headmaster.

In the case of an 'anticipated absence', the teacher must leave appropriate work for their classes. A copy of the work set must be given to the Deputy Head (Academic) and one placed on the teacher's desk in the relevant classroom. In the case of the older pupils (Years 5-8), it would be helpful if the pupils were also to know the nature of the work they are being left to do.

In the case of Science and Art, suitable work must be set so that the cover teacher feels comfortable to supervise/assist the work.

In the case of the Music teacher being absent, it is understood that the cover teacher may prefer to take the class for their own subject.

2). **Unplanned absence**- when the teacher is absent due to illness, for example, and cover will be required.

When a teacher's absence is 'unplanned', the teacher must inform the Deputy Head (Pastoral) of their intended absence. During this call on the first day the teacher must do one of the following:

a) inform the Deputy Head (Pastoral) that they will email the Deputy Head (Academic) with cover work by 9.00am at the latest on dos@gracedieu.com or will contact Reception by 9.00am at the latest with the details

or

b) inform the Deputy Head (Pastoral) that the colleague in the same year group will have appropriate work. This is particularly the case in the Pre-Preparatory Department.

On subsequent days, the absent member of staff must ensure that work is either:

- emailed to the Deputy Head (Academic) by 9.00am.
- faxed to the school (FAO the Deputy Head (Academic))
- dictated to Reception Staff by 8.45am

NOTES

1) It has been agreed that when 'in-house' cover is being used, the cover teacher may wish to take the class for his/her own subject, thus negating any cover work that has been set.

2) If work has been set, a note on the 'cover-work' sheet should indicate whether or not the work set has been completed. In this way, the teacher, on his/her return, can see how much work has been completed.

However, when 'external' cover is being used one of the above options must be used from 2) a) or b).

July 2011

DATE TO BE REVIEWED: July 2012