

Date: September 2023  
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Owner: Academic

Document No: SPS\_DHA\_007  
Version: 001



# **Curriculum, Teaching and Learning Policy**

**2023-2024**

## **POLICY REVIEW**

This 'Curriculum, Teaching and Learning Policy' is reviewed by the Deputy Head (Academic) every year.

Regular weekly staff meetings are a forum for discussion regarding topical issues, such as learning pathways, the curriculum, progression, standards and links across the school. Heads of Department meetings occur as required.

## **RATIONALE**

This policy serves as the overarching framework that represents the why, what, how and when of teaching and learning at Sherborne Preparatory School.

This policy establishes principles against which other policies and procedures can be developed so that they are consistent across the whole school, from EYFS to Year 8.

## **AIMS**

- At Sherborne Preparatory we aim to produce happy and fulfilled pupils through a stimulating but rigorous curriculum, which promotes their spiritual, moral, cultural and physical development and constructs experiences that help them to make sense of the world and prepare them for later life.
- Through creative, supportive and challenging teaching, our pupils will be immersed in an engaging curriculum that inspires independent thinking and intellectual curiosity.
- Opportunities are fostered to ensure the development of six core skills: leadership, collaboration, independence, thinking & learning, reviewing & improving and communicating.

## **10 KEY PRINCIPLES OF OUR APPROACH**

1. We help all of our pupils to achieve their full potential.
2. We provide opportunities for active, stimulating, investigative learning.
3. We believe in the importance of securing a firm foundation of knowledge across subjects, to ensure successful progression.
4. We believe that developing core learning skills has equal importance to the acquisition of knowledge and that this will better prepare our pupils for their future lives.
5. We maximise opportunities to explore the interdisciplinary interaction between subjects.
6. We feel that it is important to provide parents with an understanding of progress through regular assessments and meetings.
7. We use data to inform our planning.
8. Our curriculum reflects the collective wisdom of our qualified staff, regarding content and how children learn.
9. Teachers are able to enjoy and maximise professional freedom.
10. We encourage collaboration and communication across all areas of school life: between staff, between pupils, with pupils and with parents.

## **CURRICULUM**

Our school curriculum is informed by our vision and ethos. Our aims are supported by our departmental policies, created and managed by Heads of Departments in the first instance, but widely discussed within the whole school.

The children at The Prep have access to a broad, balanced and relevant curriculum which provides continuity and progression and takes their individual differences into account.

The school implements the early learning goals, educational programmes and assessment arrangements of the EYFS.

Our curriculum takes account of the importance of academic, creative, social responsibility/citizenship, health/wellbeing and physical development. Experiences are offered in linguistic, aesthetic, literary, mathematical, scientific, technological, human and social areas.

Our curriculum is designed to foster links, helping pupils to make connections between subjects and transfer learning.

## **TEACHING**

The teaching at The Prep fosters intellectual curiosity and a spirit of enquiry.

Staff select the best teaching methods from a range of innovative and established practice to enable all children to acquire new knowledge, based on what they already know and to make progress according to their ability.

Staff are fair, even-handed, helpful and encouraging in their teaching methods. Learning differences are taken into account, as well as social or emotional factors which may affect a child's learning.

There is an emphasis on developing the PSB (Pre-Senior Bacculaureate) core skills, learning how to learn and collaborate.

Staff are asked to avoid the overuse of any of the following:

- 'Chalk and talk' or prolonged 'monologue'
- Asking children to copy lengthy information from a board or book
- Photocopied sheets
- You Tube
- Textbooks

Lesson content is distilled from the Schemes of Work contained in departmental documentation held on SharePoint. This sets out what is to be taught but also provides plenty of scope for spontaneity, whilst offering progression, support and challenge.

## **LEARNING**

We recognise the need to provide opportunities for all children to learn in ways that best suit them. These include, but are not limited to:

- investigation and problem solving
- cross curricular tasks
- individual assignments

- group, paired, independent and whole-class work
- the integration of technology
- fieldwork and visits to places of educational interest
- creative activities
- debates, role-play and oral presentations
- participation in athletic or physical activity
- use of a range of ways of recording information – graphic organisers, mind maps, charts, extended writing, presentations, images etc.

### **PSB (Pre-Senior Bacculaureate)**

Sherborne Prep is in partnership with the PSB. The PSB is an assessment model that has, at its heart, the development of the knowledge, skills attitudes and values required for children to succeed and flourish in an ever-changing world. Children are encouraged, recognised and celebrated in their achievements, and directly prepared for the next step of their educational journey. The PSB six core skills are leadership, collaboration, independence, thinking & learning, reviewing & improving and communicating. The development of these skills in pupils across the school is a vital component of their education at Sherborne Prep.

### **PSPQ (Pre-Senior Project Qualification)**

A key part of the PSB is an independent project undertaken by pupils in Year 8. Children are coached through the process by their tutor and their research can be presented in a variety of formats. This project is highly valued by senior schools as it develops independence, critical thinking and self-regulated learning.

### **Careers Guidance**

Through the Personal Development a wider curriculum, children are encouraged to think beyond their life at school and are given guidance and advice in how to conduct themselves to be positive and productive citizens. Children learn about different jobs from Reception and from year 5 begin to learn the steps needed for particular career paths. KS3 focuses on preparation for senior school and beyond. Lessons, workshops and talks by external bodies encourage children to consider their futures and the pathways they may follow in their future to fulfil their potential.

## **LEARNING SUPPORT PROVISION**

The policy of the Learning Support Department is closely aligned to the *Special Educational Needs Code of Practice (SEND)*. All staff are responsible for familiarising themselves with the documents shared by the Head of Learning support – report summaries, IEPs etc - and ensuring they follow guidelines and recommendations. All teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN.

When a concern about a child arises, the member of staff refers them to the Head of Learning Support by completing a referral form. The Head of Learning Support will then carry out the arrangements as specified in the Special Educational Needs (SEN) policy. This typically involves gathering relevant information about the pupil – analysis of data, looking through books, reading of reports, meeting with teachers and parents. Further steps may be taken to assess specific strengths and challenges.

Provision and differentiation are applied for those with English as a second language.

Provision is also given to children who are considered to be able, gifted and talented. Stretch, challenge and enrichment is provided within lessons and part of our extra-curricular offer.

Further details can be found in the Special Educational Needs (SEN) policy, our EAL policy and the Able, Gifted and Talented Policy.

### **MEDIUM TERM PLANNING**

Schemes of Work are completed by the relevant academic staff and the Heads of Department ensure that these are available on SharePoint at the start of each academic year, in conjunction with key relevant teaching resources. These are working documents which are updated regularly.

### **PREP**

|           |                                                                                       |                                                                                |
|-----------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Yrs 3 & 4 | Year 3 – 30 mins each night<br>Year 4 - 30 mins each night                            | English and Maths skills including weekly spellings, tables and reading.       |
| Yr 5      | 30 building to 40 mins per night                                                      | English, Maths, occasionally French and Science, weekly spellings and reading. |
| Yr 6      | Up to 40 minutes per night                                                            | All subjects and reading, weekly spellings and tables.                         |
| Yrs 7 & 8 | Up to 60 mins per night. In some cases, pupils may be set additional extension tasks. | All subjects as required.                                                      |

### **GUIDELINES FOR ACADEMIC STAFF ON THE SETTING OF PREP**

- Pupils should be able to complete prep independently.
- All prep should be differentiated appropriately.
- Prep is an opportunity for pupils to practise learned skills providing revision and repetition
- Prep will be set on specified days, according to the timetable shared by the DHA. Teachers are asked to adhere to this timetable, to ensure children do not feel overloaded.
- Each subject prep should last for 20 minutes of active work. For Years 6-8, some teachers may prefer to set 1 x 40 minutes of prep, rather than 2 x 20 minutes, where relevant. In this instance, it is important to make it clear to pupils that they will need to self-manage their time over the course of the week.
- For pupils in Years 7 & 8, prep will be set on Microsoft Teams to enable each child to take responsibility and ownership of scheduled preps and timelines.
- For pupils in Years 3 – 6, prep may be written on the classroom board or staff should ensure that all pupils have written down their prep correctly in their prep diaries.
- Ensure that children who missed the lesson due to LS, EAL, Music or Speech and Drama lessons have photocopies and/or a note of the prep set.
- When set prep is completed, pupils in all year groups are expected to read, learn tables, spellings, vocabulary or update their PSB logs (where relevant).
- Pupils missing prep due to commitments will be expected to make up the time through an agreed extension arrangement.
- Refer any problems with the completion of preps to the pupil's form teacher and register on the Trackit system.



## **GUIDELINES FOR FORM TEACHERS ON THE SETTING OF PREP**

- Publish the prep timetable in classrooms.
- Regularly check that each child has copied down the preps expected on each night in his or her planner.
- Regularly check to ensure that pupils are keeping on top of their preps and assist with organisation where necessary.
- Keep a record of those pupils experiencing problems with the completion of prep, and those who are floundering on a regular basis. Concerns are raised using iSAMS; this alerts the Deputy Head (Academic).

## **THE PREP DIARY or MICROSOFT TEAMS**

- Each child is given a Prep Diary at the beginning of the academic year and this is an aide memoire but also facilitates parent/pupil communication.
- Reading books and pages heard should be recorded and signed by teachers on the relevant day.
- The Form Teacher should oversee the effective day-to-day use of the Prep Diary or Microsoft Teams Assignments section by each pupil.
- Every prep task should be recorded by the pupil and ticked off, or “turned in” when completed.
- Encourage pupils to use the useful subject and PSB pages at the back.

## FEEDBACK POLICY

Marking is a written or oral response by a teacher about a pupil's work and should take place within a week of the written task. Pupils are encouraged to review the quality of their own work and their understanding of the lesson objectives. Across all subjects, where relevant, high expectations and standards of spelling, punctuation, grammar and presentation are promoted. Various techniques, relevant to the age of the children, are used across the school. Marking might take the form of ticks, stickers, stampers (see below) and written comments for key pieces of work. Effective feedback is fundamental to learning and contributes an essential part of continuous assessment.

Lessons should try to start with a **learning objective**, where appropriate. This could be written on the board if time allows.

Pupils are expected to take part in some form of self-assessment at the end of each lesson. This might involve a physical activity of showing thumbs up or down, showing traffic light pages in diaries or recording written symbols such as happy or sad faces under written tasks in exercise books.

*Staff are asked to demonstrate the following in their marking:*

| Purpose                                                                                                | Nature                                                                                                                |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| To recognise effort, motivate and encourage pupils                                                     | Regular, specific, meaningful and manageable marking                                                                  |
| To gauge achievement against a given criteria and monitor pupil progress                               | Marking for different purposes, involving written and verbal feedback                                                 |
| To move learning forward by providing constructive formative feedback, specific guidance and direction | Correcting work in the presence of the child<br>Timing, depth and detail of marking as appropriate for task and pupil |
| To give feedback about learning outcomes, teaching and lesson planning                                 | Self, paired or class marking                                                                                         |
| To advise pupils on how to improve and inform target setting                                           | All finished work responded to within the same week of each lesson                                                    |
| To encourage children to reflect on their own performance                                              | Pupils to be encouraged think, reflect and improve work before handing in work to teacher                             |
| To indicate need for more teacher-pupil conversations about expectations and record                    | Teachers to include 'challenges' to encourage pupils to apply knowledge further                                       |
| To inform parents and report writing                                                                   |                                                                                                                       |



## PRESENTATION OF WRITTEN WORK

Underlining should be done by ruler.

Blue ink only to be used except for ruling or underlining.

Blue fountain pen should be used from Year 4 when permission is given by the English teacher. Left handers are able to use Berol pens.

Correction fluid is not to be used.

## SUBJECT SPECIFIC

### English

In English, the nature of our marking will be influenced by the experience and attainment level of the students. Formative feedback, which will give clear guidance as to how the student may improve, is essential. Such feedback may relate closely to the learning objective or to other areas for improvement. Again, this will be influenced by the experience and expectations of the teaching group.

Teachers may choose to use the symbols set out in our marking code.

The quantity of spelling mistakes identified by a teacher will depend on the attainment level of the student and the teacher's belief as to the student's capacity to learn from such feedback. As a general guide, in the lower school, the teacher will identify no more than three spelling mistakes in a piece of work. In the middle and upper school, the student will be required to correct no more than three mistakes, though this may differ with high frequency words.

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Stampers – available from BMH:



**MARKING CODE FOR WRITTEN WORK**

*All marking will be completed in green pen.*

|                            |                                                                                                                                                          |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>?</b>                   | This doesn't make sense and might need rewording                                                                                                         |
| <b>^</b>                   | One or 2 words have been missed out                                                                                                                      |
| <b>*</b>                   | A phrase has been missed out and has been written at the end of the passage                                                                              |
| <b>P (in a circle)</b>     | Punctuation mistake – identified and in some cases, corrected                                                                                            |
| <b>O</b>                   | Ongoing or repeated errors have been circled                                                                                                             |
| <b>/</b>                   | New line (e.g. for new person speaking in dialogue)                                                                                                      |
| <b>//</b>                  | New paragraph                                                                                                                                            |
| <b>WWW:</b><br><b>EBI:</b> | Teachers may provide formative feedback under these headings.<br>(WWW: what went well) (EBI: even better if)<br>The stamp may be used where appropriate. |
| <b>VF</b>                  | Verbal feedback                                                                                                                                          |
| <b>S, C, PA or SA</b>      | Supported work, class work e.g. copied from the board, peer or self-assessment (where appropriate)                                                       |
| <b>PPP</b>                 | Purple Pen of Progress – pupil should review and improve their work in purple                                                                            |

## **MARKING IN PRE-PREP**

### **Rationale**

Improving learning through assessment is aided by the provision of effective feedback to Pupils who need to be able to assess themselves and understand how to improve. The marking of Pupils' work is therefore an important part of teacher assessment. This policy sets out how Staff intends to ensure that marking in the Pre-Prep is an integral part of our assessment procedures.

Marking will be used to inform planning and therefore will be a continuous assessment. The marking will adhere to the marking policy.

Marking Procedures:

- Green ink pen used
- As far as possible, marking will be done daily or when a piece of work is completed
- Teachers will use feedback from marking to inform future targets and planning
- Wherever possible, marking will be related to a clear learning objective, which has been shared with the children
- Good presentation is expected and may be marked
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential
- Appropriate comments or prompt questions will be written in language that the child understands (this may assume having comments read to them for non-readers)
- A particularly successful piece of work may be awarded with a star or stickers in line with the school's system of rewards
- Every effort will be made to allow children time to reflect on marking and edit/improve their work

This policy will be reviewed annually

## **ASSESSING, RECORDING & REPORTING**

An annual cycle of assessment, recording and reporting begins in the Pre-Prep, spreading through to the last year of Prep School.

Assessment informs all aspects of teaching and learning at Sherborne Prep, however data is considered in context, together with teacher assessment. Potential, progress and attainment are monitored in order to ensure the best teaching and learning is occurring. Teachers make decisions about children's progress and achievement through a combination of their own informal, continuous formative assessment as well as results from traditional, planned online and paper based summative assessments.

Pupils are involved in formally and informally assessing and reflect on their own learning.

A description and analysis of attainment and core skills is fed back to parents and children via a system of termly attainment and effort grades, parents' evenings and a set of written reports produced at the end of the Michaelmas and Trinity Terms.

## INTERIM REPORT GRADE DESCRIPTORS

Descriptions are given for both attainment and core skills

| <b>Attainment</b>                                                                                                                                                                                                                     | <b>Core Skills</b>                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceptional - A full grasp of new concepts and recent topics; always applies knowledge and skills independently to a range of situations with creativity, adaptability and flair; working well above the year-specific expected level | Exceptional - Always demonstrates exceptional effort and engagement in class; takes a key role in discussions; presents ideas precisely; shows mature leadership; displays initiative; outstanding collaborator; highly committed and reflective learner                                 |
| Exceeding - Confident understanding of new concepts and recent topics; can apply knowledge and skills consistently and mostly independently; can transfer skills to other areas with growing creativity.                              | Exceeding - Usually exceeds the expectations of effort and engagement in class; usually contributes to class discussions; courteous and positive influence on others' learning; collaborates well; a highly reflective learner.                                                          |
| Expected - Sound understanding of new concepts and recent topics; almost always applies knowledge and skills independently. Has reached the level we expect from our pupils at Sherborne Prep in this subject, at this age range.     | Expected - Puts in the expected effort and engagement; happy to contribute to discussions, although may need prompting; has a positive influence on others' learning; often collaborates well; growing in their ability to reflect on their learning; committed to making good progress. |
| Evolving - Knowledge, concepts and/or skills have started to be grasped and used with some independence. There is a requirement for support and scaffolding at times to reach the expected level.                                     | Evolving - Inconsistent in effort and class engagement; some reticence to take a lead in class; may lack confidence to contribute to class discussions and may need prompting to participate; beginning to reflect on their learning                                                     |
| Emerging - Knowledge, concepts and skills have yet to be understood fully and support is required to complete the tasks set. Your child is being well-supported to make progress towards the next level in this subject.              | Emerging - Regularly requires support to contribute to lessons effectively; rarely takes a lead in class; regular prompting needed to review their work; struggles to work independently; rarely collaborates with others.                                                               |

Frequency :                    Michaelmas – mid  
                                           Lent – mid and end of term  
                                           Trinity – mid term

## ASSESSMENTS

Heads of Department coordinate the setting of internal assessments and mark schemes, which are accessed on SharePoint. Papers are marked by staff under the direction of the Head of Department.

## ASSESSMENT TIMELINES

| Sherborne Prep School Assessment Tracking Timeline |      |      |     |      |      |      |      |      |      |      |      |
|----------------------------------------------------|------|------|-----|------|------|------|------|------|------|------|------|
|                                                    | Sept | Oct  | Nov | Dec  | Jan  | Feb  | Mar  | Apr  | May  | Jun  | Jul  |
| <b>Ability</b>                                     |      |      |     |      |      |      |      |      |      |      |      |
| Reception Baseline                                 | YR   |      |     |      |      |      |      |      |      | YR   |      |
| Cognitive Ability (CATs)                           | Y4-7 | Y2-3 |     |      |      |      |      |      |      |      |      |
| <b>Attainment</b>                                  |      |      |     |      |      |      |      |      |      |      |      |
| Reading (AR Star Reader)                           | Y2-8 |      |     |      | Y2-8 |      |      | Y2-8 |      | Y2-8 |      |
| Reading (WRAT4)                                    |      | Y1-2 |     |      | Y1-2 |      |      | Y1-2 |      |      |      |
| Reading (NGRT)                                     |      | Y3-7 |     |      |      |      |      |      |      |      |      |
| Spelling (NGST)                                    |      | Y3-7 |     |      |      |      |      |      |      |      |      |
| Spelling (HAST-2)                                  |      | Y1-7 |     |      | YR-2 |      |      | YR-2 |      |      |      |
| Maths (PTM)                                        |      |      |     |      |      |      |      |      |      | YR-7 |      |
| English (PTE)                                      |      |      |     |      |      |      |      |      |      | YR-7 |      |
| Subject attainment                                 |      |      |     | Y3-8 |      | Y3-8 | Y3-8 |      | Y3-8 |      | Y3-8 |
| Maths (Inspire)                                    |      | Y2-5 |     |      |      |      |      |      |      | Y1-5 |      |
| School Exams                                       |      |      | Y8  |      |      | Y8   |      |      |      | Y7   |      |
| <b>Skills</b>                                      |      |      |     |      |      |      |      |      |      |      |      |
| Core skills                                        |      |      |     | Y3-8 |      | Y3-8 | Y3-8 |      | Y3-8 |      | Y3-8 |
| <b>Attitude</b>                                    |      |      |     |      |      |      |      |      |      |      |      |
| Effort                                             |      | Y3-8 |     | Y3-8 |      | Y3-8 | Y3-8 |      | Y3-8 |      | Y3-8 |

|                 |                                                                            |
|-----------------|----------------------------------------------------------------------------|
| <b>Pre-Prep</b> | Internal assessments are based on the curriculum taught over the year.     |
| <b>Y3 - 5</b>   | Internal assessments are based on the curriculum taught over the year.     |
| <b>Y6</b>       | Continual teacher assessment and end of year class assessment.             |
| <b>Y7</b>       | Continual teacher assessment and end of Year 7 PSB exam.                   |
| <b>Y8</b>       | Continual teacher assessment and Year 8 PSB exams in November and February |

### PRE-PREP ASSESSMENT

Nursery Teachers start the Early Years Foundation Stage Profiles and at the end of the school year hand on to the Reception Teacher.

Reception children all take a baseline assessment at the start of Reception. The Reception Teacher completes the Early Years Foundation Stage Profile and sends the results to Dorset County Council and hands this information on to the Year 1 teacher.

Year 1 and Year 2 children complete a Progress in English and a Progress in Maths test at the beginning and end of the year. A standardised score is given. In addition, they complete the HAST-2 spelling test and the WRAT reading test at both the beginning and end of the year; a spelling and reading age is given. All results are tracked on our whole school tracking document.

## **PARENT MEETINGS**

These are held in person or on-line and need to give a full, honest and accurate picture of a child's progress.

Pre-Prep parent meetings are held in the Michaelmas and Lent terms. Year 3 and 8 are held in the Michaelmas term and Year 4-7 follow in Lent. Staff are to ensure they are aware of these dates in advance and make themselves available.

In the Michaelmas term, the parents of Y5 & 6 are invited to a talk regarding senior school entry processes and options.

In the Lent term, the parents of Y7 are invited in to find out more about scholarship entry process and what is involved for preparation.

We operate an open-door policy, so parents are welcome to request telephone or in-person meetings if they wish.

## **REPORTING**

There are 6 reporting points during the year, twice per term. Reports are written twice annually: by form teachers with maths and English targets at the end of the Michaelmas term; and by all subject teachers for end of the Trinity term. Reports are uploaded and filed on iSAMS.