

Curriculum, Teaching and Learning Policy

The key purpose of the curriculum and co-curriculum, and of teaching and learning at Radnor House Sevenoaks is the preparation for life of our pupils. This policy applies to the whole school.

Radnor House Sevenoaks wants to develop life-long learners, who are active and responsible citizens equipped to thrive in, and care for, the world of tomorrow.

We prepare young people for life through

- providing a strong academic foundation
- the acquisition of essential skills and attributes
- the development of a moral compass to guide their choices

This preparation is rooted in our core foundation values of excellence, perseverance, courage and respect. These values lie at the heart of everything we do: in our varied and engaging curriculum, in the sports arena, in our extensive co-curricular programme, and in our community focus.

Appendices to this policy cover:

- Appendix A Curriculum Plans
- Appendix B Guidance on Effective Teaching and Learning
- Appendix C Homework, Marking and Feedback
- Appendix D Assessment and Reporting

Related documents:

- This Policy has regard to Part 1 (Quality of Education provided) Paragraphs 2 (Curriculum) and 3 (Teaching) of the Independent School Standards Regulations.
- This Policy should be read in conjunction with the following Policies:
 - Learning Differences Policy
 - Equality and Diversity Policy
 - Accessibility Plan
 - Relationship and Sex Education Policy
 - Careers Education and Guidance Policy
 - Personal, Social, Health and Economic Education (PSHEE) Policy
 - Spiritual, Moral, Social and Cultural (SMSC) Policy

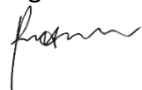
Availability

This policy, and other school policies, is available to parents, staff and pupils via the school website www.radnor-sevenoaks.org/school-information/policies and, on request, a copy may be obtained from the school office.

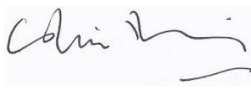
Monitoring and Review:

This policy will be subject to monitoring, audit and when required appropriate change by the Head. The Board of Directors undertakes a formal annual review of this policy.

Signed:



Fraser Halliwell
Head
September 2023



Dr Colin Diggory
Chairman of the Board of Directors

The Curriculum:

The school curriculum is designed and delivered to provide a full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The curriculum has as its purpose, to:

- Foster intellectual curiosity and a thirst for learning in every individual
- Ensure that all pupils acquire excellent speaking, listening, literacy and numeracy skills
- Develop skills and attributes that “future proof” our pupils for a changing world.
- Ensure that our pupils are advanced and collaborative digital learners through integrated digital learning experiences
- Ensure that each of our pupils will achieve success in their journey to become active and responsible young adults equipped to thrive in the world of tomorrow, whatever their chosen path.

Pupils acquire speaking, listening, literacy, and numeracy skills through a curriculum that gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, beginning in the Early Years Foundation Stage through the 7 areas of the revised EYFS curriculum.

Area	Subjects
Linguistic	English, and Modern Languages, EYFS Literacy and Communication and Language
Mathematical	Maths, Sciences, Business and Economics, Computer Science, EYFS Mathematics
Scientific	Biology, Chemistry, Physics, Psychology, EYFS Understanding the World
Technological	Computer Science, IT, Art and Design, EYFS Expressive arts and Design
Human, Social and Cultural	English, History, RE, Philosophy, Learning to Learn, Psychology, Sociology, Modern Languages, Outdoor Education/Forest School, Business and Economics, PSHEE and EYFS PSED and Understanding the World
Physical	PE, Games, Swimming and Outdoor Education/ Forest School
Aesthetic and Creative	Art & Design, Photography, CDT, Computer Science, Music, Drama and English, EYFS Expressive arts and Design

Whilst the National Curriculum is the broad framework for our curriculum, considerable development and enrichment is provided in all academic subjects and experiences, in co- and extra-curricular activities and opportunities, and notably in the use of technology, and in the emphasis on the valuable interpersonal skills such as resilience and teamwork gained.

The curriculum is underpinned by detailed plans and schemes of work that take into account the ages, aptitudes, and needs of all pupils, including those with an EHC plan or SEND, and do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The responsibility for the curriculum lies with the Head of Radnor House Sevenoaks supported by the Head of Prep, Deputy Head of Prep, and the Head of Pre Prep in the Prep School, and the Deputy Heads of the Senior School. In the Senior School, Heads of Faculties and Subject Leaders are responsible for the detailed planning and regular revision and refreshing of Schemes of Work and Planning. Faculty or Subject reviews take

place on a biennial cycle with HOFs and subject leaders given the opportunity to assist in such reviews as peer-reviewers. In the Prep School, class teachers are responsible for the detailed planning and regular revision and refreshing of schemes of work and planning under the guidance of the Prep Subject Leaders and Deputy Head of Prep and Head of Pre Prep.

The five stages of the Curriculum and Content:

EYFS : Pre School and Reception (*see Appendix A for greater detail including time allocations*).

The seven areas of learning are separated into Prime and Specific areas.

Prime areas, are:

- Communication and Language; Physical Development; and Personal, Social and Emotional Development

Specific areas, are:

- Literacy; Mathematics; Understanding the World; and Expressive Arts and Design

The children in EYFS have the following timetabled specialist lessons: Forest School, Drama, Music, French, Swimming, Physical Education. Computing is added as a specialist subject in Reception.

Pre Prep: Years 1 & 2; and **Prep:** Years 3-6

- English, Mathematics, Science, French, Geography, History, Religious Studies & Philosophy, Computing, Art and Design, Music, Drama, PSHEE, Swimming, Physical Education and Games. Years 1 & 2 have Forest School. During Year 3, the children move from Forest School into Outdoor Education as the year progresses, with pupils in Years 4-6 taking part in weekly Outdoor Education lessons.

The Lower School: Years 7 & 8

- English, Mathematics, Science, Spanish, French, Geography, History, RPE, Philosophy, Computer Science, IT, Art and Design, Graphic Computer Design Technology, Music, Drama, PSHEE, Physical Education, Swimming, Outdoor Education and Games. Outside of the timetable is compulsory Outdoor Education.

The Middle School: Years 9-11

- Year 9: English, Mathematics, Science, Biology, Chemistry, Physics, French, Spanish, Geography, History, RPE, Philosophy, Computer Science, IT Training, Art and Design, Computer Design Technology, Music, Drama, together with PSHEE, Physical Education and Games.
- Year 10 and 11: GCSE subjects: English Language and Literature; Single, Double or Triple Award Science GCSE; Mathematics and Further Mathematics; a Modern Foreign Language; and three additional subjects chosen from a range of options, together with Physical Education, Games, and PSHEE.

The Sixth Form: the Lower Sixth and Upper Sixth.

- Up to a maximum of four A Levels, together with PSHEE, Community Service, EPQ and Games. Additional academic subjects available at A level are Politics, Economics, Sociology, Psychology and Photography.

Teaching and Learning

The Senior and Prep Leadership Teams are responsible for the standards of teaching across the school. Open-door teaching, peer-to peer reviews and collaboration in addition to regular formative observations and learning walks, ensure a consistent approach to teaching at the school. (*See Appendix B Guidance on Effective Teaching and Learning for greater detail regarding observations*).

Lessons at Radnor House:

Lessons enable achievement for all and provide challenge appropriate to the ability, interests and needs of each pupil

Have clear challenging lesson objectives which aim to make pupils think and lesson outcomes that will further pupils' knowledge and understanding.

- Demonstrate excellent teacher subject knowledge and lesson content that ensures that pupils work at their zone of proximal development

- Provide pupils with modelled examples as well as the model of excellence and scaffolding for those children who require support to meet the learning objective.
- Use a variety of questioning types to check for understanding and to stretch and challenge all pupils.
- Encourage oracy tasks to enable pupils to clarify their learning and understanding
- Enable pupils to become confident, resourceful, enquiring and independent learners
- Foster pupils' self-esteem and help them build positive relationships with other people
- Develop pupils' self-respect and encourage students to respect the ideas, attitudes, values and feelings of others
- Encourage pupils to show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Cater for the needs of the individual pupil
- Enable pupils to understand their community and help them feel valued as part of this community
- Help pupils grow into reliable, independent and positive global citizens

Ensuring that progress is made for every child: Assessment and Reporting

- Teachers at Radnor House provide pupils with regular formative and summative feedback to enable them to take the next steps on their journey.
- Teachers ensure that an appropriate level and standard of homework is regularly set and
- fed back to pupils so that learning outcomes may be consolidated, and the needs of individual pupils are identified and met.

Pupil progress is assessed both formatively and summatively and regular feedback is given both verbally and in writing to pupils. Pupils' response to this feedback is actively sought to ensure understanding of next steps. Parents are informed of pupils' progress at regular intervals through the school reporting system.

The School's pastoral and academic reporting systems are rooted in the School's core values of excellence, courage, respect and perseverance. *Details of the assessment and reporting schedules can be found in appendix D.*

Please see Appendices B (Strategies for and Guidance on Effective Teaching & Learning), C (Marking and Feedback) for details of how teachers ensure consistency in these vital areas.

The Curriculum and Spiritual, Moral, Social and Cultural (SMSC) Development

Radnor House Sevenoaks is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school does not allow the promotion of partisan political views in the teaching of any subject. We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils always with a balanced presentation of opposing views.

Through the SMSC and related curricular programmes and in accord with the Prevent duty, the school also aims to educate to pupils about the dangers of extremism and to build resilience amongst them against the dangers of extremist views. (For further information, see the school's SMSC Policy)

Personal, Social, Health and Economic Education: (PSHEE)

Our school is committed to providing a comprehensive programme of PSHEE for all our pupils that reflects the school's aims and ethos. This programme is taught in all years, with a specialist teacher in the Senior School. In addition, we deliver our PSHEE through assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and make informed and considered choices in life.

A comprehensive programme of study enables pupils to develop an understanding of public services and institutions and of how to take their place in modern democratic British society, whilst ensuring that our pupils understand, appreciate, and respect people of different cultures, faiths, and protected characteristics in modern democratic Britain. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities. (See PSHEE Policy)

In Relationship and Sex Education, pupils are encouraged and guided by moral principles and taught to recognise the value of family life, whilst being prepared to face the considerable challenges they will meet as they grow into young adults in an age-appropriate way. (See Relationship and Sex Education Policy)

Careers Guidance

Our School offers a programme of Carers education that ensures access to accurate, up-to-date careers guidance, presented impartially, enabling them to make informed choices about a broad range of career options and supports them to recognise and fulfil their potential. (See the Careers Education and Guidance Policy)

Life outside the classroom:

Radnor House Sevenoaks offers all pupils above compulsory school age a rich programme of activities which is appropriate to their needs which ensures that the pupils learn, make progress and become young adults who will seek to embrace the opportunities, responsibilities and experiences of life in British Society. Such activities include outdoor adventurous and educational activities, Forest School in the Prep School, and wider educational excursions and trips both in this country and abroad, a huge choice and variety of clubs and extracurricular activities (see current Extra-Curricular programme appendix.)

The School offers children below compulsory school age a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills such as Forest School from the age of 2.

Catering for all needs and abilities (SEND)

Radnor House Sevenoaks complies with all legislative and best practice requirements to meet the individual needs of our pupils in accordance with the protected characteristics set out in the Equalities Act 2010. Our curriculum is designed to provide access and opportunity for all children in the prep and senior school. If we believe it is necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents. If a child displays signs of having special educational needs, a teacher, parent, and/or pupil may identify this to the SENDCo. The SENDCo makes an assessment in consultation with the classroom teachers. In most cases, the SENDCo will be able to suggest strategies that meet the child's needs within the teaching group and will provide detailed information to the teaching staff. If a child need is more severe, consideration is given to involving appropriate external agencies and special support teachers. Further details of SEND provision and care at the school, see Radnor House Sevenoaks' Learning Differences policy which sets out in detail the school's approach.

Students with a statement of special educational needs and/or disabilities

Should a student be in receipt of a statement or EHC plan, we will endeavour to provide them with an education that meets their needs as specified by their statement. However, it may be the case that some students in possession of an EHC plan or statement cannot be accommodated due to their needs being beyond the resources available, requiring greater readjustment than is reasonable. Where possible this will form part of a discussion during the admissions process. For further details regarding statements of EHC plans please see Radnor House Sevenoaks' Learning Differences policy which sets these out in detail.

English as an additional language (EAL)

The school provides pupils, who have English as an additional language, with the necessary support and teaching. For further information please refer to Radnor House Sevenoaks' Learning Differences policy which sets out in detail the school's approach.

Gifted and Talented Provision (Learning Beyond the Classroom, incorporating Able, Gifted and Talented):

Rather than operating the more typical 'Gifted and Talented', we believe that all pupils should be stretched and encouraged to learn beyond the classroom in accordance with the school's philosophy of Celebrating Every Individual and of limitless minds. This provision for pupils takes place in the classroom and is done in a manner whereby all pupils may benefit from the inclusion of particularly challenging and stretching material. Pupils are catered for as individuals by teachers who know them well and who have strong subject expertise. Through exposure and encouragement all pupils may begin to demonstrate characteristics of Excellence.

Pupils may additionally be offered enrichment opportunities ranging from in-school book groups and activities through to the opportunity to attend relevant events, trips and talks. In addition, lists of suggested activities, reading lists etc are published on the website to promote different ways to extend their interest in academic subjects.

Heads of Faculty have responsibility for including enrichment-type opportunities in school to promote a wider enjoyment and understanding of subjects. This could include delivering talks, inviting in outside speakers, or arranging major events such as Science Fairs, author visits etc. Tutors, Heads of House and Heads of School will also seek to encourage pupils, based on their interests, to get involved in activities designed to stretch, challenge, and develop even greater enjoyment.

The Head of Careers and Head of Sixth Form will take a careful note of specific interests and will encourage pupils still further through university visits, course searches, and general guidance given. This may involve external speakers as well.

Some students who are identified as having particular talents and aptitudes may be awarded a scholarship. These include awards for Sport, Art, Drama, Music, and Academics. There are specific programmes of coaching and support for scholarship holders to help them navigate the range of opportunities available to them.

Appendix A Curriculum Plan 2023-2024

Prep School: Pre School to Year 6

Notes to accompany the Curriculum plan 2023-2024:

- There are 11 30 minute periods in a day plus a 20 minute registration from 8.20-8.40am, in Preschool this is called 'soft start' to enable our youngest pupils to start their day calmly by accessing a range of activities.
- We have assemblies twice a week, Whole Prep School Celebration Assembly occurs at 10:10 am -10:40 am on a Monday and Whole Prep School or separate Pre Prep and Prep School themed assemblies take place on Friday at 10:10 am -10:40 am.
- Lunchtime is staggered to best support the needs of the pupils and is followed by playtime:
Pre-school at 11.30 am
Reception-Year 2 at 12.00 - 12.30, 12.30-1.00pm
Year 3-6 at 12:30 pm -1:00 pm, 1:00 pm-1:30 pm
- We have a 30-minute afternoon registration period but this time is sometimes used for specialist lessons to allow greater flexibility to schedule classes. In these cases, registration occurs before the specialist lesson begins.
- The school day finishes at 3.30 pm for Pre School to Year 2 and at 3:45 pm for Years 3-6.
- Our Reception, Year 1 and Year 2 classes also have an afternoon break at around 2:15 pm. Some classes may use this slightly earlier or later due to specialist lessons or the needs of the pupils on that day. We encourage our Year 3-6 classes to take small movement and brain breaks as and when the pupils need them.

Prep School curriculum breakdown by Year groups.

Blue highlighted subjects are taught by subject specialist teachers.

Pre School Subject Distribution

In our Pre School classes we offer two sessions of specialist lessons across the week (French, music, swimming, PE, Forest School, drama) to enable the room leaders and specialist teachers to group children by attainment and skills rather than age. The children will attend the session which is most appropriate to their needs.

'Busy Time' incorporates holistic adult led and child-initiated learning opportunities and continuous provision across the seven areas of the Early Years Foundation Stage curriculum. These are the 'prime areas' of communication and language, physical development and personal, social and emotional development and the 'specific areas' of literacy, mathematics, understanding the world and expressive art and design, through which the three prime areas are strengthened and applied.

Subject	No of periods	Total teaching time per subject (hours)
Phonics	3	1.5
Busy Time	27	13.5
Maths Carpet Time	4	2
Literacy Carpet Time	4	2
PSED Carpet Time	1	0.5
Pre Prep Assembly	1	0.5
Story Circle/ Calm Time	5	2.5
Forest School	4	2
French	1	0.5
Music	1	0.5
Drama	1	0.5
PE	2	1

Swimming	2	1
Library	1	0.5
Total	57	28.5

Reception Subject Distribution

Subject	No of periods	Total teaching time per subject (hours)
Phonics	5	2.5
Busy Time	19	9.5
Maths	4	2
Assemblies	2	1
Forest School	4	2
French	2	1
Music (inclusive of choir)	3	1.5
Drama	2	1
PE	3	1.5
Swimming	2	1
Computing	2	1
Library	1	0.5
Total	50	25

Year 1 and Year 2 Subject Distribution

Subject	No of periods	Total teaching time per subject (hours)
English	10	5
Mathematics	10	5
Science	2	1
RE	1	0.5
Swimming- teacher to accompany	2	1
PE- Games	2	1
PE	1	0.5
Art	3	1.5
Library	1	0.5
PSHEE	1	0.5
French	2	1
Humanities	2	1
Music (inclusive of Choir)	3	1.5
Computing	2	1
Assemblies	2	1
Reading/Phonics	1	0.5
Drama	2	1
Forest School	3	1.5
Total	50	25

Year 3 Subject Distribution

In Year 3, the children transition into the demands of the Prep curriculum. They do not have afternoon breaks and finish their day at 3:45pm. During the year, Forest School lessons transition into Outdoor Education lessons.

Subject	No of periods	Total teaching time per subject (hours)
English	9	4.5
Mathematics	10	5
Science	3	1.5
RE	1	0.5
Swimming	2	1
PE	2	1
PE - Games	5	2.5
Art	2	1
Library	1	0.5
PSHEE	1	0.5
French	2	1
Humanities	3	1.5
Music (inclusive of Choir)	3	1.5
Computing	2	1
Assemblies	2	1
Reading/Phonics	1	0.5
Drama	2	1
Forest School	3	1.5
Total	54	27

Year 4, 5, 6 Subject Distribution

English	10	5
Mathematics	9	4.5
Science	4	2
RE	1	0.5
Swimming	2	1
PE	2	1
PE-Games	5	2.5
Art	2	1
Library	1	0.5
PSHEE	1	0.5
Registration *	1	0.5
French	2	1

Humanities (Geography and History)	4	2
Music (inclusive of Choir)	3	1.5
Computing	2	1
Assemblies	2	1
Drama	2	1
Outdoor Adventure	2	1
Total	55	27.5

Senior School

Notes to accompany Curriculum Plan 2023-2024:

- There are seven periods in the day
- Each period last for 50 minutes
- There is a Tutor period or a House Assembly each day from 11.10-11.30 am
- There are seven periods in a school day: five periods in the morning with a break from 11.50am-11.10am, and two further periods in the afternoon from 2.20pm-4pm
- Lunch is from 1.10pm-2.15pm

MFL Pathway at KS3

In Year 7 pupils have one term of Spanish and one term of French. They then select their language for GCSE and continue to study that language only. Strong linguists will have the opportunity to take up the second language again in Year 9 and two MFL can be studied at GCSE.

GCSE:

Compulsory subjects:

Science, Maths, English Literature and Language, a Modern Foreign Language*

Pupils then select three further options. Pupils are encouraged to include a Humanity.

Able Mathematicians will take Further Maths in addition to GCSE maths.

EPQ and HPQ

All sixth form pupils do the EPQ. Some Year 10 pupils opt to do the HPQ in their own time with lunchtime sessions, run staff as a co-curricular club.

Senior Curriculum Breakdown by Year

Sixth form:

All sixth form students take three A levels and also the EPQ. Should a student wish to complete 4 A levels then their application will be considered and discussed as to its suitability depending on their career focus. All students are expected to achieve the Radnor House Sevenoaks Sixth Form Diploma which encourages their development over the two years by focusing on four separate areas: Exam Success, Development of wider academic skills, Personal Growth and Enrichment. The fortnightly curriculum consists of:

Year 12

12 periods a fortnight in each subject (3 x 12 = 36)

2 periods of EPQ

4 Periods of Community Service
 1 Period of PSHEE
 1 Period of University Preparation
 1 Period of Assembly (there is a weekly assembly in tutor time)
 4 Periods of games

Year 13

12 periods a fortnight in each subject (3 x 12 = 36)
 2 periods of EPQ
 4 Periods of Community Service
 1 Period of PSHEE
 1 Period of University Preparation
 1 Period of Assembly (there is a weekly assembly in tutor time)
 4 Periods of games
 Senior Curriculum Breakdown by Year (continued)

	Year 7	Year 8	Year 9	Year 10	Year 11
English	9	9	10	10	10
Mathematics	9	9	10	10	10
Science	7	7	9	15	15
RPE	3	3	3	0	0
Games	8	8	8	8	4
PE	2	2	2	0	2
Swimming	2	2	0	0	0
Art	2	2	2	0	0
Music	3	3	3	0	0
Drama	3	3	3	0	0
CS	2	2	2	0	0
CDT	2	2	2	0	0
ICT	2	2	1	0	0
Outdoor Education	1	1	0	0	0
PSHEE	2	2	2	2	2
MFL	6	6	0	0	0
Spanish	0	0	4	0	0
French	0	0	4	0	0
History	3	3	3	0	0
Geography	3	3	3	0	0
Assemblies	1	1	1	1	1
Options x4	0	0	0	24	24
Assessment	0	0	0	0	2
	70	70	70	70	70

Appendix B Guidance on Effective Teaching and Learning

Our core values underpin everything that we do at Radnor House Sevenoaks. Pupils are encouraged to demonstrate courage, perseverance, respect and thereby achieve excellence when measured against their own personal targets. We measure pupils' engagement, progress and achievement through these values against subject specific values descriptors.

Prep School

Learning is the purpose of the whole school and is a shared commitment. At Radnor House Sevenoaks, we recognise that education involves the whole school community, and that, for optimum benefit, all should work closely together to support the process of learning. We aim to develop, through the curriculum and wider educational programmes, an enthusiasm and love for learning, intellectual curiosity, resilience and creativity, as well as promoting a value for each individual's well-being, personal growth and development. By the time they leave the Prep School, pupils will have the foundations to take on the challenges of secondary education.

Planning

Class teachers create termly schemes of work. These schemes are working documents and, therefore, are always adapting to best support the pupils. Planning ensures coverage and progression and is informed by previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

Formative Assessment

At Radnor House Sevenoaks, we recognise the importance of formative assessment and the important role it plays in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation and effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted upon;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

Details of our feedback and marking procedures can be found in Appendix C.

Supporting all children in the classroom

At Radnor House Sevenoaks Prep School, lessons are planned around one challenging objective, question, hypothesis or level of enquiry where all children are able to learn and achieve no matter what their academic ability or special educational need.

Lessons are taught using a mastery approach to learning where more complex learning goals are broken down into smaller, more manageable steps for all learners to be able to access and excel in their learning. This supports lower attaining pupils to achieve whilst stretching higher attaining pupils with a thorough understanding of the learning that is taking place through reasoning, problem solving and analysis. We have high expectations for all of our pupils and the level of learning is set for our highest attaining learners. Those children who require support

are offered this through scaffolding strategies to help everyone to achieve and make progress. Scaffolding strategies can take various forms:

- **By resource:**
 - manipulatives or prompts
 - success criteria prompts where instructions are broken down into manageable steps.
- **By support:** Short amounts of time are spent giving pupils further instruction or giving short tasks to be completed. It is important to note that children should not receive constant adult support unless explicitly detailed on a child's EHCP to encourage independence.
- **By modelling:** Modelling of good practice and desired outcomes.
- **By using prior knowledge:** Use previous steps in learning to instil confidence.
- **By pre-teaching of vocabulary**

The Prep School at Radnor-House Sevenoaks follows the principles of Quality First teaching which advocates high-quality inclusive teaching for all pupils in a class. When planning for pupils with SEND, teachers give due regard to the information and strategies for learning provided in the SEND information provided by the Prep SENDCO, and, in the case of pupils with EHC plans, in their individual educational plan.

We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and evaluating teaching and learning

Pupils' work is monitored and moderated regularly in each curriculum area by subject leaders, the Deputy Head of the Prep School, and the Head of Pre Prep. A termly review is held with all members of the teaching staff in the form of Pupil Progress Meetings and the Deputy Head of the Prep School and the Prep SENDCO which includes discussions around each child, the interventions that have been put in place and the impact of these.

Subject leaders and members of the Prep Leadership Team regularly monitor children's books and progress. They perform regular learning walks to monitor the teaching and learning. Learning walks are regular, open-door, drop-ins lasting up to 20 minutes. Feedback is provided to the teacher. All Prep School teachers will be seen by a member of LT during the year. New staff and ECTs will be observed for a whole lesson in the first term. At least once a year a member of the Board of Governance also completes a learning walk and feeds back to the Head and Head of the Prep School.

Senior School

All Faculties follow carefully planned schemes of work. These schemes of work are living documents that Heads of Faculty and Subject Leaders discuss with their team and which they adapt and refine over the teaching year, as they respond to the learning needs of the pupils.

Lessons are carefully planned with clear objectives and logical steps to reach lesson outcomes. A typical lesson would include: a review of previous learning, the presentation of new material, questioning for understanding, modelling, and plenty of guided and independent practice in order to assess learning and next steps. We expect our teachers to be highly responsive to the pupils and to intervene and support when appropriate whilst still ensuring that the pupil works in their zone of proximal engagement.

Work should be regularly marked (see Appendix D) and feedback should be clearly communicated so that pupils understand how to improve their work and teachers know what the next steps are.

Teachers create a positive learning environment where pupils feel safe and empowered to learn. Teachers encourage pupils to actively contribute and to engage both with the teacher and with their peers in collaborative tasks. Teachers create an environment of questioning and enquiry, and pupils are encouraged to develop problem-solving skills that are analytical, critical, and creative.

The classroom environment is important at Radnor House Sevenoaks: it should be attractive and conducive to learning. There should be supporting focused displays that help pupils with their learning, along with examples of pupils' best work in recognition of their success.

Teachers establish positive working relationships with pupils and expect and model good behaviours. Seating plans are used to create the best working environment for individual pupils and behaviour management strategies are used to create a productive working environment in which pupils feel able to concentrate on their own learning. Pupils are encouraged, praised for their contribution and efforts and rewarded through the credits system. If behaviour falls below expected standards, teachers follow the guidelines for sanctions as outlined in appendix A of the Behaviour Policy.

The progress of students in Years 9-13 is tracked comparing aspirational target grades with what they are on track to achieve. Students in Years 7&8 will receive an indicator of how they are working against individualised expectations. They will either be working towards expectations, meeting expectations, or exceeding expectations.

SEND and Personalisation

Radnor House Sevenoaks follows the principles of Quality First Teaching which advocates high-quality inclusive teaching for all pupils in a class. (QFT is mentioned in the 2015 government document Special educational needs and disability code of practice: 0 to 25 years. For details and further information please see Radnor House Sevenoaks QFT document). Teachers adapt instruction so that if pupils do not understand a new idea the first time, it is retaught in a different way or with additional support by finding a teaching method that is more accessible for those pupils.

When planning for pupils with SEND, teachers give due regard to the information and strategies for learning provided in the SEND information provided by the SENDCO, and, in the case of pupils with EHC plans, in their individual educational Plan.

We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. Support and stretch for scholars and more able learners are provided in lessons and in enriching co-curricular experiences leading to excellent post-18 opportunities, including entry to top universities.

Observations:

Observations are an essential part of continuing professional development at Radnor House Sevenoaks. They are non-judgmental and deliberately designed to see how a teacher *normally* teaches rather than creating a false observation scenario. Teachers are observed twice a year, once by a member of SLT and once by their Line manager. These two observations take place in different terms. The form below is used to support feedback and development and summarises the lesson elements and qualities that we believe to be essential for progress in learning. It encompasses the Teacher Standards thus supporting our ECTs.

Learning Walks

The school has an open-door policy and teachers are encouraged to drop-in on each other's lessons. Members of SLT regularly visit lessons to assess the quality of learning in the school.

At least once a year a member of the Board of Governance also completes a learning Walk and feeds back to the Head and Deputy Head of Senior School.

Lesson Observation Form

Subject:	Teacher:	Topic/Objective:
Date & Period:	Room:	Observer:

Challenge and Higher Order Thinking Skills – What desirable difficulties have students experienced in this lesson?	
AfL – strategies and purpose	Adaptations – What adaptations have been made to ensure <u>all</u> students make excellent progress?
Behaviour – Evidence of strategies and actions that result in positive behaviour for learning	
Other techniques/features that have a demonstrable/proven effect on learning	

Appendix C Homework, Marking and Feedback

Feedback

Prep School

Below are a range of 'live' feedback strategies that can be adopted within lessons. It is not expected that all of them are seen every lesson and there will be lessons that lend themselves to some feedback strategies more than others. The purpose of these strategies is to support the teaching and learning and to address misconceptions when they arise. By doing this early, rather than when books are marked after the lesson, teachers give all children to opportunities to succeed. Written marking will still take place in books but it will be more focused on the learning that has taken place and will help identify where children have been successful and to move their learning forward. Teachers can spend less time on written marking whilst still having a positive impact on the teaching and learning of all children across the curriculum.

It is important to emphasise that these are an arsenal of possible ways to provide effective feedback in lessons for children. Some may be more appropriate than others. It is for the class teacher to decide what they feel is the best way to assess the learning that has taken place in that lesson and how to provide the best opportunities for feeding back to each child.

Feedback in numeracy:

Retrieval practice

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from daily 'retrieval' sessions. This information should be used to revisit areas where learning is not secure. Spaced practice, where retrieval of learning takes place several weeks after the lesson, also provides vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

Whole Class Feedback

Teachers can give the class an opportunity to mark their own work by going through the answers together. By showing the processes taken to reach answers, whether children have answers correct or if a mistake has been made, means that misconceptions can be addressed and children can confidently assess their own work live during the lesson.

Self-assessment

In Prep (Years 3-6), teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have a misconception, they can alert the teacher immediately. Another benefit is that less confident children might want to start at an easier level of independent work, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level and challenge themselves.

Peer Assessment

Children of similar or near abilities can use time after a task has been completed to check over the questions that each other has answered. This could be with the answers given to them to check a partner's work. If an answer arises that one partner believes is incorrect or if a misconception has been identified, then they can discuss this together to support each other's learning.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should **not take their own book with them** and just read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention. The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the

work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will.

<p>Marking in books</p> <p>Feedforward: 'The next step is the next lesson'.</p>	<ul style="list-style-type: none"> • Marking in green pen with a purple pen (used if teachers would like to differentiate between comments) to model, address misconceptions and provide next steps to learning. Marking in green pen only is also acceptable. • P for correct answers. • © for errors or misconceptions. • Modelling of correct process maybe required for one problem if a misconception has occurred regularly and not picked up during the lesson. • LO PP if learning objective has been achieved. • LO P if learning objective has been partly achieved. • A marking statement which recognises the effort made by the pupil if learning objective not met. Important to recognise work put in to build confidence. • I to show independent learning. (Pre-Prep only) • S to show some support has been given. • ES to show work was guided and heavily supported. • Use the following lesson to address misconceptions, where necessary. • Provide challenge of 'use and application' for confident children. • Use peer support to model and support learning, embedding understanding in long term memory for more confident children by repeating processes.
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Feedback in Literacy:

Retrieval practice

Teachers gain valuable feedback about how new learning is being retained in the longer term from daily 'retrieval' sessions at the start of lessons. This information should be used to revisit areas where learning may not be secure, including grammatical and sentence level concepts. Spaced practice, where retrieval of learning takes place several weeks after the lesson, also provides vital feedback to the teacher about areas that might need more teaching.

Self-assessment

Children should have the opportunity to check their own writing, being encouraged to read what they have written. This gives them the opportunity to self-edit their writing and address their own errors before marking takes place.

Peer Assessment

During paired or group work, children can use the time after a task has been completed to read through the writing of a peer. These can be structured how the teachers deems appropriate: similar, mixed or differing abilities and can be used to share ideas and elements of good practice that others could 'magpie' to include in their own writing, if appropriate. It gives children the opportunity to identify errors in writing that can be checked and amended, if necessary.

It is important to re-emphasise that these are possible ways to provide effective feedback in lessons for children. It is for the class teacher to decide what they feel is the best way to assess the learning that has taken place in that lesson and how to provide the best opportunities for feeding back to each child.

Marking in books Feedforward: 'The next step is the next lesson'.	<ul style="list-style-type: none">• Marking in green pen to give positive reinforcement to work in line with the learning objective and success criteria. A purple pen can be used if teachers would like to differentiate between comments to model, address misconceptions and provide next steps to learning. Marking in green pen only is also acceptable.• PP within writing for direct links to the learning objective.• The attached marking code used to address an example of a misconception. (Appendix 1). Teachers should not be identifying all the errors in writing for the children, therefore doing the hard work for them.• Modelling of correct process maybe required for one example if a misconception has occurred regularly.• LO PP if learning objective has been achieved.• LO P if learning objective has been partly achieved.• A marking statement which recognises the effort made by the pupil if learning objective not met. Important to recognise work put in to build confidence.• I to show independent learning. (Pre-Prep only)• S to show some support has been given.• ES to show work was guided and heavily supported.
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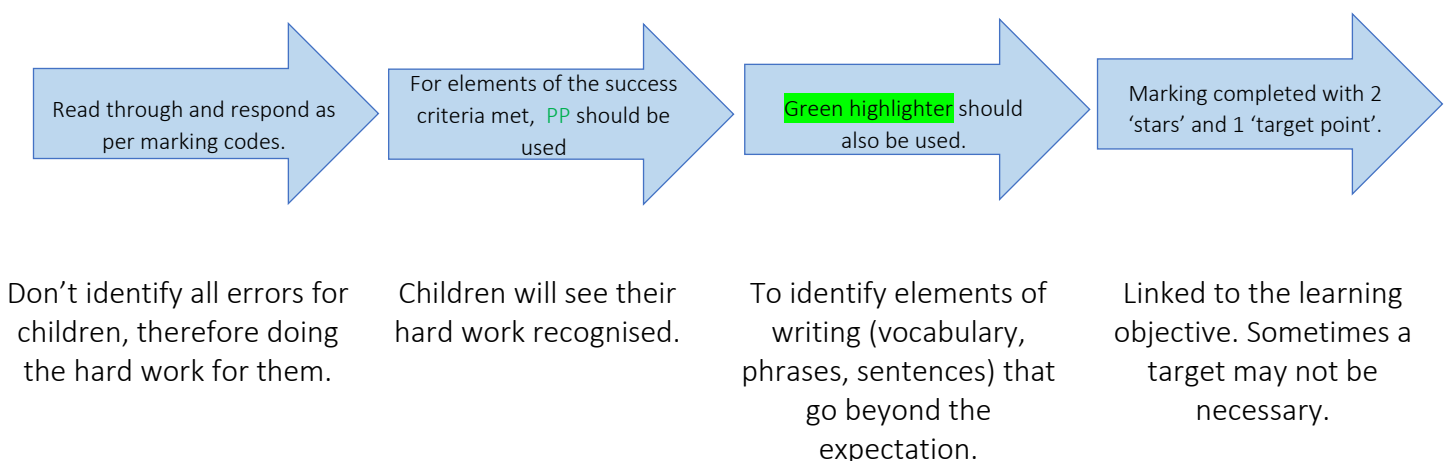
Marking Codes

<u>Code</u>	<u>When used</u>
sp	Spelling error made. Code identified in the margin
Ⓐ	Capital letter omitted. Letter identified with a circle around it.
○	Punctuation error. Misconception identified with a circle around it.
P	Punctuation error. Code used within margin for child to identify where misconception is on that line.
^	Missing word. Code used where word should be inserted. Teacher discretion as to whether word is written or whether child is expected to write the correct word when responding to feedback.
⓪	Finger space. Code used when adequate spacing between words is required.
//	New paragraph required. Code used in the margin to signify position where new paragraph should begin.
G	Grammatical error. Code used in the margin to signify where the grammatical error has been made.

Extended writing feedback and marking

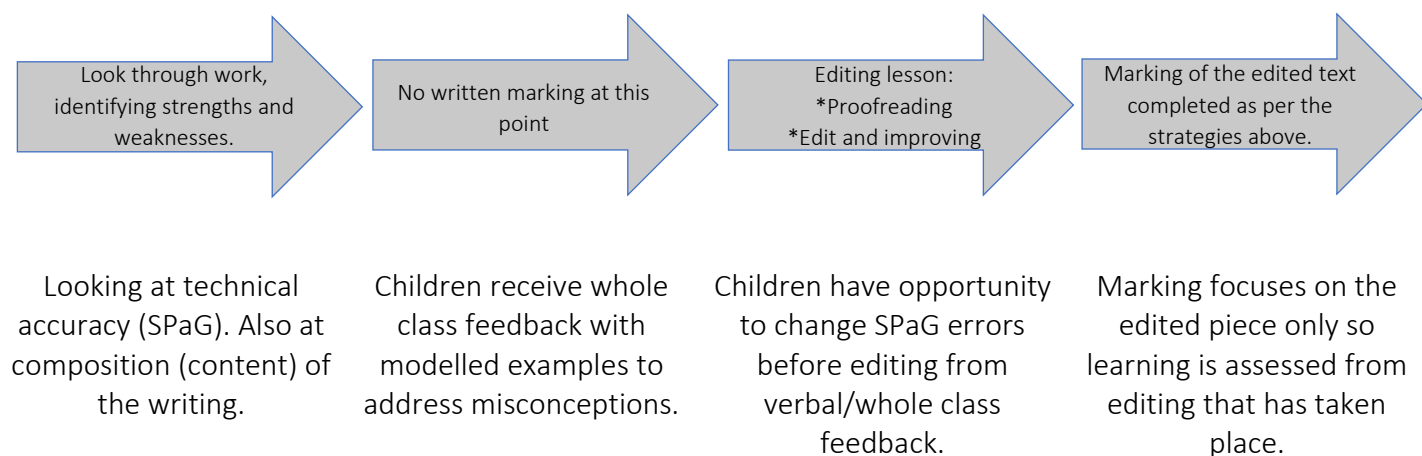
When extended writing lessons have taken place, there are two ways that written feedback can be given to pupils. The choice of feedback method is dependent on the writing genre, but it will be at the teacher's discretion as to which is applied.

Direct feedback given to pupils



Where necessary, children should then, as close to the lesson as possible, *preferably the next lesson to maximise impact*, have the opportunity to respond to this marking and edit their writing. Teachers may also want to give a further comment about writing, not linked to the learning objective or success criteria for children to take note of. This could be linked to expected spelling, punctuation or grammatical use within their writing.

Editing and improving after extended writing



Within the editing section, the teacher may show writing where a child has described a character very well, for example, pointing out what it is that has made the description so vivid. They may then share an example that needs developing - from an anonymous or fictional piece. Children would then suggest together how this might be improved. They could then read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in either **pencil** (longer passages) or **red pen** (slight adaptations to writing) - to help the teacher see what changes the child has made.

N.B. It is expected that both of these methods should be used across the academic year, with children regularly given the opportunity to edit and improve their writing as part of the writing process.

Extended Writing Feedback strategies – a summary:

<u>Strategy</u>	<u>Support Provided</u>
Extended Writing - Direct Feedback	<ul style="list-style-type: none"> Green highlighter used to identify particularly good examples of vocabulary, phrases, clauses of sentences that meet the learning objective or success criteria. PP within writing for direct links to the learning objective. Two 'star' comments linked to success criteria. Next step comments linked to success criteria, if appropriate. Teacher's discretion to add a further 'next step' as a specific focus for children to action that maybe linked away from the learning objective. For example, consistent misuse of apostrophes. Children to show that these comments have been acted upon within their editing and signing next to the comment or responding to the comment directly.
Extended Writing - Editing and improving	<ul style="list-style-type: none"> Whole class feedback given to highlight elements of good practice and where there are common misconceptions, punctuation errors and spelling mistakes. This will inform planning of the following session for children to proof-read and edit their writing. (See Appendix 3 for an example of the structure of this lesson).

	<ul style="list-style-type: none"> • After editing, books can be marked using the 'Marking in books' strategies above. • Two 'star' comments linked to success criteria. • Next step comments linked to success criteria, if appropriate. • Teacher's discretion to add a further 'next step' as a specific focus for children to action that maybe linked away from the learning objective. For example, consistent misuse of apostrophes. • Children to show that these comments have been acted upon within their editing and signing next to the comment or responding to the comment directly.
Stamps	<ul style="list-style-type: none"> • Stamps may be used by teachers to reinforce learning but should not be used to replace the above strategies.

Homework

Homework in Prep School

The purpose of homework in the Prep School is to consolidate the learning that has taken place, not just in recent lessons, but also to further embed key literacy and mathematical concepts. This includes, but is not limited to: **number sense including key concepts involving place value and the four operations; spelling, grammar and punctuations use and application and reading decoding, fluency and comprehension.** A homework timetable is created and distributed at the beginning of the school year outlining which subjects the children have homework in when homework is due in.

Non-completion of homework in the Prep School

In exceptional circumstances, where homework could not be completed, parents should provide a **note** to the class teacher either via email correspondence or a note made in the child's planner.

In instances where homework is not completed and/or handed in at the correct time, a behaviour mark is added to SIMS. Please see the Behaviour Policy for more information regarding behaviour marks.

We offer a **homework club** after school each day to provide a positive and productive environment for pupils in Years 3-6 to complete their homework in school.

Pupil responsibilities

Pupils in Years 3-6 must check the homework details on OneNote.

Homework is set on a Friday and due in the following Wednesday. This allows the children to complete their homework around their other external commitments and begin to understand about effective time management. Also, if children find a piece of homework too difficult, they always have time to liaise with their class teacher to address any misconceptions. If a child is unable to complete their homework, they should always speak to their teacher before the deadline in order to ask for help or to request an extension.

Parents are asked:

To take an active interest in their child's work at home and support wherever appropriate. This includes either listening to their children read or modelling reading to their child on a regular basis.

Homework in Senior School

Homework is used to reinforce and extend the work done in class. Homework completed independently allows teachers to measure pupils' knowledge and understanding and inform teaching. It is also a vital aspect of encouraging self-motivation and independent study in pupils.

Purposes

The purposes of homework are to:

- support the aims of the school in helping to raise pupil achievement and attainment
- encourage pupils to develop the confidence and self-discipline to work on their own, an essential skill for adult life
- extend school learning, for example through additional reading or research
- enable pupils to devote time to particular demands such as GCSE course-work or project work

- consolidate and reinforce skills and understanding
- support the home/school relationship.

Homework Feedback

All homework will be marked by staff, in accordance with this policy.

Timings

- Year 7 – 9 should spend 30 minutes on each piece of homework.
- Years 10 & 11 should spend 40 minutes on each piece of homework.
- Sixth form work requires a longer-term strategy which is discussed with pupils by teachers.

Structure of homework

- A Lower and Middle School **homework timetable** is created and distributed at the beginning of the school year, outlining which subjects pupils have homework in, and on which nights it should be done. Usually there are two or three pieces per night.
- Senior homework is designed to be done **on the night** that it is set. It is important that pupils do this, so that a 'backlog' of homework does not develop.
- Homework will be recorded on 'Show My Homework' or in assignments on Teams

The **nature of homework** changes from time to time. It might, for example, be something to learn for a test or a piece of coursework to be completed over several weeks, or a research assignment.

We offer a **homework club** after school each day to provide a positive and productive environment for pupils to complete their homework in school.

Non-completion of homework:

In exceptional circumstances, where homework could not be completed, parents should contact the subject teacher to inform them of this and agree a new deadline.

Pupils who miss lessons unexpectedly must see the subject teacher as soon as they return, in order to catch up on homework.

Pupils who miss lessons for anticipated reasons (e.g. an authorised absence from school) should see the subject teacher before the absence to collect homework.

In instances where homework is not completed and/or handed in at the correct time in the Senior School, where no parental note is received, teachers will use their professional discretion to either issue a new deadline, or, for a repeated offence, to issue a lunch-time supervision. Lunchtime supervisions are overseen by members of the academic leadership team and last for 35 minutes. They take precedence over any co-curricular activities. Pupils spend their time reflecting and responding to set questions. When a subject teacher feels that the efforts of the pupil on a certain piece of homework or lesson are not reflective of their abilities, pupils may be required to spend a break time or lunchtime with that teacher re-doing the work. Again, this takes precedence over any co-curricular activities. Parents, Tutors and Heads of School are notified of detentions. Teachers should enter the details of the issue and sanction in the Behaviour and Achievement section of iSAMS

Pupil responsibilities

Pupils must check the homework details on MS Teams and note the date the work is due to be handed

in.

Pupils should do their best with each piece of work. If some of the homework is too difficult, they should ask for help from their teachers. They should not complete the work with a parent as this will provide misleading information to the teacher as to the child's understanding of the work.

Parents are asked:

To take an active interest in their child's work at home rather than just insisting that it is done. This sustained, active interest can make a huge difference to the quality of work produced, their attitude towards homework, and eventually their achievements in public examinations.

Marking and feedback

Marking is a key form of Assessment for Learning, giving teachers a clearer understanding of pupils' progress, and enabling a response that moves each child forward in their learning.

Marking should be regular and thorough: Pupils' work should be marked every fortnight, with feedback on work provided in a timely fashion. Individual Faculties and subjects will develop and implement their own subject-specific additional marking practices as appropriate, however all marking must meet the following criteria:

- Marked work should be returned in a timely fashion, so that it is still 'fresh' in the minds of pupils, and improvements can be made in response to feedback.
- All marking must be dated, initialed by the teacher and graded where appropriate. The grades are recorded on Show My Homework and in exercise books or on Class Notebook.
- All pupil work will be acknowledged in marking. This is important in recognising the effort and time spent on all written work by pupils. Pupils should be receiving in-depth detailed feedback on their work regularly. For shorter or less significant pieces of work (e.g. note-taking, drafted work, planning for oral or visual work, etc.), a tick may be used, and/or brief comments given.
- Targets should be regularly set that provide the pupil with the opportunity to put improvements and/or new techniques into practice in relation to previous Learning Objectives and topics of study. Targets should be clearly indicated with a T.
- Time should regularly be set aside at the beginning of lessons and/or homework for pupils to act on comments and targets made by the teacher.
- When marking books, teachers should look back on past targets, and acknowledge where targets have been met.
- Where a conversation takes place about the work between pupil and teacher, this may be indicated in the book by the teacher, e.g. through teacher initial and date, or using a 'verbal feedback given' stamper and date. Pupils should then make their own comment alongside the stamp to show their understanding of what was discussed.
- Where possible, all teachers must correct errors in spelling and/or grammar using the literacy marking symbols. Whilst this should not overpower the pupil's work, serious repeated errors must be corrected. In addition, Faculties may have subject specific marking symbols. If this is the case, pupils will be issued with a subject symbol making guide.
- Teachers may wish to use structured peer- and/or self-assessment in class to provide prompt feedback for pupils. If used, pupils must be issued with marking/success criteria against which they can assess. When such work is then marked the teacher should check pupil comments and corrections, amending as necessary, and acknowledge the work by ticking.
- Use of credits, stamps and stickers provides positive reinforcement, encouragement and motivation for pupils. Individual Faculties may also develop other methods of recognising success and/or effort which may include emailing parents to congratulate a pupil on their achievement or effort.
- Marking should make reference to presentation of work.
- Additionally in the Prep School, teachers follow the marking guide. Green, Purple and Red ink is used to guide the marking and learning in the books (Please refer to the Prep marking policy).

Marking should be used by teachers to inform their planning, and to inform reporting. With this in mind, a balance of summative and formative assessment techniques should be used: e.g. for some work, teachers may wish to provide comment-only marking, with an emphasis on practising techniques and raising pupil confidence; for other work, Radnor House Sevenoaks' grades or examination criteria may be used. Work at KS3 should be graded from 1-8. Grade 9 is not awarded at KS3.

As well as awarding grades for attainment, teachers may wish to use effort grades on pupil work.

All marks and grades given must be understood by pupils. Pupils should be aware of target grades, and of grade criteria. Each subject or class teacher should explain their marking and grading system and this can be most easily done by issuing an explanatory sheet to be placed in books or files.

Grades attained in half termly/termly assessments should be recorded in the Faculty mark book and, where it represents the current achievement grade (CAG), on SIMS. This is overviewed and maintained by the Head of Faculty or Subject Leader. The baseline data (Midyis Y7-9, Yellis Y10-11, Alis 12-13) must be included in the Faculty mark books as soon as this information is made available by the Assistant Head Data and Tracking. Scores of over 125 in CEM data are in the top 5% nationally and should be noted.

Other points regarding the marking, assessment and recording of pupils' work are covered in the relevant sections of the marking, school assessment, recording and reporting policy.

Sixth Form marking:

There will be some variation in approaches taken, as subjects differ widely at advanced level. For more specific detail on each subject's approach, please refer to subject handbooks.

Sixth Formers should receive regular and thorough feedback on extended work and examination-style work. Feedback should enable students to make progress. In addition, Sixth Formers' notes and wider research should be periodically checked to ensure accuracy and completeness.

Appendix D Assessment and Reporting

At Radnor House Sevenoaks we use a combination of informal, frequent assessment for learning and more formalised written assessment across subjects to gauge and track pupil progress in learning. We adjust our teaching in relation to pupil attainment, and use formal assessment data alongside homework, classwork and teacher judgement to inform regular reporting.

Assessment:

Our assessment is underpinned by the following key principles:

- Assessment should inform planning and delivery of lessons
- Assessment should be used as the basis for academic and/or pastoral intervention where appropriate
- Assessment should be accompanied by regular formative feedback (both written and spoken) so that pupils clearly understand how to improve
- Assessment should inform reporting, so that parents can support their child and work alongside the school to enable their achievement
- Assessment and quality first teaching strategies should be used to support and differentiate for pupils.
- Pupils should be encouraged to celebrate their own success, and to see setbacks as something 'not yet' learned, rather than comparing themselves with others.
- Pupils should be able to comment on how well they think they are doing and be able to identify the next steps in their learning.
- The Academic and Pastoral teams and/or Head will review reporting data to monitor and track the efficacy of learning and teaching within the school, and to ensure individual needs are being catered for.

To fulfil these principles, teachers need to observe these behaviours:

- Pupils being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in identifying their next steps in learning or setting realistic targets for their subsequent work as they get older;
- Teachers using the results of their assessment to set work which challenges and stretches their pupils;
- Effective planning for teaching and learning which recognises the full range of achievements of all pupils by focusing on how pupils learn;
- Recognising assessment as central to classroom practice;
- Assessment being regarded as a key professional skill for teachers;
- Sensitive and constructive practices because any assessment has an emotional impact;
- Taking account of the importance of learner motivation;
- Promoting commitment to learning goals and a shared understanding of the criteria by which pupils will be assessed;
- Providing constructive guidance for pupils about how to improve;
- Developing the pupils' capacity for self-assessment and recognising their next steps and how to take them;

Prep School

Baseline Assessment

- Reception pupils sit the GL assessment Baseline test which assesses their Literacy and Maths skills and provides a baseline for the year and enables us to identify needs early as well as identifying our likely higher attaining pupils that may meet their ELG (Early Learning Goals) early.
- All pupils in Years 4-6 sit CATs (Cognitive Ability Tests) which assesses verbal, quantitative, non-verbal and spatial ability and provides a cognitive profile for each student to show learning potential. This informs teachers planning ahead for the year and also helps to identify any pupils who need to be monitored and supported due to low standardised scores (below 85) or high standardised scores (above 115).
- Pupil Progress Meetings are held after results are collated and before these results are shared with parents to enable class teachers to set actions and discuss any pupils of concern or note. This also allows teachers time to contact any parents before results are shared to discuss any matters needed. Pupil progress meetings are held in the Autumn, Spring and Summer terms with teachers from Pre School-Year 6 to discuss data and agree actions needed such as a pupil referral to the SENDCO or additional stretch and challenge measures to put in place for a higher attaining student.

CATS, Baseline and PiRA (mentioned later), are nationally standardised tests that allow the school to understand the strengths and weaknesses of its pupils in a national context and can aid in setting internal academic targets.

Ongoing Assessment

- Our Preschool and Reception classes follow the EYFS curriculum and input baseline data and termly data into SIMS following Development Matters. We have updated our tracking to reflect the changes to Development Matters and assessment in EYFS. Pupil progress meetings are held to discuss baselines for pupils.
- In Years 1-6 we have the 'Radnor Levels' assessment system that is a termly monitoring and tracking system. Teachers have digital markbooks that contain objectives that need to be taught in Reading, Writing and Maths. Teachers track all pupils individually on these markbooks to enable them to see which skills children have learnt or mastered and which skills or concepts need revisiting each term.
- At the end of each term teachers will complete an 'assessment week' with pupils in Years 1-6 that consists of:
 - A piece of 'Progress in Writing' of which a small sample from each year group will be moderated across the prep school to agree judgements.
 - A PiRA (Progress in Reading Assessment) which gives us a standardised score and reading age for the pupils is shared with parents at the end of the term. along with grades for pupils.
 - A White Rose maths assessment consisting of a reasoning paper and an arithmetic paper.

The teacher will use this information alongside their teacher judgment to make a 'best fit' judgment of pupils and their learning for that term. This information is reported to parents termly and is based on content and skills taught during that term.

Senior School

Baseline Assessment

- New pupils in **Years 7 to 9** sit the MidYIS (Middle Years Information System) which assesses mathematics, vocabulary, non-verbal and skills. The test also provides indicators of future GCSE grades in all subjects. All pupils also sit the NGRT and progress over the three years is tracked.
- Year 7 pupils are screened for signs of Dyslexia or other processing difficulties using the GL Exact test. This literacy tests assesses word recognition, spelling, reading comprehension and dictation (typing and spelling) and signals areas of weakness likely to compromise a pupil's access to the curriculum and exam performance. If there is a concern about a pupil's literacy skills, follow up assessments are carried out using the GL Dyslexia Portfolio.
- In Year 9, all students are screened again using GL Exact test to establish the need for exam access arrangements. Using the same test as that used in Year 7 allows us to make direct comparisons for progress.
- **Year 10** sit the Ye11IS (Year 11 Information System) which assesses mathematics, vocabulary, and patterns skills. The test also provides indicators of likely outcomes at GCSE and this data is used to set pupil My expected grades (MEGS).
- **Year 12** students sit the ALIS (Advanced Level Information System) which assesses vocab, maths and non-verbal skills. It provides indicators of future AS and A level grades and this data is used to set pupil My expected grades (MEGS).

ALIS, YELLIS, MidYIS, are nationally standardised tests that allow the school to understand the strengths and weaknesses of its pupils in a national context and can aid in setting internal academic targets.

Reporting:

Prep School

Reporting is used to help drive pupil progress and plays a vital part in communicating with parents. The reporting system at Radnor House Sevenoaks Prep School is based on our core values and 'Radnor Levels'. The Behaviours for Learning and Achievement reports measure an individual student's personal progress and how they have achieved that term. The achievement grade awarded is measured against Year group criteria.

Parents receive a full written report once per year and are invited to attend an academic parents' evening twice per year. These are crucial opportunities for communicating important information to parents regarding their child's academic progress to date in each subject. In the Prep school it is expected that any academic concerns are communicated to parents as soon as they arise and that teachers do not wait for reports or parents evening to share this information.

Forms of Reporting in the Prep School

- Behaviours for Learning grades 1 – 4, where 4 is exceptional, (twice termly)
- Radnor Levels based on -Working towards, Achieving and Greater Depth, (once termly)
- Full Written Reports (once a Year)
- Parents' evenings

The reporting schedule for 2023 2024 is below.

The Behaviours for Learning, and Behaviours for Learning and Achievement Reports are based on three of the Radnor House Sevenoaks Values; Respect, Courage and Perseverance as detailed below and are graded from 4 (highest) to 1 (lowest). In the Prep School, in order to allow the children to develop a full understanding of what these Behaviours for Learning might look like, we have developed age specific descriptors which are detailed in the pupil planners for children in Year 1 – Year 6.

Prep Assessment and Reporting Schedule 2023 2024

Prep Assessments	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Baseline Assessment	Pre Prep moderation in Pre Prep meeting <i>EYFS assessment information into SIMS by and pupil progress meeting</i>	Whole School Moderation	<i>EYFS assessment information into SIMS and pupil progress meeting</i>	Whole School Moderation	EYFS ELGs into SIMS ELG progress sent with full reports.
In class assessments		PIRA test WR termly maths test Progress in writing- moderation to be completed – this will happen during pastoral meetings informally to reintroduce moderation.	Whole School Staff meeting- moderation meeting.	PIRA test WR termly maths test Progress in writing	Whole Schol Staff meeting- moderation meeting.	PIRA test WR termly maths test Progress in writing
BfLs and RH levels- due dates	BFL grades due into sims- BfLs send to parents-	BfLs and Radnor levels- BfLAs and RH levels send to parents	BFL grades- BfLs send to parents-	BfLs and Radnor levels-- BfLAs send to parents-	BfLs and Radnor levels- Marksheets open- BfLs send to parents-	BfLs and Radnor levels- Marksheets due- BfLAs send to parents-
Other assessments	CAT testing- years 4, 5 & 6 only- W/C 28th September		January GL PASS assessments completed <i>20 minute computing slot date to be confirmed</i>			
Report timelines				Report guidance meeting	Complete reports Reports to a peer to proofread by the	Reports due on SIMS - final reports due into SIMS with corrections made Reports to Proof-reader- Note for EM- PROOFREADER

						Full reports send to parents-
Parents Evenings		† Thursday 11 th November 4-8pm		† Parents evening + specialists : Tuesday 1 st March and Thursday 3 rd March Second prep Parents evening		*Parent information evening for New Year groups Monday 27 th June Move up afternoon Tuesday 28 th June

Legend:

† Parents evenings: This is an opportunity for parents to meet with their children's teacher and with specialists (Specialists Spring only). Information as to how to make appointments will be made available through the school bulletin and MSP.

*This event which normally takes place at the end of the Summer term in preparation for the new academic year. This is an opportunity to meet the class teacher for the next school year and receive information about the next year.

BfL: Behaviours for Learning Reports. Children are graded on their courage, respect and perseverance in each subject, 6 times a year, once in each half term.

BfLA: Behaviours for Learning and Achievement Reports. In addition to the reports above, the children are graded on their achievement in Reading, Writing and Maths. 3 times a year in Autumn 2, Spring 2 and Summer 2.

Full reports: Teachers will give in-depth feedback on student performance in each area of school life and in every subject.

Senior School

Assessment and reporting is used to help drive and support pupil progress and plays a vital part in communicating with parents. The assessment and reporting system at Radnor House Sevenoaks is based on our core values, MEGS (My Expected Grades, agreed by parents, teachers and pupils in Learning Conversations) and CAGS (current achievement grades). The Behaviours for Learning and Achievement reports measure an individual student's personal progress against their personal targets. The achievement or excellence grade awarded is a **projected** grade measured against Key Stage three/GCSE /A Level criteria and based on CEM data and teachers' judgments.

Parents receive a full written report once per year and are invited to attend an academic parents' evening once per year. Both of these are crucial opportunities for communicating important information to parents regarding their child's academic progress to date in each subject.

Forms of Assessment and Reporting:

- Behaviours for Learning grades 1 – 4, where 4 is exceptional, (twice termly)
- Achievement/ excellence grades – 1-9, based on GCSE projected grades, (once termly)
- Full Written Reports (once a Year)
- Mock Report cards for Year 11 and 13 using GCSE and A-Level grades
- Parents' evenings

The reporting schedule for 2023 2024 is below

The Behaviours for Learning, and Behaviours for Learning and Quality of Work Reports are based on **the following criteria:**

Behaviour for Learning	Definitions
Behaviour	The way we behave towards school life and others and the attitude we offer, including demonstrating our core value of respect
Effort	Amount of work put into each task and the level of determination to succeed, including demonstrating our core values of courage and perseverance
Organisation	Being prepared for all eventualities, ensuring that the correct equipment is brought to class, punctuality is maintained and deadlines are met

Work Quality	This is based on the day-to-day quality of work produced and benchmarked against baseline data and teachers' professional knowledge of the pupils. This section is rated with 'Working Towards, Expected or Exceeding' only.
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Descriptors	
Exceptional	Well above the expected standard for age and stage
Exceeding	Above the expected standard for age and stage
Expected	In line with what is expected for age and stage
Working Towards	Developing in this area towards an expected level for age and stage
Of Concern	Not yet demonstrating positive behaviours in this area for age and stage

Assessment and Reporting on Achievement(Year 9 - Year 13, Target Grades and On Track to Achieve Grades)

Pupils preparing for public exams will have their progress tracked against an aspirational target grade. These target grades are set by teachers and based on both baseline data and the assessments made of that student in the classroom. The 'On Track to Achieve' grade will provide a clear indication of the likely outcome at GCSE or A Level should they continue on their current trajectory. Where a student is not on track to achieve their target grade, guidance will be given as to how they should adapt their working habits to improve their chances of a better outcome.

Senior School - Reporting schedule for 2023-2024

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
04/09/2023	Meet the Tutor (7/9)					Meet the Tutor (7/9)	
11/09/2023							
18/09/2023		Learning					
25/09/2023		Conversations					
02/10/2023				BfL (3/10)	BfLA (3/10)		BfLA (3/10)
09/10/2023	BfL (10/10)		Learning			BfL (10/10)	Learning
16/10/2023			Conversations				Conversations
23/10/2023							
30/10/2023							
06/11/2023				Learning	Exams (Sports Hall)		
13/11/2023				Conversations			
20/11/2023					BfLA (21/11)		
27/11/2023	Parents' Evening (30/11)	BfLQ (28/11)	Full Report (28/11)		Learning	BfLA (28/11)	BfLA (28/11)
04/12/2023				BfLA (5/12)	Conversations	Learning	Parents' Evening (5/12)
11/12/2023						Conversations	
18/12/2023							
25/12/2023							
01/01/2024							
08/01/2024							

15/01/2024		Full Report (16/1)	Parents' Evening (16/1)				
22/01/2024				BfLA (23/1)	Parents' Evening (23/1)		BfLA (23/1)
29/01/2024	Learning					Full Report (30/1)	
05/02/2024	Conversations						
12/02/2024							
19/02/2024					Mocks (Sports Hall)		Mocks (Sports Hall)
26/02/2024	Full Report (27/2)				Mocks (Sports Hall)		
04/03/2024							Full Report (5/3)
11/03/2024		BfLQ (12/3)	BfLA (12/3)	BfLA (12/3)	Full Report (12/3)		
18/03/2024				Parents' Evening (18/3)		BfLA (19/3)	
25/03/2024							
01/04/2024							
08/04/2024							
15/04/2024							
22/04/2024			Core Exams (Sports Hall)		BfLA (23/4)	Exams (Sports Hall)	BfLA (23/4)
29/04/2024							
06/05/2024		Parents' Evening (8/5)	BfLA (7/5)	BfLA (7/5)		BfLA + UCAS Grade (7/5)	
13/05/2024	BfLQ (14/5)					Parents' Evening (14/5)	
20/05/2024							

27/05/2024							
03/06/2024				Exams (PAT/SSH)			
10/06/2024	Core Exams (Classrooms)	Core Exams (Classrooms)					
17/06/2024				Full Report (18/6)		BfLA (18/6)	
24/06/2024	BfLQ + Exam Results (25/6)	BfLQ + Exam Results (25/6)	BfLA (25/6)				
01/07/2024							

Legend:

† **Parents evenings:** This is an opportunity for parents to meet with their children's subject teachers and tutor. Information as to how to make appointments will be made available through the school bulletin and MSP.

Learning Conversations: These are conversations that take place between pupils, tutors and parents in which the pupil talks about their own learning and personal development and sets targets for the year ahead. My expected grades are set as part of these conversations.

BfL: Behaviours for Learning Reports. Children are graded on their effort, organisation, and behaviour in each subject. Tutors read these reports carefully with students to agree targets.

BfLQ: Behaviours for Learning Reports. Children are graded on their effort, organisation, and behaviour in each subject as well as quality of work. Tutors read these reports carefully with students to agree targets.

Full reports: Teachers, Tutors and the Head of School will give in-depth feedback on student performance in each area of school life and in every subject. Tutors read these reports carefully with students to agree behavioural and academic targets.

Appendix E EYFS Curriculum, Teaching and Learning

The 2023 Statutory Framework for the Early Years Foundation Stage covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Radnor House Sevenoaks works within this framework in its EYFS provision.

Radnor House Sevenoaks's aims and ethos for learning, development and care in the Early Years Foundation Stage

We believe that the Early Years are critical in children's development and that the EYFS builds a firm basis for future learning, development and independence. We know that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We understand that children learn to be strong and independent through positive relationships and this is further facilitated through providing enabling environments. Children's experiences are planned based on their individual needs and there is a strong partnership between practitioners and parents and/or carers. As children develop and learn in different ways and at different rates, learning opportunities are differentiated accordingly. We aim:

- To provide a happy, secure, well-ordered and stimulating indoor and outdoor environment, where children can develop as independent individuals through interaction with sensitive adults and other children.
- To offer a broad and ambitious curriculum which extends and develops mastery in previous learning and covers the seven areas of learning as set out in the Revised Early Years Foundation Stage Framework (Sept 2023).
- To ensure that children develop positive attitudes to learning, self-motivation, curiosity, confidence and responsibility.
- To provide children with first-hand learning experiences rooted in purposeful play in which they can become actively engaged, expressing thoughts, ideas and feelings.
- To develop the whole child personally, socially, spiritually, emotionally, physically and intellectually.
- To foster and maintain strong partnerships with parents and others including other professionals who are involved with the development of the child.

The areas of learning & development in EYFS

There are seven important and inter-connected areas of learning and development which shape educational programmes in the school's Early Years settings. These are:

3 'Prime' areas:

- Communication and Language ('Listening, Attention and Understanding' and 'Speaking')
- Physical Development ('Gross Motor Skills' and 'Fine Motor Skills')
- Personal, Social and Emotional Development ('Self-Regulation', Managing Self and Building Relationships)

4 'Specific' areas, through which the three prime areas are strengthened and applied:

- Literacy ('Comprehension', 'Word Reading' and 'Writing')
- Mathematics ('Number' and 'Numerical Patterns')
- Understanding the World ('Past and Present', People, Culture and Communities' and The Natural World'
- Expressive Arts and Design ('Creating with Materials' and 'Being Imaginative and Expressive')

The staff set high expectations for children's attainment and progress. Teaching utilises a balance of approaches and groupings, appropriate to the age and stage of the children and what is being taught. Sessions are organised so that there is a balance of teacher-led and child-initiated activities. The children's own interests and experiences are valued, and the ongoing planning and their learning takes these into account. Teaching includes the wider curriculum which promotes the development of the whole child, and which includes the opportunity to explore the unexpected. The Characteristics of Effective Teaching and Learning (playing and exploring, active learning and creating and thinking critically) underpin all planned activities and facilitated learning opportunities.

Planning in EYFS

Depth and mastery in early learning is key. Medium term planning (also known as Curriculum Maps) are produced each term and give an overview of the topics/themes that may be covered in the seven areas of learning and development during the term ahead (these are flexible to allow learning to be driven by the children's interests). Short term planning (including continuous provision) is produced on a weekly basis. These plans focus on each area of learning and development and on the learning objectives, resources and activities planned week by week to facilitate deep level understanding and utilisation of skills. However, it must be noted that although the short-term plans are divided into the seven areas of learning, development in all areas is very much interlinked and cannot and should not be viewed in isolation. All seven areas are equally valuable, necessary and important. On-going daily observational assessment informs future planning and are recorded using Tapestry online and through planning annotation. Therefore, a child's or group of children's individual needs will inform the planning for the next day or week. Planning, be it long term or short term needs to be flexible. The plans are working documents and are subject to change – depending upon the children's or a child's individual needs and interests at any given time and/ or other circumstances.

Assessment and Reporting in EYFS

Assessment in the EYFS encompasses initial, formative and summative assessment and all assessment arrangements are in line with those set out in the Revised Statutory Framework for the Early Years Foundation Stage 2023 and the SEND Code of Practice (2015). Initial meetings with children and parents, taster sessions and open afternoons, and individualised settling models inform much of our initial assessment. Baselining takes place in both Pre School and Reception through planned and captured opportunity observations and in addition to this, Reception use GL Baseline Assessment, within the first 6 weeks of a child joining. On-going, and daily observational assessment is recorded using Tapestry, an online platform. Parents are also encouraged to upload photos and comments about experiences out of school and this is a valuable tool that further informs the child's 'developmental story'. The children's individual Learning Journeys on Tapestry are a source of great pride, and once a week, the children are

given the opportunity to share their journeys with their peers during a carpet session. Future planning is embedded in ongoing assessment, enabling activities to be planned to meet the needs of both individuals and groups of children. Practitioners record baseline levels in Autumn 1 to enable target setting and then levels are added to SIMS once a term to track and analyse development.

In addition to ongoing Tapestry observations that parents have access to, we also compile a formal written 'Progress Check at Age Two' when children between the ages of 2 and 3 join Radnor House Sevenoaks, unless they have already received a formal Check from a previous setting. All parents of EYFS children are invited to a parent consultation session during the first term in which settling, progress and targets are discussed. During the second term, all parents have the opportunity to again meet with practitioners. In the third term, all parents receive a formal end of year written report (unless they have received a written Progress Check at Age 2 within this term already). Children new to the setting in this final term, but who already have a Check, receive a Settling In report. These consist of reports from the class teacher and from subject specialists in PE & Swimming, Music, Drama, Computing (Reception) and French. An Early Learning Goals and Good Level of Development report is also included within the end of year report for Reception children. In addition, A 'Behaviours for Learning Report', which continues into Key Stage 1 and 2, is produced in the final term for Reception children.

The 'open door' approach enables parents and teachers to discuss the progress and development of their children informally on a regular basis. However, parents are welcome to arrange a time to discuss matters further should they wish to. There are also termly 'Stay and Play' opportunities for parents to discuss their child's Learning Journey.

Learning and development in the EYFS

Learning and development in Pre School and Reception take place through a wide range of holistic adult-directed and child-initiated activities and continuous provision across all seven areas of the EYFS curriculum.

Learning through high quality play, supported by well organised environments and first-hand practical experiences provide the children with the opportunity to develop in all seven areas. We call this 'Busy Time'. It provides a time in which the children can experiment freely, put their learning into practice, develop their ability to share, take turns, plan, negotiate and communicate their thoughts and ideas with others. In the Pre School, the majority of the day is timetabled between topic/theme/child-initiated activities (Busy Time). The role of the practitioner may change from facilitating an enabling environment, sometimes making time and space available for children to invent their own play and sometimes joining in sensitively to support and extend children's learning. This enables the children to choose and move freely between adult directed and child-initiated activities. The children gather together either as a whole class or in differentiated, smaller groups for: Phonics, Maths and Literacy learning, Circle times, story times, Music, Performing Arts, French, P.E, Forest School and Swimming.

In Reception, similar to Pre School, learning through play and other child-initiated experiences (Busy Time) form a valuable and necessary part of the children's day. However, there is an increase in adult directed activity and guided learning, which supports the pedagogy which underpins the Revised EYFS Curriculum. Lessons aim to be as practical and as multisensory as possible with a range of play based activities involved within them. Art/design activities are often added to enhance or reinforce knowledge and understanding in all areas of the curriculum. Computing is incorporated into all areas of learning and daily life. The use of, for example, iPads, Bee-Bots, CD players, digital cameras, talking albums and voice recorders, are planned regularly through both child initiated and adult led activities. Most lessons involve the IWB for

whole class, small group or individual work and the children often choose to use the IWB during Busy Time. Additionally, Reception children have an hour's discrete Computing per week.

Phonics begins as soon as children join us in Pre School, with Phase 1 phonics being taught through both timetabled discrete sessions and cross curricular activities. When children are ready, quite often in the term before they go into Reception, practitioners introduce the systematic synthetic phonics programme 'Read Write Inc. Nursery'. RWI continues in Reception and beyond, where children take part in daily, rigorous, discrete phonics sessions. Handwriting is taught alongside this with children being exposed to both pre-cursive and non-cursive depending on their ability. Reception practitioners begin to incorporate White Rose Maths into both their planned discrete maths sessions and also continuous provision activities. All early years' children also have access to a wide range of play-based resources/activities designed to encourage them to develop mathematical awareness and understanding.

- Subject Specialists

There are Subject Specialist Teachers in Pre School and Reception covering the following areas: French, Music, Drama, P.E and Swimming and in addition, Computing for Reception children. Our Forest School providers are also EYFS practitioners working within our setting.

- Co- Curricular

Children in the EYFS are offered a range of co-curricular clubs during and after the school day. including Mini Tennis, Taekwondo, Ballet, playdough club, Gymnastics and After School Care Club to name a few.

- Homework

Homework is introduced in Reception. English is linked to weekly phonics learning, along with 5-10 weekly spellings that share a common phoneme or a list of RWI 'red words' to consolidate in-class learning. Maths homework incorporates number fluency activities via MathsShed or shape, space and measure consolidation activities. Homework in reading is introduced as and when appropriate for each individual child. Homework should last no longer than 20 minutes at this age and stage. The purpose of homework in Reception is to reinforce work that has been carried out at school. It also helps to develop good 'homework habits' from a young age and build on the importance of the home/school partnerships.

Home/School Communication

The importance of home school partnership is valued strongly at Radnor House Sevenoaks. Parents are encouraged to attend class assemblies, concerts, celebrations, sporting events, curriculum workshops, Stay and Plays, afternoon teas and volunteer to help on school trips. Parents are also encouraged to join the FoRH7 and become a Parent Rep and attend half termly Class Rep Meetings. Parent Bulletins every Wednesday contains curriculum coverage, information about up-and-coming events and celebrate the children's achievements.

On a daily basis, the main form of communication is through the 'Pre School Log' and the Reception 'Pre Prep Planner', with homework and observations being posted on Tapestry in Reception. All pupils in Pre School have a 'Key Worker' who is the first point of contact for parents and carers, in addition to the room leaders. Key Workers also oversee their key children's Pre school logs and Tapestry journals. An 'open door' approach is encouraged throughout the whole school, but particularly so in the Early Years Foundation Stage. Parents/carers bring their children into the courtyard every morning and are free to talk to the class teachers and key Workers with regard to any matters. If further time is needed to discuss a matter a mutually agreed time is made to do so. Similarly, at the end of the school day, parents are free

to speak to their child's class teacher. Parents/carers are encouraged to ensure either the teacher or teaching assistant is aware of any changes with regard to the collection of their child, together with any other important information through either verbal communication or the logs/ planners.

EYFS Transitions and Links with Prep

In addition to a personalised settling model for Pre School children, and optional staggered start models for Reception children at the beginning of the year, during the year Pre School and Reception (and KS1) work closely together and attend, for example, workshops, assemblies (both Pre Prep and Whole School), Sports Day, summer picnics, fund raising days and EYFS/ KS1 events together and sometimes with the rest of the Prep School. They also take part in whole school initiatives and activities, including competitions. Year 6 Pre Prep prefects work closely within EYFS. The children and staff also mix within the outdoor settings. In this way, the Pre School children are already familiar with the Reception staff and the environments and the same applies to the children moving into Year 1. During the last week of term EYFS children spend part of a morning in their new class to further familiarise themselves with their new surroundings, the members of staff and learn a little of their new routine. Children new to the school similarly attend the morning and often come for a taster day during the Summer Term. At this time, handover discussions take place between class teachers in which information is exchanged regarding each child's development, medical and dietary needs and any other relevant information. SIMS data is shared, along with Reception ELG levels, targets and BfLs for each child.

Staff links in the EYFS

Whole staff Pre Prep meetings take place every other week. Informal discussions take place frequently between all EYFS staff and other Prep staff and practitioners across Prep are encouraged to observe in EYFS. Similarly, EYFS staff are encouraged to observe older year groups. The Head of Pre Prep is a member of the Prep Leadership Team which meets weekly. The Pre School room managers, Reception teacher and Head of Pre Prep attend whole staff meetings once a week and relay relevant information to other EYFS staff. EYFS staff also attend whole school subject meetings where applicable.