



## **CURRICULUM POLICY**

**(Updated Summer 2017)**

### **AN OVERVIEW**

#### **AIMS**

- To provide a broadly based and balanced curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- To provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with EHC.
- To enable pupils to acquire skills in speaking and listening, literacy and numeracy
- Where a pupil has an ILP, to provide education which fulfils his/her requirements
- To provide personal, social and health education which reflects the school's aims and ethos
- To enable all pupils to have the opportunity to learn and make progress
- To provide pupils with adequate preparation for the opportunities, responsibilities and experiences to life in British society
- To provide for pupils below compulsory school age a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

#### **IMPLEMENTATION**

All pupils have entitlement to the whole curriculum. This will be achieved through the following elements of our educational provision:

##### **Quality of Teaching and Resources:**

Documents relating to the planning of work, class management, resources, display, subject expertise, department development and subject handbooks

##### **The Curriculum:**

Schemes of work, prep/homework, presentation, examinations, scholarship pupils, learning support, timetable, extra-curricular activities, staff

##### **Assessment, Recording and Reporting:**

Management and monitoring of assessment, curriculum planning, assessment as an ongoing process, marking and feedback, end of year assessments and tests, recording evidence of pupil achievement, tracking and mapping progress, reporting to parents, staff and transferring schools

**SEPARATE AND DETAILED POLICY STATEMENTS FOR THESE THREE ELEMENTS ARE INCLUDED IN THIS DOCUMENT**

***Careers guidance can be seen in the careers policy.***



## **ROLES AND RESPONSIBILITIES**

- Each and every teacher is responsible for the implementation of this policy.
- The Head has overall responsibility for curriculum delivery.
- The Director of Studies has responsibility for overseeing the implementation of this policy.
- Heads of Department oversee subject planning and delivery in all areas of their departments.
- Subject coordinators in the Pre-Prep liaise with Heads of Department over curriculum delivery.
- Teachers are responsible for subject planning, organisation, delivery and pupil assessment.

## **MONITORING AND EVALUATION**

- The Management Team through Staff Appraisal and lesson observations.
- The Heads of Department through lesson observation and liaison with the Director of Studies
- Through discussion and feedback at Departmental and Staff meetings.
- Through assessment of the implementation by individual staff.
- Through the annual department review enabling ongoing improvement to be built into the School Development Plan.
- Class Teachers, Form Tutors and Subject Teachers through evidence of pupil assessment and record keeping.
- Through analysis and evaluation of data provided by assessments at the end of relevant key stages.
- Tracking information is evaluated and analysed to monitor progress for pupils including specific groups and trends



## POLICY STATEMENT ON QUALITY OF TEACHING AND RESOURCES

**APPLICABLE TO:** All Teaching Staff

### **IMPLEMENTATION IN LINE WITH THE AIMS OF THE CURRICULUM POLICY:**

#### **PLANNING**

All teachers are required to produce Schemes of Work for each subject taught, in line with the agreed Programme of Study of the relevant department. Depending on the age group/s taught, teachers must have knowledge of Early Learning Goals, the National Curriculum, the National Literacy and Numeracy Strategies, Common Entrance, scholarship expectations, 11+ and End of Key Stage One and Two requirements. Educational experience for children beyond the examination requirements is encouraged.

All teachers are required to produce detailed Medium Term plans before the start of each new term. These plans should state clear learning objectives, teaching strategies and activities, class grouping for differentiation appropriate to pupils' needs, interest and abilities, details of what is to be assessed and how, resources to be used and a section for evaluation to be completed when the plan or topics within the plan have been delivered. The assessment and evaluation should help to guide future planning. It is expected that the use of ICT will be incorporated into the Medium Term plans. Copies of this documentation should be sent to the Heads of EYFS/Key Stage 1 and Heads of Department before the start of the new term.

All teachers are issued with an Educational Planning book to record their day-to-day lesson plans.

ILPs for pupils identified with special educational needs are produced with the help of Learning Skills Staff (see Learning Skills Policy).

#### **CLASS MANAGEMENT**

Each member of staff is responsible for maintaining a secure, calmly-controlled and stimulating atmosphere in lessons, for using a variety of teaching methods that are engaging, motivating and challenging, enabling pupils to progress at a suitable pace.

Each class in the Pre-Prep Department has a Teaching Assistant. In Years 3 and 4 a TA is shared across the year group.

Gap year students help, in the Prep School, to support as necessary. The students' timetables are organised by the Deputy Head. The Gap students also assist with the PE programme.

#### **RESOURCES**

Heads of Department oversee the provision of resources within their department. Specialist rooms are provided for each department, encouraging retention of resources in department areas. The department completes its annual audit in the Spring Term and budgets for the purchase of new resources. The details appear in the Department Plan for the new academic year. Out of school resources, such as residential facilities, educational visits and community resources are used by departments for enhancement of the curriculum.

The School Secretary orders and maintains the stock of stationery for all classroom and display needs in the Prep school.

#### **DISPLAY**

To communicate the standards and values of the school, within the school community and to a wider audience, all teachers ensure that their classrooms and other appointed areas for display are decorated with children's work and posters. Children's work is celebrated and valued through display. It informs and stimulates imagination and creativity. Work is presented with care and imagination, and mounted if appropriate. Labelling is clear and easily visible for the children.



Children have their work displayed during the course of the year. Displays are changed regularly.

### **SUBJECT EXPERTISE AND DEVELOPMENT**

Heads of Department have knowledge of The National Curriculum, and requirements of Common Entrance and Independent Schools' entrance requirements. Departments are required to meet at least once a term to ensure co-ordination of approach and to decide upon developmental needs. All staff are encouraged to keep up-to-date with subject development and to attend INSET/CPD.

The Head oversees the INSET programme for all teachers. The Head works closely with Heads of Department to fulfil the INSET needs. Performance Line Managers encourage staff to develop their CPD in line with the school targets.

Members of staff complete evaluation forms post course which are given in to the school office.

### **DEPARTMENT HANDBOOKS**

Heads of Department are responsible for the production of their Subject Handbook and for updating it annually. All Handbooks are updated before the start of the new academic year.

The Director of Studies monitors the content and maintenance of the Handbooks.

Subject Handbooks should include:

#### **Name of Department (Handbook) 2017-18**

##### Contents

1. School Aims & Objectives
2. Policy Document (*with any references needed from national/statutory guidelines including staffing*)
3. British Values
4. Organization of the Department.
  - a. Including Staffing; Time & lesson allocation, Location
5. Curriculum / Schemes of work (from years 1-8)
6. Teaching and Learning
  - a. includes progression & continuity; differentiation;
  - b. SEND;
  - c. Gifted & Talented
  - d. homework
7. Assessment (including AFL) & end of year assessments
8. Marking/Feedback & Record keeping
9. Departmental Resources
10. Equal Opportunities and Diversity
11. Reporting to/ Partnership with Parents
12. Health & Safety
13. Subject Development Plans
14. Departmental INSET/ Staff meetings
15. Monitoring, Collaboration and Review
16. Appendices



## **POLICY STATEMENT ON THE CURRICULUM**

**APPLICABLE TO:** All teaching staff

### **IMPLEMENTATION IN LINE WITH THE AIMS OF THE CURRICULUM POLICY:**

#### **SCHEMES OF WORK**

All timetabled subjects follow agreed Programmes of Study. Depending on the age group, the Programmes of Study embrace the requirements of the Early Learning Goals, National Curriculum, Common Entrance and Scholarship expectations, but, at the same time, are not limited by them. Schemes of work detail the content and nature of delivery of the Programmes of Study and show progression from Kindergarten through to Year 8. The Heads of Department oversee coordination of approach and development, and inclusion of cross-curricular links.

#### **PREP AND HOMEWORK**

Prep is an occasion when pupils are expected to work on their own. The aim is to practise, consolidate and complement learning that has taken place in the classroom. All pupils are required to do prep and/or homework. The teachers set and monitor the prep during subject lesson time and ensure clear understanding of tasks and of minimum and maximum expectations. Members of staff ensure that all pupils have sufficient resources to complete their prep in a satisfactory manner. In the Prep school, pupils may remain at school to complete their prep which is supervised between 4.15 and 5.15pm.

The Director of Studies, in consultation with Heads of Department, works out the time allocation for prep/homework. This allows for a balanced time allocation between subjects and for reasonable time demands upon the pupils.

In the Pre-Prep, homework is essentially based around shared reading. Pupils in Years 1 and 2 have number and language work spread across the week in addition to reading. The class teacher sets and monitors the homework.

In the Prep School, Years 3 and 4 have two 25 minute English (one for spellings) and two 25 minute Mathematics homeworks per week in addition to daily reading. Other subject teachers may set prep to be completed at the weekend. This is done in consultation with the Director of Studies who monitors the nature and amount of homework set.

Year 5 has 1 French and 2 English, Maths and Science preps per week. There is a maximum of 2 preps per evening.

Years 6 to 8 have 2 x 25 minute preps each for English, Mathematics and Science, and 25 minutes each for French, History, Geography, RS and Latin. There is a maximum of 3 preps per evening.

Pupils enter their subject preps in their personal Pupil Planner as the prep is set. Subject teachers and Form teachers monitor the quality and satisfactory completion of preps.

The co-operation of parents is sought in the implementation of this section of the Curriculum Policy. Parents are asked to sign the planner weekly.

When necessary an online support programme is used to put work onto the school website.

#### **PRESENTATION** in the Prep School (See also Presentation Policy).

We promote pride in work and ensure consistency and clarity. In order to provide a standard that all pupils can follow, we adopt one procedure across subjects and age groups.

All work is dated, titled and underlined in pen or pencil and titles should be underlined.



Pre-Prep pupils write with a pencil, while Prep School pupils use a fountain pen or handwriting pen. Maths will generally use pencil.

The School is committed to developing a neat cursive style of handwriting for all pupils. From Kindergarten, children are taught the Read Write Inc letter formation and progress to the Spectrum Handwriting scheme in Years 1 & 2 and then on through to the Prep school.

All subject staff are seen as facilitators of good handwriting and encourage writers to adopt and maintain the correct pen/pencil hold, the correct writing position and posture, the correct letter formation and shape and the correct letter joins. Left and right-handed writers are accommodated equally.

In the Prep School spelling corrections are written out by the subject teacher underneath their work. Pupils are encouraged to re-write them in their exercise books or in a separate spelling / vocabulary book where appropriate. The Look-Cover-Write-Check method of learning spellings is adopted. (See *English Schemes of Work for the teaching of spelling and Marking Policy*)

Presentation of work is monitored by the subject /class teacher and overseen by the Head of Department.

### EXAMINATIONS AND ASSESSMENTS

#### Prep School

Formal assessment of attainment takes place through written examinations set by school and external examining bodies. (See below for timings).

School assessments are set by subject teachers. The timetable is organised by the Director of Studies.

All pupils receive exam timetables well in advance and are guided through a programme of revision.

School exams are marked by subject teachers and results are given out only after the last exam has been taken.

KS 2 SATs are externally set and marked and all results are reported to The National Data Collecting Agency.

Kent Selection Tests at 11+ are set and marked externally.

Independent Schools at 11+, Common Entrance and Scholarship examinations are set and marked externally.

Individual Targets are set subject by subject, as required, and are commented upon in end-of-term reports.

Test & Exam Requirements	Autumn Term	Summer Term	
		Year 3	Maths 1 and 2 within lesson times English 1 and 2 within lesson times



<b>Year 4</b>	Maths 1 and 2 NVR English 1 and 2 VR		<b>Optional NC: Assessments:</b>	Maths English Science
<b>Year 5</b>	Maths 1 and 2 Science English 1 and 2		<b>Optional NC: Assessments:</b>	Maths English French Science RS History Geography Latin VR NVR
<b>Year 6</b>	Maths English NVR VR (for girls' selection- as required)		<b>SATs:</b>	English, Maths
<b>Year 7</b>	English 1 & 2 NVR VR Maths 1 and 2 Mental Arithmetic Science		<i>Tests to be based on individual requirements</i>	French RS Latin History Science Geography
<b>Year 8</b>	All Subjects at 13+ Scholarship requirements		English Maths Science French Latin History Geography RS 13+ Common Entrance / Scholarship	

VR and NVR tests might be moved outside Exam schedule and become internal assessments

Test & Exam Requirements	Spring Term
<b>Year 6</b>	SATs practice in English and Maths
<b>Year 8</b>	13+ Common Entrance / Scholarship

### Pre-Prep

**Year 2** – Continuous Teacher Assessment activities are carried out throughout the year to inform teachers of children's levels in Literacy, Numeracy and Science.

**In the Autumn Term:** Year 2 - NFER Progress in English 6 & Progress in Maths 6. NGRT Reading Assessment. Single word spelling.

**In the Spring Term:** Pupils carry out tasks for English and Mathematics, between January and the end of May, and ongoing teacher assessments in English, Mathematics and Science from September to May.

**In the Summer Term:** Pupils sit Statutory Assessments Tests as the final part of the National End of Key Stage 1 Assessment Tests. In all assessments, levels and scores are added to the Pre-Prep tracking sheets.



## **SCHOLARSHIP PUPILS**

Pupils who show potential scholarship ability follow a programme of accelerated learning which prepares them for Independent School Scholarship examinations.

## **LEARNING SKILLS**

At Rose Hill we aim to help all our children to reach their potential. If there is a concern about any aspect of a child's educational, social or emotional development arising from home or school, the child's class teacher/form tutor will discuss this in a weekly staff meeting. If it is agreed that action is needed from the Learning Skills Department, a Record of Concern form will be completed by the class teacher/form tutor. The views of the child, regarding how they are feeling about their progress or about their school life in general, will be taken into account and the options for further action will be discussed with the parents.

Action may include any number of the following: a meeting with parents, class teacher/form tutor and Learning Skills department to discuss strategies and suggestions for implementation at home and in class, an observation of the pupil in class, an assessment by the Learning Skills Department or advice to involve an external specialist such as a Speech & Language Therapist, Occupational Therapist or the School Counsellor. Where possible, external specialists are welcomed to observe or assess the child on the school premises in order to provide an integrated service for parents. The Learning Skills team work closely with the School Nurse and the Pastoral Team regarding social and emotional issues. In addition to responding to concerns, we aim to be proactive in identifying 'at risk indicators' and thereby activating early intervention. This is by doing a screening assessment with all children in Reception and with all prospective pupils thereafter. The assessment of prospective pupils is explained to parents in the taster day letter.

The emphasis on supporting pupils who have been identified as having Specific Learning Difficulties and/or Disabilities begins with Quality First provision in the classroom.

In addition to this, we offer a range of programmes to address specific needs. These take place before or after school or during breaks. There is no withdrawal from subject teaching unless the intervention is directly related. For some pupils, the option of doing Study Skills in place of Latin can be appropriate. There is no additional fee for these interventions. If an expensive, non-reusable resource is required parents may be asked to contribute. External specialists invoice parents directly for their fees.

Pupils who require it will have an Individual Learning Plan which gives details of what will be put in place at school, including the part that the pupil will play in managing their learning, and advice for how to help at home. These are reviewed twice a year. The focus of each learning plan is broken down into smaller targets that are recorded in the pupil planners.

If a pupil qualifies for reasonable adjustments for examinations or for other situations, these will be put in place. We have an arrangement with a local Educational Psychologists who will conduct examination access assessments in school when appropriate. Some pupils use laptops or iPads as a regular means of recording their work.

At Rose Hill we have a good working relationship with our destination schools and there is a thorough preparation for transfer at 11+ and 13+.

*Full details of procedures are found in The Learning Skills Policy.*

## **TIMETABLE**

The Prep School Timetable is drawn up by the Director of Studies. The Pre-Prep Department Timetable is drawn up by the Pre-Prep staff.

Times for use of the ICT Suites, Sports Hall, Theatre, the Year 8 Common Room and Music Room are allocated in consultation and in agreement with the Head of Pre-Prep, the Deputy Head, the Head of IT, the Head of Sport, the Director of Music and relevant Prep School Staff. These may be booked independently by staff.

Pupils in the Pre-Prep are generally taught in mixed ability classes. There is an emphasis on academic subjects in the morning sessions. Year 2 children are setted for Literacy & Numeracy and Yr 1 for Literacy.





Pupils in Year 3 and 4 are taught in mixed ability Form Tutor groups. Setting for Mathematics and English occurs.

Pupils in Years 5, 6, 7 and 8 are setted according to need in English, Maths, French and Science. All other subjects are taught in mixed ability Form Tutor groups.

Lesson allocation for year groups is displayed on Pre-Prep and Prep School Timetables.

### **EXTRA-CURRICULAR ACTIVITIES**

A varied programme of activities is available to all pupils. The programme fosters pupils' all-round development by offering aesthetic, adventurous, creative, cultural, dramatic, intellectual, musical, spiritual and sporting opportunities.

The activities are generally organised by staff with certain clubs taken by external specialists. They take place during lunch breaks or after school if they are weekly activities, or on single occasions such as the Leavers' Trip or other residential trips. They may vary from term to term, season to season or year to year.

The Deputy Head co-ordinates the clubs timetable in conjunction with the Head of Sport, the Director of Music and members of staff as necessary.



## POLICY STATEMENT ON ASSESSMENT, RECORDING AND REPORTING

**APPLICABLE TO:** All staff

### **IMPLEMENTATION IN LINE WITH THE AIMS OF THE CURRICULUM POLICY:**

Assessment is essential to monitoring effective teaching and learning. It can be:

<b>Summative:</b>	showing what has been learned (end of unit tests, exams, CE)
<b>Diagnostic:</b>	showing ability and potential, and what needs to be mastered (including Learning Skills)
<b>Formative:</b>	on-going within a learning programme by observing pupils as they think and work through their tasks (day to day), giving guidance to inform curriculum planning.
<b>Evaluative:</b>	showing how pupils do in relation to one another and how they do in relation to the requirements of the course they are taking

Our assessment methods range from: observing pupils, asking questions, listening, marking pieces of work, administering tests and self assessment.

We use assessment information to inform curriculum planning:

- by evaluating pupil and class success
- by adjusting and improving current plans to help us set learning objectives
- to inform teaching approaches by developing classroom strategies to further improve course delivery.

### **MANAGING AND MONITORING OF ASSESSMENT**

The Head ensures that the agreed assessment procedures are carried out. The DoS monitors the procedures and all Curriculum Planning. Heads of Department monitor these procedures within their department. For long term planning, all teaching members of staff match the Curriculum offered to the needs of pupils and map progression. For medium term planning, all teaching members of staff identify intended progression and targets, ensure that plans contain clear learning objectives and indicate how achievement will be recognised through assessment opportunities. For short term planning, all teachers select suitable activities and resources which take account of pupils' prior learning, outline assessment methods and include strategies for communicating the learning objectives, individual targets and assessment criteria to pupils. We use assessment to identify pupils in need of Learning Support. Individual Education Plans for pupils on our Learning Skills Register are monitored by the Learning Skills Staff.

Through **marking** we monitor and grade progress:

**In the Pre-Prep** marking is carried out with the child, when appropriate, to provide immediate feedback. Oral/written responses are given on completion of tasks or as soon as possible thereafter. Coloured pens (excluding red) or pencil are used for marking and corrections, appropriate to the individual child and the task, are made. Rewards for good achievement and/or progress include stars, stamps and stickers.

**In the Prep School** it is our aim to mark promptly and to return to pupils with oral and written feedback, as a class or individually, ideally at the next lesson. All subject members of staff maintain a mark book which records the attempts of pupils at the exercises and experiences provided for them. The marks provide the basis for Mid-Term and End of Term Assessments. Members of staff are responsible for ensuring that pupils understand the criteria by which work will be marked. We accompany most marking with positive comment e.g.: words of praise, help, guidance and targets for further achievement. Time is built into lessons for pupils to reflect on marking and respond to it. Pupils are expected to correct work as indicated by the teacher and key words are recorded.



Rewards for progress/achievement/effort include stars, plus points and G Stars (Gold Standards) for outstanding pieces of work. G Stars are worth from 5 to 10 plus points according to the teacher's judgement of the work's quality. Whenever G Stars are awarded, the Head reinforces the praise in school assembly.

### **ASSESSMENT**

**In the Pre-Prep** continuous teacher assessment activities are carried out throughout the year to inform teachers of children's progress. Levels and scores are added to the Pre-Prep tracking sheets.

At the start of Year 2 some formal assessments are undertaken in Literacy and Numeracy –  
GL CAT4 NGRT assessment and Single Word Spelling

**In the Prep School** Assessments set by subject staff allow each pupil to achieve some success. We test for different skills through varied styles of questioning, with which pupils are familiar from class work. We test: recall (memory), comprehension, self-expression (creative writing), data analysis, ability to develop a theme from a basic level to a more advanced level, and ability to recognise and understand key vocabulary. As pupils approach external examinations, then our school assessments follow a similar style.

Revision is guided by subject staff and pupils follow a specific revision programme where note making is an important feature for reinforcement of knowledge and understanding. Revision notes are given to pupils, where appropriate, about 2 weeks in advance of the examinations. Lessons and preps during the week before examinations are for teacher guided revision. Pupils are given guidance about answering and understanding marking systems used in written examinations. Assessments procedures are explained to pupils and a copy is posted in their form room.

Class and individual feedback is given. Marks are fed back to individuals only after all examinations in all examined subjects have taken place. Feedback gives information about pupils' strengths and weaknesses in specific areas and gives guidance for further improvement.

As with **School Examinations, End of Key Stage Assessment** information is drawn on for our teachers to evaluate and monitor progress towards targets.

**Mid and End of Term Assessments** are carried out in the Prep School. Attainment numbers and effort grades are awarded to pupils for all examined subjects.

Consideration is given to the range of evidence for assessment from teacher observation, listening, asking questions, setting tasks and viewing the outcomes of pupils' work as it happens. This evidence may include:

- Written
- Graphic
- 3D
- Oral
- Physical

Numbers 1 – 3 indicate levels of attainment within the teaching group:

- 1 = higher band of attainment within the group
- 2 = middle band of attainment with the group
- 3 = lower band of attainment within the group

Effort grades record pupils' input to lessons. In all effort awards, the character of the pupil is kept in mind, and normally reserved or reticent pupils are not penalised on account of a comparatively less obvious show of enthusiasm or effort. The grade awarded refers to effort over the whole of the period in question. The effort grading system is as follows:



- A Consistently high commitment and excellent effort
- B Good class contribution and generally conscientious effort
- C Adequate effort and contribution which could be improved upon
- D Inadequate effort and unsatisfactory approach

Pupils who are awarded **all 'A' grades** for effort at the end of each term for the academic subjects, receive an Academic Commendation and a Certificate for **outstanding effort**.

In non-academic subjects, pupils who are awarded **all 'A' grades** for **outstanding effort**, at the end of each term, also receive a Commendation and a Certificate.

In non-academic subjects, pupils who receive **all but one 'A' grades** (allowing one effort grade only below an 'A') also receive a certificate for **excellent effort**.



## **RECORDING EVIDENCE OF PUPIL ACHIEVEMENT**

At Rose Hill our formal records are built using the evidence of pupils' progress over a period of time. The evidence includes the outcomes of observation, questioning, marking and testing. The records track the progress that pupils make and are used to inform. This information is fed into our reporting system.

Pupils' exercise books, folders, displays and photographs serve as continuous, detailed sources of evidence. Schemes of work show coverage of the curriculum.

**In the Pre-Prep** diaries are initiated at the time of entry. Two selected pieces of work are added to the diary each term and provide a continuous source of evidence up to the end of Year 2.

At the end of the Early Years Foundation Stage, Local Authority moderators assess the accuracy of practitioner judgements for each child's attainment. These attainments are recorded for all 7 areas of learning and development.

At the end of Key Stage 1, SATs are completed by all Year 2 pupils. Teachers compile Reading Records to track reading and comments by teachers and parents are noted in the Record.

Language progress is recorded regularly from Reception to Year 2 and written Language assessments are completed termly.

Pupil Profiles are completed by Class Teachers. They note parental meetings and general social and behavioural comments.

Information is fed into the Formal Reporting system as appropriate.

**In the Prep School**, all academic subject members of staff keep mark books. Other subject staff record achievement as statements in pupil files.

Every half term all subject members of staff enter attainment numbers (if appropriate to the subject) and effort grades onto the school "Engage" management system. Mid-term report cards only give academic attainment, effort grades and pluses with no written comments.

Full Reports are compiled at the end of the Autumn and Summer Terms. In the Spring Term, a report card is computer generated (in the same way as the Half Term Card) and gives academic attainment bands, effort grades, pluses and minuses along with comments on Sports and comments from the Form Tutor and Head / Head of Upper School / Head of Lower School.

A tracking system is in place and is kept on a database. The information is stored in Tutor Group Tables and moves up the school with the class/child. The information includes end of year subject levels (in Maths and English), reading ages and VR + NVR scores. The tracking system is monitored by the Director of Studies.

Details and analysis of data for specific groups & monitoring trends are also kept on the school server.



## REPORTING

Written reports and meetings with parents are opportunities to review pupil progress to date, discuss strengths and weaknesses and give advice for future learning. Written reports provide information for parents in line with government directives. They report on attendance, behaviour, all curricular subjects and extra-curricular activities. They build up a picture of a pupil's progress using, where possible, national standards. They ensure opportunities for parental reply and involvement.

Written Reports are sent to parents at the following times:

### **Pre-Prep**

Autumn Term	Short settling-in report at half term
Spring Term	Mid Year report at half term for parents
Summer Term	Full Reports at end of June. EYFS information available to parents on request

### **PREP SCHOOL**

Autumn Term	Mid-Term Assessment Cards (available on the school portal) Full Reports at the end of term (available on the school portal)
Spring Term	Mid-Term Assessment Cards End of Term Report Cards. Year 8 cards include mock CE examination results.
Summer Term	Mid-Term Assessment Cards Full Reports at end of term

Reports are typed onto the School's data system "Engage", are personal to the pupil and describe achievement that is factual and specific. We aim to write in a clear and straightforward way, with correct grammar, punctuation and spelling. Pupils' full first names and surnames are used to head the report. Common names can be used within the report as advised by the heads of the Pre-Prep, Lower and Upper School

- For subject reports, approximately one third records work covered and the following two thirds record significant achievements and give advice for future learning.
- The Form Tutor report gives comment on academic, social and extra curricular activities.
- The Head / Head of Upper School / Head of Lower School / Head of Pre-Prep gives a personal comment.
- To aid parental understanding we avoid the use of jargon and mismatch of effort grade and report comment.
- The Director of Studies compiles and displays guidance and deadlines for all report writing on the staff room notice board. The order in which the reports should appear in the report booklet is also displayed.
- Form Tutors collate and proofread their pupil reports before passing them to Head of Upper School (Years 6-8), Head of Lower School (Years 3-5) or Head of Pre-Prep for their comment.
- The Head / Head of Upper/Lower School / Head of Pre-Prep also proofread each report.



**Parents' Evenings** are at the following times:

**Pre-Prep**

Mid September	Reception Welcome meetings. A short presentation to parents to explain routines, structures of the term ahead and to answer questions.
October	Year 1 and 2 – Literacy and Numeracy information evenings.
Early November	Consultation Evenings: Kindergarten, Reception, Year 1 and Year 2
Early March	Consultation Evenings: Kindergarten, Reception, Year 1 and Year 2
June	New Kindergarten Parents Meeting
July	Consultation Evenings: Kindergarten, Reception, Year 1 and Year 2 <i>(All consultation opportunities are spread over two evenings).</i>

The consultation evenings provide follow-up to written reports. Prep school teachers, who teach in the Pre-Prep, can be contacted by parents to arrange a mutually convenient time for a meeting to discuss their child's progress.

**Prep School**

Autumn Term	Consultation Evenings for all year groups
Spring Term	Consultation Evenings for Year 8, Year 7, Year 6, Year 3
Summer Term	Consultation Evenings for Year 4, Year 5

Communication with parents takes place on a day to day basis throughout the term. (Parents are able to speak with staff at the beginning or end of the day, or arrange an appointment if appropriate).

**TRANSFER OF INFORMATION**

When a pupil moves to the next class at Rose Hill, all records are passed on to the next teacher before the new term and discussions about pupils take place. Teachers read the information received and use it to provide appropriate challenge and support for each pupil. The relevant Form Tutors are responsible for collating, passing or receiving the records. We are moving towards keeping all records electronically.

When a pupil moves to a new school, the Director of Studies and Secretary send pupil records to the new school. Assessment information is included.

Copies of pupil reports and teachers' notes are stored at Rose Hill School for 6 years from the date of departure.



**Rose Hill School**  
**Early Years Department**  
**Curriculum Policy**  
**(Reviewed Summer 2017)**

**Early Years Curriculum Policy**

We define Early Years as those spent in the Kindergarten and Reception classes. However, we recognise that good Early Years practice should be co-ordinated throughout the Early Years Foundation Stage and then seen to be permeating the whole of Key Stage 1.

**Our aim is to:**

- Offer a welcoming, aesthetically pleasing, friendly learning environment which respects every child as an individual.
- Provide a high standard of care and education for children.
- Recognise the importance of play in the Early Years.
- Offer quality experiences to help children learn and develop while respecting young children's unique needs.
- Work in partnership with parents/carers

**We aim to ensure that each child:**

- Is in a safe, secure and stimulating environment at Rose Hill, experiencing a broad and balanced curriculum. Learning should be fun!
- Is allowed access to resources, thereby encouraging autonomy and a sense of responsibility.
- Is given generous care and attention, because of our ratio of qualified staff to children.
- Has the chance to join with other children and adults to live, play, work and learn together through first hand experiences.
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- Has a positive attitude towards learning and to Rose Hill School, where we encourage co-operation and mutual respect.
- Is stimulated, motivated and challenged at a level relevant to their interests and capabilities.
- Has time to develop their thinking, use their senses and to experience appropriate activities.
- Feels valued as an individual and develops the independence required for a successful transition into Key Stage 1.





## **The Early Years Foundation Stage curriculum for children 0 to 5 years**

Children start to learn about the world around them from the moment they are born. They have an inherent curiosity about the natural world and their environment, which we must build on. The care and education offered by Rose Hill School helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

For children between the ages of three and five years, the school provides a curriculum. This curriculum is set out in recently revised documents, published by the Department for Education with effect from April 2017, called Statutory Framework for the Early Years Foundation Stage, (*the legal requirements and statutory guidance*) and Development Matters in the Early Years Foundation Stage (2012), which are divided into the four themes of the EYFS.

The four themes of the EYFS underpin all the guidance.

**The four themes of the EYFS are as follows:**

### **The Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

#### **Practitioners**

- Understand and observe each child's development and learning, assess progress, plan for the next steps
- Support children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Value and respect all children and families equally

### **Positive Relationships**

Children learn to be strong and independent through positive relationships.

Positive relationships are:

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Build on key person relationships in early years settings

### **Enabling Environments**

Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

#### **Enabling environments**

- Value all people
- Value learning

#### **They offer**

- Stimulating resources relevant to all the children's cultures and communities
- Rich learning opportunities through play and playful teaching
- Support for children to take risks and explore

### **Learning and Development**

Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.



Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. **They foster the characteristics of effective early learning**

- Playing and exploring
- Active learning
- Creating and thinking critically

**The guidance divides children's learning and development into seven areas:**

1. Personal, Social and Emotional Development
2. Communication, language
3. Physical development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive Arts and design

These seven areas are divided into Prime and Specific.

Prime areas are fundamental, work together, support development in all other areas. These 3 areas are:

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

Specific areas include essential skills and knowledge for children to participate successfully in society. These 4 areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Each area of learning is split into aspects and the guidance sets out early learning goals related to these. These goals state what children are expected to know and be able to do by the end of the Reception year. A list of the ELGs can be found in Appendix 1.

For each early learning goal, the guidance set out in Development Matters, describes the stages through which children are likely to pass as they move to achievement of the goal. Kindergarten classes use the Development Matters statements that lead to the early learning goals to help track each child's progress and to enable provision of the right activities to help all of the children to achieve and progress.

The curriculum in the Rose Hill Early Years department is delivered with regard to the following statements from the Statutory Framework.

None of these areas of Learning and Development can be delivered in isolation from the others. They depend on each other to support a rounded approach to child development. All areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

### **Personal, Social and Emotional Development (PRIME AREA)**

*Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.*

#### **Aspects**

*Making relationships*

*Self-confidence and self-awareness*

*Managing feelings and behaviour*



### **Communication and Language (PRIME AREA)**

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

#### **Aspects**

*Listening and attention*

*Understanding*

*Speaking*

### **Physical Development (PRIME AREA)**

Children should be provided with opportunities to be active and interactive and to develop their co-ordination control and movement. They must also be helped to understand the importance of physical activity and to make healthy choices in relation to food and exercise.

#### **Aspects**

*Moving and handling*

*Health and self-care*

### **Literacy (SPECIFIC AREA)**

Children's literacy development involves encouraging them to link sounds and letters and to begin to read and write. They must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

#### **Aspects**

*Reading*

*Writing*

### **Mathematics (SPECIFIC AREA)**

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. Opportunities to experience maths for a purpose are provided.

#### **Aspects**

*Numbers*

*Shape, space and measure*

### **Understanding of the World (SPECIFIC AREA)**

Children are supported to make sense of their world and community. They should be provided with opportunities to explore, observe and find out about people, places, technology and the environment.

#### **Aspects**

*People and communities*



*The world*

*Technology*

### **Expressive Arts and Design (SPECIFIC AREA)**

Children are encouraged to explore paint, materials, music, dance, words, stories and role-play. They are supported to express their own ideas and feelings using a range of these materials and media.

#### **Aspects**

*Exploring and using media and materials*

*Being imaginative*

### **The Characteristics of Effective Learning**

PLAYING AND EXPLORING – engagement

- Finding out and exploring
- Playing with What They Know
- Being willing to 'have a go'

ACTIVE LEARNING – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

CREATING AND THINKING CRITICALLY – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

These run through all the 7 areas of learning and development and represent how the children are learning rather than outcomes. They describe factors that play a central role in how a child becomes an effective learner. Further details of the Characteristics of Effective Learning can be found in Appendix 2.

### **The Importance of Play in the Early Years Curriculum**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Rose Hill School uses the development statements leading to the early learning goals to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the development matters and the early learning goals has been used to decide what equipment to provide and how to provide it.



The most fundamental feature of children's learning is play. Children learn to take risks through play, as well as exploring and learning about new situations.

In order for play to be valued and for the children to receive quality experience we need to ensure that:

- there are plenty of opportunities for both structured and free play.
- children are allowed time to develop their play in a safe, happy environment.
- play should include opportunities for the children to ask questions, express discoveries and talk to an adult about their play.
- if adults participate in play they are sensitive to the needs of the children.
- play is carefully observed in order to appropriately plan each child's next step and extend learning.

Through play children practice and consolidate learning. In their play they learn to attempt to solve problems, share and negotiate, communicate and develop self-confidence. They are given opportunities to predict, apply and test skills, investigate and explore, be imaginative and creative, order and sequence and have ideas of their own.

We carefully organise our day so that the children can choose from, and work at, a range of activities and in doing so build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged - to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor environment.

### **Planning, observation and assessment, recording and reporting**

We plan topics chosen for their relevance and interest to the children. The planning is an on-going process which ensures progression. The key to meeting the needs of each child is flexibility and differentiation.

Observations and gathering evidence of children's learning happens on a daily basis. This can be in the form of photographs, recording sheets, jottings, notes on post its, phonic and number check lists, shared reading and writing observations. Appropriate evidence is uploaded to a child's individual online learning journal through TAPESTRY. As their achievements, interests and needs are observed, the children may be grouped accordingly for a learning experience. At times children work together, in small groups, in pairs or individually. These on-going assessments not only inform our planning but also highlight any difficulties that a child may be experiencing.

Rose Hill parents receive both a written report and the opportunity to attend a consultation evening each term. Parents are also invited to make an appointment with the class teacher should they have any concerns at any time. Parents of Kindergarten children are invited in weekly to view the classroom displays. This not only gives the children the opportunity to show them what they have been doing but also increases the opportunity for communication. Parents of Reception children have this same opportunity monthly. All classes have 'Home Achievements' boards and Reception have 'My World Books' where parents contribute to their child's records of achievements.



## **Learning Support**

As part of the Rose Hill policy to make sure that its provision meets the needs of each child, we take account of, and give extra support for, any individual or special needs a child may have, including provision for Gifted and Talented.

Appendix 1

**5.3 Early learning goals** (Taken from: Early Years Foundation Stage Profile 2016 Handbook - [www.gov.uk/government/publications](http://www.gov.uk/government/publications))

### **Communication and language development**

ELG 01 Listening and attention: pupils listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding: pupils follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking: pupils express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical development**

ELG 04 Moving and handling: pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05 Health and self-care: pupils know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, social and emotional development**

ELG 06 Self-confidence and self-awareness: pupils are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing feelings and behaviour: pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



ELG 08 Making relationships: pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **Literacy**

ELG 09 Reading: pupils read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG 10 Writing: pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple 24 sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **Mathematics**

ELG 11 Numbers: pupils count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding of the world**

ELG 13 People and communities: pupils talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The world: pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG 15 Technology: pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

ELG 16 Exploring and using media and materials: pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being imaginative: pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



## Appendix 2

**4.5 Characteristics of effective learning** (Taken from: Early Years Foundation Stage Profile 2016 Handbook -[www.gov.uk/government/publications](http://www.gov.uk/government/publications))

### **Playing and exploring** – engagement

'Finding out and exploring' is concerned with the pupil's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the pupil builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how pupils use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

'Being willing to have a go' refers to the pupil:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

### **Active learning** – motivation

'Being involved and concentrating' describes the intensity of attention that arises from pupils engaged in following a line of interest in their activities.

'Keeping on trying' refers to:

- The importance of persistence even in the face of challenge or difficulties
- An element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation which supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

### **Creating and thinking critically**

'Having their own ideas' covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows pupils to find new problems as they seek challenge, and to explore ways of solving these.

'Using what they already know to learn new things' refers to the way pupils use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others

'Choosing ways to do things and finding new ways' involves pupils in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies

Reviewed by Mr P Long, August 2017