



## **Curriculum Policy**

*School Mission Statement:*

**“Learning and growing in  
the light of the gospel”**

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# **CURRICULUM POLICY**

## **Aims and Values**

The Aims stated in our 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 health and citizenship education, that is PSHCE.

They 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.

## **In Summary ...**

Grace Dieu Manor School offers full-time supervised education for pupils of compulsory school age, giving pupils a wide range of 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 pupils with a Statement of Educational Need. All children are given the opportunity to learn and make progress, as well as opportunities to prepare for the responsibilities and experiences of life beyond school.

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

## **TEACHING POLICY**

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

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 Learning Support Policy). Although Grace Dieu, as an Independent School, does not have to comply with all aspects of the SEND Code of Practice 2014, good practice is recognised. Pupil Passports are in place 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 some of which take place at lunch time but most, at the end of the formal teaching day.

We appreciate and encourage a wide range of teaching styles through which the pupils learn and we strive for academic excellence within the classroom. Teachers are expected to refer to our Learning Support Policy and, in their planning to observe targets set out in Pupil Passports.

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

## **Management of the curriculum**

The Headmistress has responsibility for the overall academic development of the School, assisted by the Deputy Head/Curriculum Manager.

On a day-to-day level, the academic management of the School is delegated to the Deputy Head/Curriculum Manager who is responsible for 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/Curriculum Manager has overall responsibility.

Subject Co-ordinators are required to produce and maintain a Subject Handbook and are responsible for the co-ordination of the Curriculum Overviews for each Year group.

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 or guided by the Subject Co-ordinator. These are filed in the Subject Handbook, so that they can be drawn upon in an emergency (e.g. supply staff in school). In some instances these are online – e.g., Active Learn (Maths).

Weekly Plans are those that teachers write over the course of a week. There, learning objectives (I can statements) for each lesson are set out, resources, activities, methods of differentiation/support for pupils and assessment are identified. These plans may be annotated and are handed in to the Curriculum Manager at the end of the week.

All staff attend a Subject Meeting led by the Subject Co-ordinator each term, or more if this is deemed necessary.

The Subject Co-ordinators, as a group meet with the Deputy Head/Curriculum Manager at regular intervals, at least once each half term.

The Headmistress, Deputy Head/Curriculum Manager and Head of the Pre-Preparatory Department observe teachers and provide them with written and oral feedback on how their lessons went.

The Headmistress and Deputy Head/Curriculum Manager also conduct a book scrutiny of nominated subjects each half-term. Once again, members of staff are given written feedback and an opportunity to discuss any points arising should they wish to do so. Such book scrutiny may involve the Subject Co-ordinator.

In subjects such as Art, Music, Computing or PE where there is no written evidence of the work covered by the children, the Headmistress, Deputy Head/Curriculum Manager conduct pupil interviews, following up any pertinent findings with those concerned. These interviews take place each 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, display-work, reporting, study cards, Prize Day, Gold cards/Gold Book, Learning Journeys (EYFS)
- by imaginative and thoughtful teaching
- by providing an appropriate allocation of lessons for different subject areas
- by 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 and is given the support needed
- 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-(Cygnet and Swans)**

Individual teaching sessions have been allocated as 30 minutes. 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 (2012). The Early Years Curriculum is organised into seven (three prime, four specific) 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 achievement.

### **Key Stage 1 (Years 1 and 2)**

Individual teaching sessions have been allocated as 30 minutes. Lessons start at 9.00am and finish at 3.30pm.

**LITERACY**

**NUMERACY**

**UNDERSTANDING THE WORLD**

**RE**

**FRENCH**

**MUSIC**

**PE**

**SWIMMING**

**ART**

**COMPUTING**

**PSHCE**

**LITURGY**

**ASSEMBLY/ GOLD BOOK**

**GOLDEN TIME**

## **Key Stage 2 (Years 3-6)**

Individual teaching sessions have been allocated as 30 minutes. Lessons start at 9.00am and finish at 4.00pm. Prep is available from 4.15-5.00pm otherwise this may be completed at home.

**ENGLISH**

**FRENCH**

**MATHS**

**Study Skills/ NVR focus  
(Years 5&6)**

**RE**

**SCIENCE**

**MUSIC**

**HISTORY\***

**GEOGRAPHY\***

**ART & DT\***

**COMPUTING\***

**PE/SWIMMING/GAMES**

**PSHCE**

**\*These subjects make  
up the Creative  
Curriculum**

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.
- To provide subject matter which is appropriate for the ages and aptitudes of the pupils, including those with a Statement of Educational Need.
- To provide an education which meets the requirements of any educational statements.
- To ensure that all pupils have the opportunity to learn and make progress; to this end, 'setting' takes place in Mathematics and in English from Year 4.
- To teach PSHCE/Citizenship to all pupils from Year 1 through to Year 6 (including awareness about different jobs in the future) and PSED in Cygnets and Swans. The content reflects the School aims and ethos and plays a part in preparing the children for later life.

- To provide pupils in Year 6 with the opportunity to lead, guide and undertake various positions 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, for example.

## **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 must be followed by all staff.**

- Be punctual.
- Be consistent in setting 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 Pupil Passports to inform teaching and planning.

### **Strategies for the Classroom**

- Grouping appropriately 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 will be adopted.
- Teacher's time will be carefully planned for giving instructions, teaching the whole class, individuals and groups, and moving between activities to instruct, question, explain and assess.
- Carefully planning the use of the pupils' time; this should include the setting of realistic targets and deadlines
- Establishing classroom routines

### **Desirable Teaching Techniques**

- Good oral instructions to 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
- 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 is made known to pupils
- Learning objectives (I can statements) are shared with the children and the children engage in their own learning
- Implementation of differentiation

## **Rewards**

When work is thought to be of good quality or effort, staff can issue 1 Merit or 2 Merits. For a truly exceptional piece of work, a 3 Merit Award can be given. A certificate is issued by the teacher (through Reception) and this is presented by the Headmistress who will then write to the child's parents. Gold cards and stickers are issued in the Pre-Prep Department.

## **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
- Staff may choose to place the pupil in formal detention – if a persistent problem

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

- Pupil is discussed with relevant staff and Deputy Head/Curriculum Manager
- Pupil is placed on 'Report' by the Deputy Head/Curriculum Manager, and parents informed
- Staff sign and comment on card after each session (am/pm) or lesson, as appropriate
- Card is given to Form Tutor at the end of each day and discussed.
- Form Tutor and Deputy Head/Curriculum Manager discuss comments made.
- Further discussion with pupil and parents may be necessary.
- Pupils should not remain on 'Report' for longer than 2 weeks unless a special arrangement has been made with the full knowledge of the parents.

# **ADMISSIONS ASSESSMENT FOR ENTRY INTO GRACE DIEU MANOR SCHOOL**

## **The Aims of our Assessments**

The aim of our assessments is 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 or a delegated member of staff, even though he or she may join the school as a Year 3 pupil.)

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

### **Cygnets or Swans (Reception)**

The child has 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/NN leading the assessment).

The Head of the Pre-Preparatory Department will carry out or oversee the assessment and will make written recommendations to the Deputy Head/Curriculum Manager who will then liaise with the Headmistress. If there is cause for concern at this stage, the child may be invited to make a second visit on a mutually convenient date. There may be discussion with the SENDCO too.

### **Years 1 and 2**

An assessment based on observation, a short reading task, and Maths and English tests will be administered by the Head of the Pre-Preparatory Department or a named member of staff, who will provide a brief written report for the Deputy Head/Curriculum Manager containing the findings of the assessment, noting whether it is considered necessary/judicious to carry out further assessment with the Learning Support Department 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/Curriculum Manager who will discuss them with the Headmistress.

### **Years 3 and 4**

The child will come into School for formal testing which will be overseen by the Lead Teacher of Years 3 and 4, who may delegate the formal assessment to another teacher. The child will be required to sit English and Maths tests. In addition, other tests may also be used should they be deemed appropriate. A brief written report for the Deputy Head/Curriculum Manager will be made, containing the findings of the assessment and noting whether it is considered necessary/judicious to carry out further assessment with the Learning Support Department 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/Curriculum Manager who will discuss them with the Headmistress.

## **Years 5-6**

Formal tests in English and Mathematics, and in some circumstances NVR, will be administered. The results of these tests (which must include standardised scores in English and Mathematics) will be considered by the Deputy Head/Curriculum Manager who will discuss them with the Headmistress. The Headmistress will speak with prospective pupils informally. If any concerns are raised about the child's academic ability as shown by the tests, further assessment may be necessary.

\*Consultation with the SENDCO and some form of diagnostic testing (Lucid or other) may be used – age appropriate.

### **NOTES:**

Standardised record sheets indicating results from previous schools, together with any Special Educational Need should ideally be available for the Deputy Head/Curriculum Manager prior to any pupil attending assessment at Grace Dieu.

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 had an interview/meeting with the Headmistress.

In all cases the Headmistress 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 Learning Support Department. It may occasionally be that, having assessed the candidate, the School feels that Grace Dieu will not provide the right environment for the child. This will be explained to the parents.

## **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 'Able, 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.

Termly (with the exception of Reception who start testing later in the year) pupils across KS1 & 2 take tests in PIRA and PUMA.

In addition there is assessment at the end of each term in the form of the Abacus Programme being followed in Maths.

In the Summer Term pupils take School-based exams in some subjects – Science and French.

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 and mental mathematics tests
- End of topic criteria reference tests
- Completion of I can statements

Observation of pupils might focus upon:

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

A timetable for formal testing is included below:

	<b>SEPT</b>	<b>NOV</b>	<b>FEB</b>	<b>MAY</b>	<b>JUNE</b>
<b>SWANS</b>	Baseline Assessments		PIRA		PIRA PUMA SWST
<b>YEAR 1</b>	Graded Word Reading Test	PIRA PUMA Active Learn	PIRA PUMA Active Learn		PIRA PUMA Active Learn Single Word Spelling Test (SWST)
<b>YEAR 2</b>	Graded Word Reading Test	PIRA PUMA Active Learn	PIRA PUMA Active Learn		PIRA PUMA Active Learn SWST
<b>YEAR 3</b>	Graded Word Reading Test	PIRA PUMA Active Learn	PIRA PUMA Active Learn		PIRA PUMA Active Learn SWST
<b>YEAR 4</b>	Graded Word Reading Test	PIRA PUMA Active Learn	PIRA PUMA Active Learn		PIRA PUMA Active Learn SWST
<b>YEAR 5</b>	Graded Word Reading Test	PIRA PUMA Active Learn	PIRA PUMA Active Learn		PIRA PUMA Active Learn SWST School - own papers in: French NVR
<b>YEAR 6</b>	Graded Word Reading Test	PIRA PUMA Active Learn NVR Test	PIRA PUMA Active Learn		PIRA PUMA SWST School - own papers in: French NVR

- Assessments for RE take place termly

## **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.
- In the case of the Form Tutor 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 note any issues – medical, pastoral relating to the pupils in their class – via 3sys.

The School holds, in electronic form, results of all formal tests sat at Grace Dieu. In addition, the baseline assessments scores are also held for each child who has entered at the Foundation Stage by the Head of Pre-Prep.

## **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 - Autumn Term and End of Year; Study Cards 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 in the Spring Term and these are to bridge the gap between Autumn and End of Year reports.

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/Curriculum Manager and the Headmistress are also available to see, by appointment, any parent with a concern.

This schedule is followed for Reporting to Parents.

	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>CYGNETS</b>	Parents' Evening	Parents' Evening	Parents' Evening
<b>SWANS</b>	Parents' Evening Autumn Term Targets	Parents' Evening	Full written report
<b>YEAR 1</b>	Parents' Evening Academic Review (Core only)	Parents' Evening I Study Card	Full written report
<b>YEAR 2</b>	Parents' Evening Academic Review (Core only)	Parents' Evening I Study Card	Full written report
<b>YEAR 3</b>	Parents' Evening Academic Review (Core only)	Parents' Evening I Study Card	Full written report
<b>YEAR 4</b>	Parents' Evening Academic Review (Core only)	Parents' Evening I Study Card	Full written report
<b>YEAR 5</b>	Parents' Evening Academic Review (Core only)	Parents' Evening I Study Card	Full written report
<b>YEAR 6</b>	Parents' Evening Academic Review (Core only)	Parents' Evening I Study Card	Full written report

### **Academic Reviews (Autumn Term)**

These are issued for Years 1-6 at the end of the Autumn Term for Core Subjects only.

Subject reports will consider the strengths and achievements of the pupils. They will also contain useful targets for improvement.

Form Tutor (Years 1-6) and Headmistress (Years 1-6) comments are also included in the review.

### **Full Written Reports (Summer Term)**

Subject reports – this time for all subjects – will include a judgement as to whether the pupil is working towards, working at or exceeding the expected level.

In doing so consideration of the following areas of a pupil's progress will be given:

- **Effort**
- **Achievement**
- **Strengths** – such as:

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

- **Targets** – for moving the pupil forward.

### **Class Teacher/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 contribution to the liturgical life of the School. Responsibilities may also be the focus of comment.

### **Pupil and Parental Feedback**

Pupils and parents are invited to comment on the reports (Academic Review and Full Report) using a feedback sheet. Any concerns raised will be addressed.

### **Study Cards**

Study Cards are a means by which the children's achievement and effort is assessed, monitored 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/Curriculum Manager to talk about any issues arising from the Study Card. Study Cards are issued in the Spring Term.

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 on Achievement in Class, Achievement in Prep and for Effort. The following judgements will be used:

<b>ACHIEVEMENT</b>	<b>EFFORT</b>	
1	A	Exceeding
2	B	Expected
3	C	Towards (expected standard)

The judgement for Achievement (as the judgement on reports) will be based on the pupil's 'I can statements', the results of tests and acquired standardised scores.

The judgement for Effort will take into consideration:

- Commitment to classwork and Prep
- Engagement and participation in lessons
- Presentation and care of work
- Taking responsibility for their own learning



- Behaviour/Attitude in lessons

Study Cards in Pre-Prep (Years 1 and 2 at present) adopt a similar format but are more child friendly using a star system rather than numbers and letters – hence 1 equates to \*\*\*, 2 equates to \*\*; the same with effort. This is currently under review to bring Junior Prep and Pre-Prep Study Cards in line i.e. \* equating to 1 or using the star system across the board.

## 2) PUPIL'S SELF-ASSESSMENT

In consultation with his/her Class/ Form Tutor, the child 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, so reflecting upon what they have done and whether there is more they could do. 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 their own self-assessment 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. Any parental concerns will be addressed.

Returned Study Cards are scanned by the School, filed and then returned to the pupil.

## 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 Class Teachers and subject specialists as appropriate.

<b>YEAR</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>CYGNETS</b>	Nursery Nurse-Gentili Centre	Nursery Nurse-Gentili Centre	Nursery Nurse-Gentili Centre
<b>SWANS</b>	Class Teacher-Gentili Centre	Class Teacher-Gentili Centre	
<b>YR 1</b>	Class Teacher-Gentili Centre	Class Teacher-Gentili Centre	
<b>YR 2</b>	Class Teacher-Gentili Centre	Class Teacher-Gentili Centre	
<b>YR 3</b>	Class/Form Tutor only, notes from other teaching staff (Year3 & 4 area)	Class/Form Tutor only, notes from other teaching staff (Year3 & 4 area)*	
<b>YR 4</b>	Class/Form Tutor only, notes from other teaching staff (Year 3 & 4 area)	Class/Form Tutor only, notes from other teaching staff (Year3 & 4 area)*	
<b>YR 5</b>	Class/Form Tutor only, notes from other	Class/Form Tutor only, notes from other	Parent 'drop-in' evening re Senior

	teaching staff (Year 5 Classrooms)	teaching staff (Year 5 Classrooms)*	Schools and Entrance Exam advice. (De Lisle Room) Deputy Head/Curriculum Manager, Year 5 Form Tutors and Senior Teacher
<b>YR 6</b>	Class/Form Tutor only, notes from other teaching staff (Year 6 Classrooms)	Class/Form Tutor only, notes from other teaching staff (Year 6 Classrooms)*	

\*Specialist Teachers on hand to meet with parents

Parents are free to speak with staff, the Deputy Head/Curriculum Manager or Headmistress, usually by appointment, at any other times, should there be an area of concern.

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

## **PREP/HOMEWORK**

Grace Dieu Manor School believes that Prep/Homework 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.

### **Foundation Stage**

#### **Cygnets and Swans**

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

Homework is encouraged to be completed during the week-end and over some School holidays.

Homework during term time comes in the form of reading, phonic and word consolidation and spellings 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. 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.

## **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.

## **Years 3 – 6**

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

In Years 3-6, Prep is set each day as part of the timetable (except Thursday Yrs. 3&4). Pupils are issued with Prep diaries (Years 3-6) where they record what Prep has been set and parents are encouraged to check and sign that Prep has been completed each night, but at least once a week, without fail.

As a **guideline** please see table below:

<b>YEAR</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>3</b>	MA& TT	Comprehension	Maths	Reading/Book Review	Spelling
<b>4</b>	MA& TT	Comprehension	Maths	Reading/Book Review	Spelling
<b>5</b>	MA& TT	Comprehension	Reading/Book Review	Maths	Spelling
<b>6</b>	MA& TT	Comprehension	Reading/Book Review	Maths	Spelling

Additional research work/independent work linked to Creative Curriculum (or work to be completed) will also be given with a 1-2 week deadline.

A Book Review should be written following the reading of a set text.

MA – Mental Arithmetic; TT – Times Tables

\* Extension work may also be set for the more able pupil.

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 linked to Creative Curriculum)
- Reading/ Mental/Spellings Arithmetic
- Longer term assignments – projects (Independent Learning linked to Creative Curriculum)
- Revision/preparation for tests

Prep must be handed in on time. Deadlines are set by the Class/Form Tutor and other 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. This will be the case in Year 6 – whilst younger pupils will need to be guided and given the Prep.

If a pupil hands in Prep late:

- in the first instance, the Class/Form Tutor or other member of staff may deal with the problem informally, then School sanctions may be used. (see Whole School Behaviour Policy)
- If the problem is consistent, the Deputy Head/Curriculum Manager may be informed and will decide on any further course of action, if appropriate.

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 in order that staff can detect strengths and weaknesses, and thus be in a position to help individual pupils accordingly.

### **TIMETABLE**

- 4.10pm end of tea break bell. Pupils move quickly and quietly to the Prep room (Year 4 or 6 classroom).  
Years 3 & 4 go to the Year 3 & 4 area;  
Years 5 & 6 go to the Year 6 Classrooms.
- 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 (in School)**

Pupils should-

- Stay in own place and work on their OWN and IN SILENCE
- Raise their hand and wait for the teacher to speak to them if there is a problem.
- Read an approved book if ALL Prep is completed early. When exams are approaching, revision should be encouraged.

- 5.00pm: Prep ends for Years 3 - 6
- Pupils in Years 3 and 4 are taken to The Courtyard for signing out; they may play on the playground, when given permission by the Duty Teacher. Pupils in Years 5 and 6 go to The Hub where they are supervised until collected; again they may play outside whether permitting and at the discretion of the Duty Teacher.
- At the end of Prep:
  1. Classrooms should be left tidy and chairs put on top of desk.
  2. All resources must be returned.
  3. All FIRE DOORS and WINDOWS should be closed and classroom lights switched off, along with any technology.

## **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, by providing feedback and encouragement to pupils;

- help pupils to gain knowledge and skills
- help pupils to gain confidence in their abilities; to acknowledge and value pupils' 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 School marking policy. Guidance for this is available from the Deputy Head/Curriculum Manager.

### **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), 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.

- 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 this 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 series of **symbols\*** will be used in marking and these will be (age-appropriate) placed in pupil’s books; alternatively they may be on the classroom wall.

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

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 pencil 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, Headmistress their work

### **\*symbols**

✓	checked and is correct
x	incorrect work
VF	Verbal feedback given
LOA	Learning objective/I can statement achieved
H	Help/support given to complete work
I	Independent work
Sp	Spelling mistake
T	Target (if necessary and relevant)
---	Underline identifies a mistake
^	An omission
?	Does not make sense
/	New line
//	New paragraph

## **Junior Prep (Years 3-6)**

In addition to the **symbols** outlined above, from Years 3 – 6, staff may also use the system as set out below when assessing work at the end of a topic:

**T- Target:** eg. '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:** A, B and C \*

**A- Achievement:** 1, 2 and 3 \*

The above marks are in line with those used on the Study Cards (Years 3 - 6) and will prove helpful in making that judgement when the time comes, as well as contributing to written reports on progress.  
In RE, in keeping with diocesan expectations there may be some levelling in books.

## **Presentation of Written Work**

All children are expected to achieve a certain standard of presentation and handwriting.\*

The following needs to be implemented:

- 1) All work must be headed and dated unless it is the continuation of a previous day's work, in which case a new date may suffice.
- 2) The heading and date should be underlined (Years 3 - 6).
- 3) The date is written in full, but the short date is used in Mathematics or on worksheets, which should be kept to a minimum.
- 4) When a pen is being used, it must be in **blue** ink. **Biro is not allowed.**
- 5) Children will 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.

**NB** \*See *Handwriting and Presentation Policy*

## **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 the 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 LIBRARY**

The School Library is situated in The Hub.

The Library provides a range of fiction and non-fiction material for children between the ages of 3-11 years. Each class in Pre-Prep is allocated a 30-45 minute weekly session for its use, but it can be used at other times too.

### **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.
- To provide an introduction for the older children in the operation of Junior Prep Library.
- In addition, access to Non-Fiction (especially in Junior Prep) is designed 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.

## **GUIDELINES**

Pre-Prep 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

Only teaching staff are allowed to issue and return books, or librarians in Junior Prep.

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

## **Library Strategies**

- Librarians will be responsible for the day-to-day running of the 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

\*following training and guidance from the English/Librarian Subject Co-ordinator

## **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

## **STAFF ABSENCE**

Staff absence falls into two categories:

**Anticipated absence** – is 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 Headmistress.

In the case of an 'anticipated absence', the teacher must leave appropriate work for their class. A copy of the work set must be given to the Deputy Head/Curriculum Manager (who oversees cover) and one placed on the teacher's desk in the relevant classroom. In the case of the older pupils (Years 5&6), 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 the Music/Sport or Outdoor Learning teacher being absent, it may be that special arrangements need to be made.

2) **Unplanned absence** – is when the teacher is unexpectedly 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/ Curriculum Manager of their intended absence. During this call on the first day the teacher must do one of the following:

- a) inform the Deputy Head/Curriculum Manager that they will email the cover work before 8.45am, or will contact Reception before 8.45am at the latest with the details,  
**OR**
- b) inform the Deputy Head/Curriculum Manager that the colleague in the same year group will have appropriate work.

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

- emailed to the Deputy Head/Curriculum Manager by 8.45am.
- dictated to Reception Staff by 8.45am

Reviewed August 2018 (MK)