



HARVINGTON PREP SCHOOL

CURRICULUM POLICY & TEACHING AND LEARNING

HARVINGTON PREP SCHOOL MISSION STATEMENT

The school's mission is to identify and develop to the full the natural talents and potential of each individual pupil and to prepare them for the next step of their education. The school seeks to achieve this within the context of a multi-cultural community, emphasising strong moral and spiritual tenets shared with all faiths.

Aims and Objectives

We aim:

- To provide full-time supervised education for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To ensure that all pupils have the opportunity to learn and make progress.
- To provide our pupils with knowledge and experience appropriate to their age and ability, including those with EHC plans and / or IEPs.
- To teach skills of literacy and numeracy, speaking and listening to the highest possible standard.
- Where a pupil has an EHC plans and / or IEP, to ensure the education meets the stated requirements.
- To teach those cultural skills which enable pupils to develop knowledge and understanding of the world, its peoples and cultures, both past and present.
- To develop and enhance pupils' knowledge of the environment and thereby foster an awareness of the need to conserve and care for its resources.
- To develop the desire and ability to contribute to the community at large, respecting and appreciating others for their differences and beliefs.
- To teach and promote Fundamental British Values.
- To develop confidence in themselves to lead full and independent lives.
- To develop an appreciation of art, drama and music and to provide opportunities for performances of a high standard.
- To teach weekly PSHE lessons as per our PSHE policy, to encourage socially aware, caring, responsible and healthy citizens.
- To develop an awareness of economic issues and prepared for the experiences of adult life. About where money comes from, keeping it safe, and the importance of managing it effectively. How money plays an important part in people's lives.
- A basic understanding of enterprise. Economic is not only about managing money and talents but charity as well.

We protect characteristics of the following and demonstrate this through our PSHE curriculum, reflecting the school's aims and ethos:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

How is this achieved?

- By providing a happy and safe environment which gives a sense of security with consistent expectations within an organised structure.
- By giving the pupils high yet realistic targets, within an ethos of individual excellence.
- By creating a caring atmosphere where pupils are confident that their individual needs will be respected and considered.
- By providing a broad and stimulating curriculum.
- By helping children to develop lively, enquiring minds so they can acquire the knowledge and skills needed throughout their lives and to be responsible for their own learning.
- By providing equal opportunities for all pupils and by differentiating their learning as appropriate.
- By fostering respect and tolerance for the religious beliefs, cultural differences and the ways of the life of others.
- By developing in each child a feeling of self-worth.
- By helping children to understand the importance of being a good citizen and their duty in the world as a whole.
- By having well qualified caring, happy staff that support each other and work together as a team to achieve all these aims.
- Through Enrichment, we set tasks for creating their own company with its economic plan.

How we know whether this has been achieved.

- Through pupils' responses to all lessons.
- Through pupils' behaviour towards each other and within the community.
- Through pupils displaying the initiative, integrity and respect appropriate to their age.
- Through regular assessment and testing of pupils.
- Through regular internal assessment and appraisal of staff.

The Harvington Prep School Curriculum Policy is divided into two main parts, the first being *'Teaching and Learning'* and the second being *'Assessment and Marking'*.

TEACHING AND LEARNING

Introduction

At Harvington Prep School we aim to provide a broad and balanced curriculum which will equip our pupils with the English, maths, creative and social skills and knowledge needed for them to continue their learning and take their place as responsible citizens in society. Attitudes to teaching and learning are important at Harvington Prep School as they reinforce the ethos of the school as outlined in the Mission Statement. It underpins the relationship between the staff, pupils and parents and their expectations of each other. In order to achieve success in teaching and learning a clear understanding of the curriculum and its organisation is vital.

We believe it is essential to establish excellent reading, writing and maths skills at an early age. The acquisition of higher level knowledge in most subjects is built upon a sound understanding of language and basic mathematical processes. Our curriculum is based on the National Curriculum for England. However as an independent school we are pleased to have the possibility to depart from the National Curriculum and do so when we wish to include relevant and exciting topics which respond to current events or to reflect a particular teacher's knowledge, interests or enthusiasm. We take care to ensure that the subject matter is appropriate to the ages and abilities of all our pupils. In general most learning needs of our pupils are addressed through our small class sizes and suitably differentiated work in the classroom.

AIMS

At Harvington Prep School we aim to promote effective learning, through our teaching, to meet the needs of each individual pupil. We aim that all of our pupils will:

- Enjoy their learning experiences across the curriculum.
- Achieve their potential.
- Gain confidence in their own abilities in order that they can lead full and independent lives.
- Develop an enquiring mind.
- Develop an awareness of cultural, social and spiritual differences.
- Develop a responsible and independent attitude towards their work.
- Develop an understanding, tolerance and respect towards other people and their property.

PRINCIPALS OF TEACHING AND LEARNING

Our pupils will be enabled to learn successfully through the attitudes encouraged by their teachers, themselves and the community as a whole.

Teachers

- Have high, and individual, expectations of every child.
- Recognise and appreciate that all pupils develop and learn in different ways and at different rates.
- Provide a wide variety of different and challenging learning experiences appropriate to their age and ability.
- Evaluate each piece of work through careful marking, with positive and constructive comments.
- Provide a safe, stimulating and well-organised environment.
- Ensure that different cultures and backgrounds are reflected and valued throughout the school.

Pupils

- Understand exactly what they are learning.
- Understand how to improve by achieving the targets they set for themselves during Target Setting and appreciate their involvement and ownership of their learning.
- Are encouraged to become independent thinkers and participate fully in lessons.
- Realise that making mistakes is acceptable.
- Have the confidence to ask for help.
- Have time to reflect and evaluate their work to enable improvement.
- Appreciate the work of their peers.

School Community

- Encourage self-esteem and independence in all pupils.
- Create an atmosphere of mutual respect and trust.
- Establish boundaries for acceptable behaviour.
- Create a positive and cooperative relationship with parents.
- Ensure that a happy, well-resourced environment is created which everyone can access.

ACHIEVEMENT OF OUR AIMS

All members of the school should:

- Value each pupil as an individual.
- Respect pupil's individual rights, different cultures and beliefs.
- Offer equal opportunities in all aspects of school life.
- Encourage a sense of belonging and pride in the school community.
- Create a positive atmosphere by encouragement and praise.

Teachers

- Create a happy, safe and stimulating environment that gives a sense of security.
- Guide pupils to set high, yet realistic, targets within an ethos of individual excellence.
- Recognise and meet the need of each individual pupil.
- Be exemplary role models.
- Keep abreast of changes in the world of education.
- Be positive towards change.
- Be willing to develop and share their expertise.
- Work as a team with other staff members.

Pupils are encouraged to:

- Attend school regularly.
- Be punctual.
- Be organised.
- Listen to advice and take increasing responsibility for themselves.
- Complete all work to the best of their abilities.

Parents

- Ensure that their child attends school regularly and is punctual.
- Ensure the child is in good health.
- Support the school's discipline procedures.
- Is realistic about their child's abilities, offering praise and encouragement.
- Encourage their child to become independent.
- Participate in any discussions concerning their child.

STRATEGIES FOR TEACHING AND LEARNING

In order for the school to achieve its goals in teaching and learning the school has developed different strategies in order to promote best practice throughout. As we are a non-selective school with one class entry, the school has mixed ability classes.

Class and Specialist Teaching

Harvington Prep School has a varied staff encompassing many skills and much subject knowledge. Throughout the school there are specialist teachers in English, maths, Science, music, French/Spanish, PE, art, dance and drama.

Nursery and Transition (Early Years Foundation Stage)

Qualified class teachers teach these classes in most subject areas with the help of assistants. The exceptions are music, PE and French.

Year 1

Predominantly class taught. The exceptions are music, PE, art, drama, dance and French. The emphasis is on English and mathematics through specialist teaching.

Year 2

Predominantly class taught. The exceptions are music, PE, art, drama, dance and French. The emphasis is on English and mathematics through specialist teaching.

Year 3

Predominantly class taught. The exceptions are music, PE, art, drama, dance and French. The emphasis is on English and mathematics through specialist teaching.

Year 4

Predominantly class taught. The exceptions are music, PE, French, art, Science, dance and drama. The emphasis is on English and mathematics through specialist teaching.

Year 5

Predominantly class taught. The exceptions are music, PE, French, art, Science, dance and drama. The girls begin their preparation for senior school entrance examinations. The emphasis is on English and mathematics through specialist teaching.

Year 6

Predominantly class taught. The exceptions are music, PE, Spanish, art, Science, dance and drama. The girls continue their preparation for senior school entrance examinations. The emphasis is on English and mathematics through specialist teaching.

Having finished their senior school entrance examinations the girls focus on, extended English writing, investigative mathematics, project work, a school residential trip and their production of the school play.

TEACHING STYLES

The emphasis at Harvington Prep School is to encourage pupils to become independent and confident learners. To encourage this, the staff adopt various teaching styles:

- Independent and collaborative work
- Open ended questioning
- Individual and group research
- Investigative work and problem solving
- Encouraging open discussion of findings and results in a variety of ways
- Providing opportunities for pupils to make decisions

Learning Support

See separate policy

The Learning Support teacher is available to offer advice to all teachers regarding all pupils with special needs. She uses various teaching styles including:

- Support teaching within a class
- Group teaching
- Individual teaching

PLANNING

All teachers are involved in the planning of an evolving and coordinated curriculum This is achieved by:

- Regular staff meetings, including specific meetings for Early Years Foundation Stage and curriculum meetings for Years 1 - 6
- Policies for subjects are developed by all staff teaching who have a responsibility for coordinating a subject
- Class or subject teachers prepare half-termly schemes of work, reflecting the curriculum
- EYFS also prepare half-termly schemes of work

Subject coordinators

Subject coordinators play a significant role in ensuring the teaching and learning of their subject within the school. Subject coordinators are responsible for self -assessment of their subject departments in consultation with the Headmaster.

Subject Coordinators:

Art, D&T	Anila Singh
Drama	Archie Griffiths
English	Harmandeep Sehmbhy
French/Spanish	Isabelle Majoli Reyes
Geography	Katerina Katradis
History	Marie Evans
ICT	Miss Figura
Maths	William Jolley
Music	Rheannon Blanchette
PE	Saffron Smith
PSHE	Katherine Hogan
RE	Pam Sandhu
Science	Julia Silvestre
SEN	Rheannon Blanchette
EAL	Rheannon Blanchette

ASSESSMENT AND MARKING

AIMS

- To recognise, reward and encourage achievement and effort
- To communicate with pupils about their individual progress
- To enable pupils to reflect on their learning and their future targets
- To assess and monitor learning (assessment of learning and assessment for learning)
- To provide a record of achievement
- To aid curriculum planning
- To identify children who need learning support or more challenging work

PURPOSE

The purpose of this policy is to give guidance to staff on the purpose, types and frequency of assessment and marking at Harvington Prep School.

ASSESSMENT

Children are assessed in many ways at Harvington Prep School. Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress monitored. Assessment should be incorporated systematically into teaching strategies in order to strengthen learning across the curriculum. Assessment of learning consists of internal, external and standardised tests. Assessment for learning uses results, work produced by the children and standardised test feedback to inform future planning in the curriculum.

Principles

Using the principles and processes of assessment, we aim to:

- Recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents of pupil achievement
- Comply with statutory requirements
- Monitor progress and support learning

Types of Assessment

- **Formative:** This is the ongoing assessment carried out by teachers both formally and informally. Results and observations are kept in teachers' record books, profiles and the children's own books. Formative testing helps teachers in determining the overall progress and comments that go on reports.
- **Summative:** This occurs at defined periods of the academic year depending on year groups.
- **Diagnostic:** All assessments can provide diagnostic evidence. Diagnostic tests can also be administered by the Learning Support teacher.

Assessment in the EYFS

The children in Nursery and Transition are assessed by ongoing observations by practitioners that relate to the six areas of learning in the EYFS. Each child's developments and achievements are recorded in an individual profile.

SCHOOL TESTS

Both internal and external school tests are carried out during the academic year:

Internal Tests

Internally set school tests are done in the summer term. Children in Years 1- 6 will not be tested during the autumn and spring term. Testing, in the summer term, is sufficient and reliable in producing a picture of how pupils are progressing. In Year 1 pupils have tests in the summer term, in English and mathematics. In Year 2, pupils have tests in the summer term, in English and mathematics. In Year 3, pupils are tested in the summer term in the three core subjects, English, mathematics and science and from Year 4, pupils are tested in the summer term in English, mathematics, Science, French/Spanish and Humanities. The test results are recorded as a percentage for school tracking purposes but reported as a Test Grade in the term reports. A class average and position expressed as a quartile is also recorded on the reports. The Test Grade is taken into consideration and combined with a teacher assessment of performance during class and homework over the term and a Term Grade is awarded. The percentage boundaries are expressed below; the explanation for each grade gives a general indication of performance.

A+	100%
A	91–99%
A-	84–90%
B+	77–83%
B	71–76%
B-	64–70%
C+	57–63%
C	49–56%
C-	42–48%
D+	35–41%
D	28–34%
D-	21–27%
E	20% or below

Attainment Grades Explanation

A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Cause for concern

External Assessments

The children complete a range of external assessments in order to compare against the National Average:

- **Nursery** – 2 simple assessments throughout the year
- **Transition** – Baseline Assessment – autumn term
- **Year 1** – Reasoning Paper - autumn term NGRT – spring term
- **Year 2** – NGRT/NFER Verbal & Non-Verbal - autumn term
- **Year 3** – NGRT/NFER Verbal & Non-Verbal - autumn term
- **Year 4** – NGRT/NFER Verbal & Non-Verbal - autumn term
- **Year 5** – NGRT/NFER Verbal & Non-Verbal - autumn term
- **Year 6** – NGRT/NFER Verbal & Non-Verbal - autumn term

Records and Record Keeping

Teachers use records to review pupils' progress, to aid pupils to set appropriate targets for the future and to form the basis of reports. Records are kept in a variety of ways. These include:

- Teachers' plans
- Children's work
- Teachers' mark books
- Teachers' notes e.g. significant outcomes
- Individual reports and half- term assessments
- Pupil Personal Tracking Record

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for assessment. Every other year, staff standardise grades on work in the core subjects for each year group. The EYFS moderate their standards with Ealing Council and other local schools.

MARKING

The main purpose of marking is to give information about how well pupils have done and how they can improve. Positive comments are used to motivate pupils and constructive guidance as to how they could have improved. Spelling mistakes are corrected and pupils are expected to write out their corrections 3 times.

General Guidelines

- All written work will be marked
- Pupils will be given time to read, reflect and respond to marking
- Comments should be generally positive and criticism should be constructive

Types of feedback and marking

- **Oral** – feedback may take place during the course of a lesson
- **Summative** – marking usually consists of ticks or dashes as is associated with closed tasks or exercises; pupils may be asked to correct wrong answers and write out an incorrect spelling error three times. Older children may self-mark or mark a peer's work after ground rules have been introduced.
- **Stickers/stamps** – these may be used as a different method of feedback, particularly in the EYFS and with younger children. Some stamps may have a message printed on them. Particular excellence or effort is rewarded with a GOOD WORK SHOW Mr Entwisle which results in the pupil taking their work to show the Headmaster who awards a special sticker and keeps a record of the number of Good Works achieved; certificates are awarded in assembly according to the number of Good Works.
 - 10 Good Works – Bronze Certificate
 - 20 Good Works – Silver Certificate
 - 30 Good Works – Gold Certificate
- **Percentages** – these are given in a test paper to indicate how a pupil has performed.
- **Attainment Grades (see above)** – Grades from A to E are used to assess classwork and homework
- **Skills assessment** – skills for each subject are assessed at report writing by staff and the same skills are assessed by the children themselves during Target Setting.
- **Formative feedback/marking** – is particularly useful when a task is open or narrative. This is used when marking any English, history, RE and geography work.

Frequency of Marking

Every effort will be made to mark work as quickly as possible. Ideally, work will be returned to pupils at the beginning of their next lesson.

Monitoring of Marking

The Headmaster may look at pupils' books and evaluate teachers' marking during a lesson observation or appraisal. Subject coordinators may monitor marking in a particular subject during lesson observations.

(See Marking Policy)

Target Setting

From Year 1, the timetable is collapsed for a morning twice a year, in December and in June, when children are asked to self-assess and set targets for themselves and evaluate their performance. Such targets are SMART and pupils are guided as to how to self-evaluate, depending on their age. They are given guidance and a bank of SMART targets to consider, in order to ensure the process is effective and useful. Children have individual folders that track their target setting over the years and these go home for parents to view and sign.

REPORTS

Written reports are sent to parents in the summer term. Children will have reports in all subjects where there will be an outline of the work for the term and a progress comment for the individual child. From Year 1 – Year 6, pupils will be given a subject specific skills and general skills assessment. (These are the same skills that they themselves evaluate, during their Target Setting.) Pupils will also be given a grade (A – E) reflecting their assessment for each subject. Test results will form part of the overall grade awarded, but staff will pay heed to a pupil’s performance during the term, when awarding a grade. Reports must be constructive, realistic and helpful; a general report and record of attendance will also be recorded in Reports.

As the children are not tested in the autumn and spring term, a teacher’s assessment of class work, homework and oral contribution to lessons will be the focus of the autumn and spring report. The report is linked with the children’s own evaluation of their progress in the autumn term during the **Target Setting** procedure, focusing on the same skills.

Reviewed By:	Harmandeep Sehmbhy
Reviewed Date:	September 2022
Next Review Date:	September 2023

