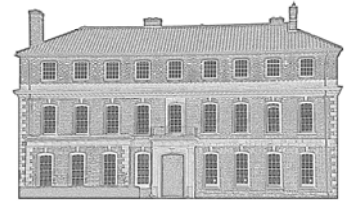


WINDLESHAM HOUSE SCHOOL

CURRICULUM POLICY



Reviewed: January 2011

Policy Ref: 017

Windlesham

1) Policy Statement

a) Academic Guidelines

- i) These academic guidelines are solely concerned with the academic side of the school and are part of the Staff Handbook which cover all aspects of pastoral care and staff duties. These guidelines do not aim to provide specific advice on all aspects of teaching, but aim to give an overview that applies to all teachers. Specific guidelines are given by departmental schemes of work which outline good practice within each subject. Our policy for teaching and learning provides a guide to overall good practice although we do not wish to prescribe how teachers teach and children learn, as we believe that different people learn best in different ways. We do believe that children learn more effectively through praise and encouragement and aim to treat each child individually.
- ii) These guidelines give an overview of the curriculum as well as stating our policies on teaching and learning, assessment, recording and reporting, differentiation, Information and Communications Technology and Staff Development and Review. If you have any queries about your teaching and the relevant school policies please see your Head of Department, the Director of Studies or the Head.

This policy also applies to our Early Years Foundation Stage and after School care.

b) Values

- i) Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- ii) These are the main values of our school, upon which we have based our curriculum:
 - We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils. We will strive to meet the needs of all our children.
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

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c) Aims and Objectives

We believe that different people learn best in different ways. It is our policy to provide a varied and stimulating environment that allows children to develop their skills and abilities to their full potential.

In our teaching, we aim to:

- i) develop each child's learning potential.
- ii) teach an ability to communicate effectively both orally and in writing.
- iii) develop the children's ability to identify problems and to work creatively towards solutions and so learn to think.
- iv) teach each child appropriately to his or her ability in all subjects. This may involve setting and differentiated teaching.
- v) provide a broad and balanced education.
- vi) develop an ability to apply moral principles to personal and social issues, and an appreciation of the responsibilities of citizenship and members of the community.
- vii) ensure competence in the use of ICT and related technology.

d) Effective Teaching and Learning

To ensure that effective learning takes place we should employ a number of teaching strategies:

- i) **The encouragement of pupil-teacher contact.** This can arise during the course of lessons through individual discussions, at the end or beginning of lessons, whilst the child is engaged in learning tasks and through individual marking. Children should feel that their teachers are helping them learn. Children should feel that their teachers would be willing to give them extra help through individual lessons at times such as break, lunch time, reading period, etc.
- ii) **The use of different teaching techniques and the encouragement of active learning.** A multi-sensory approach is more likely to lead to more effective learning and children should feel that they are active learners. Children should experience different contexts for learning such as:
 - (1) Whole class work
 - (2) Group work
 - (3) Paired work
 - (4) Independent work
 - (5) Investigating and problem solving
 - (6) Research and finding out
 - (7) Use of the ICT facilities

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- (8) Creative activities
 - (9) Watching educational television programmes and videos, listening to music and audio tapes actively. Linking these with discussions, note-taking, worksheets, etc.
 - (10) Designing and making things
 - (11) Fieldwork
 - (12) Debates
 - (13) Role-play
 - (14) Listening to music and audio tapes
 - (15) Visits to museums, exhibitions, etc
 - (16) Work with visiting speakers
- iii) Efficient preparation and properly structured lessons.** Lessons should be based on the departmental scheme of work and these show what should be taught and how it should be taught including policies on assessment. All lessons should have an introduction which revises the previous lessons and introduces basic concepts. This is followed by the main body of the lesson where the children will develop their knowledge and skills. Lessons should end with a conclusion which reinforces and revises the work covered.
- iv) Preps** should be appropriate and stimulating. Preps should normally be set during the lesson and recorded in the child's Pupil Handbook. Preps should be marked promptly and at least within 72 hours.
- v) Appropriate use of resources.** These should be an aid to teaching and learning and should not be a substitute for teaching. Possible resources to be used are:
- (1) Worksheets. Used appropriately these can be flexible and effective, but they must not be over used and should be carefully presented.
 - (2) Textbooks. Each department will have a policy on its textbooks and they should be used appropriately. Children should have their own copy when using textbooks.
 - (3) Videos. These can be an excellent visual aid to learning particularly if used in conjunction with other resources.
 - (4) ICT. The internet and computer programmes provide a vast resource which can improve teaching and learning. There are obvious dangers if the children are allowed access without guidance and children must be taught to use the information provided with discretion.
 - (5) Other resources such as the library, tapes, museums, exhibitions, outside speakers, the school grounds, other teachers can all be effective resources.
- vi) Notes.** Children need to be given notes from which they can revise and teachers should consider the best way to give these. Dictating notes and expecting children to copy from the board may not be the best use of limited class time and it is best to investigate other means

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of giving this information. Children do need to be taught how to write notes and they do need to be given advice on how to revise from their notes.

- vii) Task setting and frequent feedback.** In order to monitor learning children need to be set tasks and these should be marked promptly. All tasks should be thoroughly prepared and understood. Teachers use the school, department or LW Prep Prep marking systems as appropriate and children should be able to understand this. When work is handed back, it is good practice (and appreciated by children) to add a verbal comment.
- viii) Differentiation.** Windlesham has policies on the teaching of children with special needs including those who are gifted and talented as well as those with learning difficulties. It is important that children are taught appropriately and that the work set is challenging but realistic. Differentiation can be carried out through appropriate questioning, by setting extension tasks for the more able, by giving modified worksheets for the weaker children and generally by seeing each child as an individual with individual skills and knowledge. We expect high standards and the effective use of time, but this must always be realistic and children should be successful in their learning.
- ix) Co-operation.** Learning is a co-operative task between teachers and pupils and also amongst pupils. Children should be encouraged to work together and learn from each other, respecting the differing abilities of each child. The prevention of peer-group pressure to deter pupil's efforts is very important here.
- x) Displays.** The display of children's work can be used to promote high quality learning amongst the children as well as providing a stimulating environment. Displays should be changed on a regular basis (at least twice a term).

e) Presentation

There is a school policy on layout and presentation as children benefit from a consistent approach from the teachers. Handwriting and neatness are key elements and all teachers should take responsibility for the handwriting of the children they teach.

f) Layout

In the Prep School, we expect children's written work to be laid out as follows:

- i)** Date on right of the paper with the month written out in full.
- ii)** Where necessary the name should be written on the left, but not in the margin. All notes should be named.
- iii)** Leave a line.
- iv)** The title should be written in the middle of the page. It can be underlined.
- v)** Leave a line.
- vi)** Indent all paragraphs in written work. When word processing do not indent.
- vii)** Only leave a line between paragraphs when word processing.
- viii)** Rule off after the piece of work is marked.

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2) The Curriculum

a) Introduction to the Curriculum

- i) Academic study forms the core of the education process and at Windlesham we encourage every child to achieve their full potential. We aim to make every lesson as challenging and as exciting as possible, and encourage our children to think, to question and to discuss. The classroom atmosphere is designed to be friendly and stimulating, so that each pupil feels valued and able to contribute. Every child is encouraged to give of their best, irrespective of ability. Our whole thrust is to offer praise and encouragement wherever this is due, and thereby to build up confidence and self-belief. Prizes and certificates are given at the end of each term in the Prep School and these are based solely on effort, thereby allowing children of all academic abilities to be rewarded. Our reporting system to parents, involving periodic Progress Reports, end of term reports and parent-teacher meetings is explained in greater detail later in this section.
- ii) The school is organised into year groups starting with Reception, LW1 and LW2 in the Little Windlesham Pre Prep, Transition and the Fives (5s) in the Junior Department at 8+, followed by the Fours (4s) at 9+, the Threes (3s) at 10+, the Twos (2s) at 11+ and our top year the Ones (1s) at 12+. The names of each year group are derived from the number of years before the children leave us to go to their chosen senior school. In National Curriculum terms the Fives are Year 4, the Fours Year 5, the Threes Year 6, the Twos Year 7 and the Ones Year 8.

iii) Little Windlesham Pre Prep

(1) Pre Prep Organisation and planning

- (a) We plan our curriculum in three phases. We agree a long-term plan for the Foundation stage and Key Stage 1. This indicates what topics are to be taught in each term. We review this long-term planning regularly.
- (b) Through our medium-term plans, we consider the objectives and teaching strategies for each topic. We base much of our teaching on the national strategies for Literacy and Numeracy and use the national schemes of work for much of our medium-term planning in the foundation subjects.
- (c) Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- (d) In the Foundation Stage, and at Key Stage 1, we adopt a cross-curricular approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- (e) We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage.

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(2) The curriculum and inclusion

- (a)** The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.
- (b)** If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we involve the appropriate agencies, either in-house Learning Support team or external agencies in making an assessment.
- (c)** The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- (d)** We are committed to meeting the needs of children with disabilities, as we are to meeting the needs of all groups of children within our school. The school complies with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.
- (e)** We are well aware that all children need the support of parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

(3) The Foundation Stage

- (a)** The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced in 2002. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- (b)** Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- (c)** The staff in the reception class regularly assess the skills development of each child, and record this in the individual Learning Journals. This assessment forms an important part of the future curriculum planning for each child.
- (d)** As with Key Stage 1, we are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive

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links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

(4) Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- problem-solving.

We ensure these skills are addressed in our curriculum planning. Teachers seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

(5) The role of the subject leader

(a) The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

(b) The role of the subject leader

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, and sees that progression is planned into schemes of work.

iv) Main Prep School

- (1) The Fives and Transition are taught in mixed ability groups by their own teacher for most of the day. The class teacher is responsible for the timetable within his/her class and the National Curriculum forms the basis of the teaching, but our curriculum is considerably broader. In the Fours the children are taught partially by subject specialists and are setted for Maths and French. In the Threes the children are setted in English, Maths, Science and French. These setting arrangements continue into the Twos and Ones. The most able children are taught as a group for all subjects in order to challenge and encourage them to work to the highest standard possible.
- (2) The Ones and Twos follow a two year course leading to the Common Entrance Exams set by the Independent Schools Examination Board for 13+ entry to public schools. The most able candidates may be entered for scholarship exams after consultation between the school and the parents and child. In the Threes and Fours the children follow a curriculum which aims to prepare them for their final two years at Windlesham whilst attempting to give as broad an education as possible.

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- (3) The compulsory examinable subjects at Common Entrance are English, Mathematics, French, Science, History, Geography and Religious Studies. Latin is an optional subject although strongly encouraged at Windlesham. In addition to the Common Entrance subjects the children have timetabled lessons in P.E., Games, Design and Technology, Art and Pottery, Music, Drama and Personal and Social Education.

(4) Table showing lesson allocation for each year group

| Year Group | 5s | 4s | 3s | 2s | 1s |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English | 8 | 6 | 6 | 5 | 5 |
| Maths | 7 | 6 | 6 | 6 | 6 |
| Science | 4 | 4 | 4 | 5 | 6 |
| French | 2 | 4 | 5 | 5 | 5 |
| Geography | 2 | | 2 | 2/3 | 3 |
| History | 2 | | 2 | 3 | 3 |
| Religious Studies | 1 | | 1 | 2 | 2 |
| Humanities | | 4 | | | |
| Latin | | | 2 | 3/4 | 4/5 |
| Spanish | | 2 | 2 | | |
| Design Technology | 2 | 2 | 2 | 2 | 2 |
| Art | 2 | 2 | 2 | 2 | 2 |
| Drama | 1 | 2 | 1 | 1 | 1 |
| Music | 2 | 2 | 1 | 1 | 1 |
| ICT | 1 | 1 | | | |
| Cooking/Needlework | 2 | 2 | | | |
| PE | 2 | 2 | 2 | 2 | 2 |
| Games | 4 | 4 | 4 | 4 | 4 |

- (5) ICT is taught across the curriculum so that there are no timetabled lessons for the older children. However, all children in the Ones and Twos are expected to complete projects using computers in Geography, History, RS and Design and Technology whilst they also make extensive use of computers in English for word processing, Maths for reinforcement exercises and work with spreadsheets, French for language work and word processing, Science for data logging and revision and History for simulation exercises. It is our aim that children should learn to use computers naturally when the need arises. Free time use is encouraged as is use of the Internet and we are increasing our use of the Internet in lessons for research and investigations. We also teach the basic skills of touch-typing at lunch-time and in the evenings.

(6) Curriculum Booklets

Early in the school year (by the end of September) we publish a curriculum booklet on the school's website which will give details of the curriculum for that year group. Heads of Department are asked to have the final version complete by 1st September each year. We aim to give parents a full picture of the curriculum with details of the topics covered. This will give parents a better understanding of their child's work and may help with the planning of family trips or holidays. If you are interested in discussing the curriculum please contact the Director of Studies who will be happy to help.

b) Prep – Main School

- i) All children in the main Prep School have a prep session on every week day.

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- ii) Prep starts at 5.35 pm and continues until supper, which starts at 6:05 for the 5s and there is a staggered system until the 1s have their supper at 6.45 pm.
 - iii) Children are set prep in most academic subjects once a week. On some days they may only work on one subject, but the time can be split between two subjects. This varies between year groups and the Director of Studies publishes a prep timetable at the start of every term.
 - iv) In the 1s and 2s there is a system that enables each subject to set a long prep once every four weeks so that practice exam papers can be set. This is called a rota prep. The system works as follows:
 - (1) On four nights a week each form is set work in two subjects; 40 minutes for each of English, Maths, Science and French and 20 minutes for each of Geography, History, Religious Studies and Latin. Prep is set in two subjects every night.
 - (2) On the fifth day there is a revision prep.
 - v) The aim of prep is to reinforce learning and provide feedback to the teacher and child and is essential to the learning process. It is important that the teacher plans the setting of prep carefully and that the work is properly differentiated and realistic for the time allowed and the abilities of the children. If the work is too easy, too brief or too difficult little benefit will be gained. Prep should preferably be set during a lesson and the details written in the Pupil Handbooks which are issued to all children at the start of the year. Once prep is completed, it should be marked promptly (normally within a maximum of 72 hours) using the school marking policy.
 - vi) The computer rooms should be used cautiously and the computer room must be booked in advance (and prep supervisors informed) if children are to work in the ICT rooms during prep.
 - vii) The procedure to be adopted by staff supervising prep is detailed in the Prep Duty paragraph in Staff Matters.
- c) Homework – Little Windlesham Pre Prep**

i) Policy Statement

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

ii) Rationale for homework

- (1) Homework can add much to a child's development and children can benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.
- (2) Whilst we feel that homework can play a positive role in a child's education we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking

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part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

iii) Aims and objectives

The aims and objectives of homework are:

- (1) to enable pupils to make maximum progress in their academic and social development;
- (2) to help pupils develop the skills of an independent learner;
- (3) to promote a partnership between home and school in supporting each child's learning;
- (4) to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- (5) to help children develop good work habits for the future.

iv) Types of homework

We set a variety of homework activities.

- (1) In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents.
- (2) We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child.
- (3) We also ask Key Stage 1 children (and possibly Foundation Stage children if appropriate) to learn spellings or mathematical tables as part of their homework.
- (4) We may ask children to find out about a topic at home, for example, in the history topic on toys, we might ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children.
- (5) Sometimes we ask children to find and collect items connected with our topics.

v) Amount of homework

We increase the amount of homework that we give the children as they move through the school. Timings are generally as follows;

| Year group | Subject | Timing |
|------------------|--|---|
| Foundation Stage | Reading Spelling (generally Summer term) | 10 mins daily 20 mins weekly |
| Year 1 | Reading Spelling Maths | 10 mins daily 30 mins weekly 30 mins weekly |
| Year 2 | Reading | 15 mins daily |

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| | | |
|--|----------|----------------|
| | Spelling | 30 mins weekly |
| | Maths | 30 mins weekly |

vi) Pupils with special educational needs

- (1) We set homework for all children as a normal part of school life.
- (2) We ensure that all tasks set are appropriate to the ability of the child

vii) The role of parents

- (1) Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set and support them with reading, learning spellings and playing games. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- (2) If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact Shirley Mead. Finally, if they wish to make a complaint about the school homework policy or its implementation, parents should follow the procedure in the Complaints Policy.

3) Assessment, Recording and Reporting

a) Introduction

- i) We assess and keep records in order to improve the quality of our teaching and the children's learning. Assessment is a complex process and should be at the centre of our teaching. Its aims are:
 - (1) To assist the pupils as learners and enable them to demonstrate what they know, understand and can do in their work
 - (2) to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work
 - (3) to allow teachers to plan work that accurately reflects the needs of each child
 - (4) to provide regular information for parents that enables them to support their child's learning
 - (5) to have appropriate information for the Director of Studies, headteacher and governors to allow them to make judgements about the effectiveness of the school.
- ii) Teachers should always consider the following questions:
 - (1) What do you want the children to learn?
 - (2) Do they know what you want them to learn?

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- (3) What activities and experiences promote these intentions?
 - (4) How is the evidence of learning revealed?
 - (5) How is this evidence recorded?
- iii)** The teacher should specifically be considering:
- (1) What the pupil can or cannot do (diagnostic assessment).
 - (2) What the child needs to do next (formative assessment)
 - (3) What the child has achieved so far (summative assessment) which can be used to inform all interested parties.
- iv)** Both teachers and children should be as clear as possible about what kind of assessment is taking place. We believe that good assessment practice should be:
- (1) Based on clear curriculum intentions.
 - (2) An integral part of classroom activities and not an add-on.
 - (3) Appropriate to the task.
 - (4) Concerned with learning processes and outcomes.
 - (5) Able to make allowance for unexpected outcomes.
 - (6) Place achievement in context.
 - (7) Based on a wide range of evidence. Exams and tests are only one part of the evidence.
 - (8) Able to identify strengths and weaknesses.
 - (9) Able to inform teachers, pupils, parents and other interested parties about individual progress.
 - (10) Aimed at encouraging the children.
 - (11) Clearly recorded. Teachers records should be based on evidence, cumulative, accessible and easy to interpret, show attainment levels, progress and achievement.

b) Main Prep School

Our policy has the following components:

- i)** We believe in the regular marking of books and assignments; our children expect their work to be marked promptly. We have a marking and correcting policy that lays down the rules for the marking of books, although each subject has its own distinctive features. The aims are to correct and to encourage. This will provide much of the evidence we need, but must not be the sole source of evidence.

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- ii)** We aim to assess each individual child against their own performance (ipsative referenced assessment) and the requirements of the National Curriculum and Common Entrance (criterion-referenced assessment) rather than against their peers.
- iii)** Three times a term marks are collated and form the basis of the Progress Report where both grades for effort and attainment are shown to and discussed with the children by tutors and sent to parents. These marks reflect performance in relation to the standards required by the Common Entrance exams and the National Curriculum. There is a system of awards associated with Progress Reports culminating in end of term prizes and certificates. A copy of each Progress Report is kept as a record and is one of our main records of a child's academic performance. Full details of how to complete these are given in the Staff Handbook.
- iv)** We send end of term reports in each subject every term. These include average marks for the term. We keep copies of these reports. The system of report writing is regularly reviewed. There are report writing guidelines issued to all staff and these are given elsewhere in this document.
- v)** In the Autumn term we set the following tests for all children:
 - (1)** CAT 3 tests or written NFER tests
 - (2)** Spelling
 - (3)** Reading
 - (4)** Dyslexia Screener
- vi)** These test scores are recorded and used to inform the school on the performance and needs of the children. These tests are marked by form teachers.
- vii)** These diagnostic tests may be used as the basis for referral to the Learning Support Department who will test further to decide whether there is a case for investigation by an Educational Psychologist. If a child has a reading or spelling age one year below their chronological age they will be referred for further investigation straight away. Referral to the SENCO may occur at any time if there is anxiety about a child's performance. Diagnostic tests are given and this could lead to discussions with parents about the most appropriate course of action.
- viii)** We regularly test children in individual subjects, but do not have a policy on the frequency of such tests, although each child should be tested in every examinable subject at least every half term and at the end of topics or units. Within these guidelines we believe that each individual subject should be free to decide on the number of appropriate tests. Marks in tests are used in Progress Reports.
- ix)** Our Ones (Year 8) are given mock Common Entrance or scholarship exams in January. They then take entrance exams to the school of their choice at the appropriate time, although the majority take Common Entrance in June. Twos and Threes (Years 7 and 6) are given exams in June every year. The Fours (Year 5) are given exams in English, Maths, Science and French and the Fives (Year 4) are tested in English and Maths in June.
- x)** All Departments are allocated time in the timetable for weekly departmental meetings and time is set aside to discuss the performance of individual children. Children who are struggling are also discussed at the main weekly staff meeting.

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- xi) It is school policy to contact parents as frequently as possible to report on their child's progress. We encourage parents to contact individual staff and have parent teacher meetings once a year for each year group when all parents can meet teachers to discuss their child's performance.

c) Little Windlesham Pre Prep

i) Planning for assessment

- (1) We use our school's curriculum plan (stored individually as subject plans) to guide our teaching. In these plans, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group.
- (2) To support our teaching, we use the national strategies and schemes of work produced by the QCA. as a basic structure. We often use the assessment guidance in these schemes to help us identify each child's level of attainment.
- (3) We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- (4) Teachers share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- (5) Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- (6) We take note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

ii) Target-setting

- (1) We set targets in mathematics and English for all our Key Stage 1 children, during each term. We discuss individual targets where necessary, and communicate these to parents on written reports. We review the progress of each child at the end of the term, and set revised targets.
- (2) We may also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their individual working habits using 'Remember' cards.

iii) Recording

- (1) We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- (2) On our planning sheets, we record only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.

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- (3) We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. Assessment is made against the learning objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment where appropriate. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

iv) Reporting to parents

- (1) We have a range of strategies that keep parents fully informed of their child's progress in school. We strongly encourage parents to contact the school if they have concerns about any aspect of their child's work and believe our 'Open Door' policy is helpful. We also ensure we pass on any success stories or small concerns in an informal way as we see the parents on a daily basis.
- (2) Each term, we offer parents the opportunity to meet their child's teacher when targets can be discussed and reviewed.
- (3) Twice a year we give all parents a written report of their child's progress and achievements during that term. In the report, we also identify target areas annually in maths and English and any other areas as appropriate. We write individual comments on all subjects of the National Curriculum, and on religious education.
- (4) We offer parents of pupils in Year R the opportunity to discuss their child's Learning Journal with the teacher.
- (5) At the start of a term, each of our teachers gives parents an overview of the main areas of study for that particular class. In this update, the teacher may identify how parents can support any elements of the work during the rest of the term.
- (6) Each term every child completes a cross-curricula topic book containing a wide selection of work that has been achieved during the term. The books are sent home at the end of the school year, but are also available for parents to see during term time and on Consultation evenings.

v) Feedback to pupils

- (1) We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.
- (2) We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.
- (3) When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement ('Well done xxxx, you have remembered to...' etc.) If we consider that the objective has not been met, we make it clear why we think so (Whoops – try and remember.....'). In either case, we identify what the child needs to do in order to produce (even) better work in the future.

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- (4) Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.
- (5) We believe that learning is maximised when children enter into a dialogue about their work. We try to allow time at the beginning of lessons for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own.

vi) Inclusion and assessment for learning

- (1) We try to achieve educational inclusion by continually reviewing what we do, by monitoring assessment data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at including all pupils with racial or gender issues, disabilities or special educational needs.

vii) Monitoring and review

Our assessment coordinator is responsible for monitoring the implementation of this policy.

d) Marking Policy

i) Main School

- (1) Across the curriculum the marking of written work is probably the single most important method of feedback to the children.
- (2) When marking/correcting books the following principles should be followed:
 - (a) Marking aims to help children learn, not merely to find fault so it is important that comments are constructive. Written comments and oral feedback should both be used. Where possible the children should be given targets for improvement.
 - (b) Emphasise good points and show what is right as well as what is wrong.
 - (c) When necessary be selective (e.g. with spelling for dyslexic children). Concentrate on important points and try to suggest how the child can improve.
 - (d) Be positive. Try not to demoralise the child particularly if they have learning difficulties.
 - (e) Each department marks work using its own system within the school policies and we do not believe that all departments should follow the same methods.
 - (f) If possible it should be done whilst a task is being carried out or with the child present in order to provide feedback, but this must not be to the neglect of the other children. It should be regular.
 - (g) Follow the guidelines given below.
 - (i) Essentially, if it should not be there, cross it out
e.g. When the water drains off ~~of~~ the hills

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(ii) If you are not happy with it underline it preferably with a wavy line if it is a grammar error (and put in the correct version if possible)

's patience was exhausted

e.g. Henry just lost his cool, flipped and said , “Will no-one.....”

(iii) If it's missing, put it in if possible

sunlight

e.g. Photosynthesis is the process where plants turn[^] into energy

(iv) Incorrect spelling should be **underlined** and the correct version should be written in above, or as near as possible

Correct

e.g. corect

Write Sp. in the margin.

Wrong

rong

(v) Punctuation errors should be corrected and ringed

i. , ○

○ e.g. Always use commas. which arent necessary

(vi) Where a new paragraph should have begun, put in two diagonal lines

e.g.firmly to the railway line. //Meanwhile, back at the ranch....

(vii) Write NL/NSNL meaning a new line or write NSNL when you indicate 'New Speaker, New Line'.

(viii) When there should be speech marks brackets can be placed around the actual speech or a circle is drawn where the speech marks should be.

(ix) Place an arrow in the margin when a new paragraph has not been indented.

ii) Little Windlesham Pre Prep

At Little Windlesham we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

(1) Aims and objectives

We mark children's work and offer feedback in order to:

- (a) show that we value the children's work, and encourage them to value it too;
- (b) boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- (c) give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;

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- (d) offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- (e) promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- (f) share expectations;
- (g) gauge the children's understanding, and identify any misconceptions;
- (h) provide a basis both for summative assessment (assessing what the children know) and for formative assessment (assessing next steps)
- (i) provide the ongoing assessment that should inform our future lesson-planning.

iii) Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- (a) The process of marking and offering feedback should be a positive one, with emphasis given to recognition of the efforts made by the child.
- (b) Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- (c) Marking should always relate to the lesson objective and, where appropriate, the child's own personal learning targets.
- (d) Comments should be appropriate to the age and ability of the child, and may need to be read and/or explained to the child.
- (e) Comments will focus on only one or two key areas for improvement at any one time.
- (f) Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- (g) Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- (h) The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- (i) For one-to-one feedback (teacher/teaching assistant to pupil) to be effective, sufficient mutual trust must be established.
- (j) Group feedback is provided through plenaries too, and in group sessions.
- (k) Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

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(l) Teachers will note errors that are made by many children and use them to inform future planning.

(m) We aim to carry out marking promptly and if possible, mark with the child present.

(2) Implementing the marking policy

(a) The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, (well differentiated work should largely avoid this situation anyway) but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from 'having a go'

(b) In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

(c) Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols may be used once their meaning has been explained, e.g. an S through a spelling mistake.

(d) Wherever possible, teachers should establish direct links between oral or written praise and the class rewards systems, e.g. stickers. Whilst stickers are popular with children and parents and may encourage greater effort, they become meaningless if used as class 'confetti'!

(e) Where pupils are able to be involved in the marking process, they will be more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.

(f) Children should be encouraged to check their work before marking, using prompt cards where available. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to reflect on their work and progress.

e) Spelling Policy

i) The teaching of spelling is an important part of the curriculum, but we aim to individualise this as much as possible so that children learn familiar words, those that they persistently mis-spell, words from their own interests, words from the context of their current writing. However, we do encourage a consistent approach.

ii) Spelling must not be seen to be solely the responsibility of the English Department and our policy should be endorsed by all teachers in all departments. The procedure as agreed at Head of Department meetings is as follows:

(1) Spelling Procedure

A key element to our spelling policy is that all children must take out their Pupil Handbooks every lesson, where there is a section for spellings.

If a child asks for a word to be spelled:

(a) Ask the child to write how she/he thinks it is spelled. "Does it look right?" Discuss how close it is to the conventional spelling.

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- (b) Spell it out so that the child can hear it.
- (c) Write it out on the board so that the child can see it.
- (d) The child writes out the word twice in their Handbook.

(2) Correcting and Learning Spellings:

- (a) Mis-spelt words are to be corrected as indicated in the school marking policy which indicates that mis-spelt words should be underlined and the correct spelling written above.
- (b) The teacher should indicate to the child which words must be written in the Pupil Handbook (this should be a limited number). This should involve some discussion/instruction of the nature of the spelling.
- (c) If children are asked to learn spellings they should be taught to use the LOOK, SAY, COVER, WRITE, CHECK method.

4) Report Writing Guidelines

Written reports in a boarding school are crucial for parents. A great deal of time and trouble should go into their production.

a) Content

- i) State briefly the **work covered** during the term in the first section of the report.
- ii) **Write about the child's performance.** Please be **specific, honest** but **supportive** about the child.

Specific: avoid vague and general statements. Be clear about **motivation, progress** and **attainment** e.g. in different areas (oral/written work, reading/spelling/creative writing etc.). Please relate to the year group and to criteria such as NC levels, expected performance at CE. Ensure that your remarks are consistent with the term's Progress Reports.

- iii) **Improvement:** Please make clear how the child can improve (and e.g. advise parents at Parent Teacher meetings how they can help). Mention **targets for improvement** and offer hope.

b) Format

- i) Reports are written on the school's computer system (it is possible to use this system by remote access from home) and each report is set up for ease of use. Each teacher signs in to the database and is then able to follow the guidelines. Long reports have a section that describes the work covered over the term and then space for individual comments. In shorter reports (in the Spring Term for Transition, Fives, Fours, Threes and Twos and the Summer Term for the Ones) there is only space for individual comments.

ii) Timings, Deadlines etc

- (1) Tutors have a proof-reading role (e.g. for spelling and punctuation) and are asked to chase up missing reports before handing them on to house parents.

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- (2) Those who are asked to change their reports are asked to accept this with good grace, and to get their report back into the system as soon as possible.
- (3) Please ensure that you respect deadlines, as otherwise the whole process is held up and others are not inconvenienced.
- iii) Heads of Department should ensure that these guidelines are passed on to all members of Department who write reports (e.g. music teachers, sports and activities tutors, special needs teachers etc.) and that they are aware of the deadlines.

5) **Able, Gifted and Talented**

We recognise the differing needs of all children in the school, including those who are able both academically and in other areas. Our policy for such children is as follows:

a) **Academically Able and Gifted**

- i) We use a mixture of banding and setting in each year group, and we aim to place the most able children in the leading academic form for the year. In the final three years of the school we aim to have three or four forms or sets in each subject.
- ii) The leading academic form in the year is expected to cover the syllabus of the year ahead. They should cover this in greater depth than other sets and go beyond the syllabus. In the Threes, Twos and Ones the leading academic group are taught as a form in all subjects.
- iii) We give every child standardised CAT tests or other tests, established by the National Foundation for Educational Research (NFER) in verbal reasoning, non verbal reasoning, maths as well as spelling and reading tests in October every year. These test scores are used, in conjunction with the evidence of performance in class and exams, to help identify children for the appropriate form and sets. Decisions are made on an individual basis and the more able, as reflected in test scores, can be placed in such forms even though their previous academic performance may not appear to warrant this.
- iv) In the Ones, Twos and Threes the leading academic form is given an accelerated programme to prepare the children for the scholarship exams of senior independent schools. These require National Curriculum Level 6 or 7 or even higher and a different approach to topics in all subjects. The ability to analyse and discuss is as important as the accumulation of knowledge.
- v) We have a separate programme called ‘scholars evenings’ for the leading academic form in the Ones and Twos, to provide enrichment and to develop skills such as thinking, speaking, debating, and to discuss ideas and topics (such as the history of art, politics, philosophy) outside the standard curriculum for children of this age. This is open to children in other forms if they would like to attend. We run a separate system (Young Einsteins) for children in the Threes and Fours.
- vi) We continue to investigate ways of identifying the most able children and providing a more challenging curriculum.

b) **Talented children**

We seek to identify and nurture talent in a number of areas, including particularly:

- i) Music

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- ii) Art and Design.
- iii) Physical Education and sports
- iv) Dance and Drama.
- v) ICT

In all areas we seek to identify talent as early as possible and will develop this through differentiation in lessons, through extra individual or small lessons in music, design and technology and art. We provide extra lessons in Dance and opportunities to perform in music groups and orchestras, in plays, in school sports teams as well as numerous other areas. Our activities programme also provides children with the opportunity to develop their talents further. Where appropriate we use outside resources and facilities. Many senior schools offer scholarships in these areas and we seek to identify talent early and so prepare children for the demands of these exams.

c) **Management strategies**

The coordinator's role includes:

- i) running a register of gifted and talented pupils, and keeping it up to date
- ii) discussing teachers' planning to ensure that suitable tasks and activities are being offered
- iii) monitoring their progress through discussions with teachers
- iv) supporting staff in the identification of these children
- v) providing advice and support to staff on teaching and learning strategies
- vi) liaising with parents on related issues.

6) **Learning Support**

- a) At Windlesham we cater for a broad range of abilities including the very talented and academically able children and those with special needs. We do not discriminate against any child on the basis of background, race, colour, religion or beliefs. Our curriculum aims to meet the requirements of the Independent Schools Examination Board with their Common Entrance exams taken at 13+. We have a number of children with special needs and aim to provide them with appropriate help, but these children must be of above average ability or they will find the broad curriculum too demanding and not appropriate to their needs. We define children as having a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. The school has an admissions policy and the introduction to this is given in the next section. This explains our policy on disability.
- b) We assess the children briefly before they join the school (normally when they have an taster day or overnight stay) and we hope that any special needs will have been discussed with the child's parents. Once we have had access to any existing reports (e.g. from previous schools or from Educational Psychologists) we can arrange a programme to suit their needs. We have a team of Learning Support teachers, under the Head of the Learning Support Department, Mrs Ruth

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Robinson, who give a mixture of individual or small group lessons to the children. The number of lessons will vary according to need and to our resources. We offer support with reading, spelling, written language skills, handwriting, word-processing, touch typing, maths, visual perceptual training, speech and language therapy and occupational therapy. A charge is made for these lessons. The aim of all support lessons is to teach strategies to improve learning and to give each child the opportunity to develop to their full potential. There is also a school counsellor who will see children who need relevant support.

- c) Other children, after an initial settling in period, may be identified by subject teachers as having some areas of difficulty and this leads to discussion with the Learning Support Department. In the autumn we give all children NFER CAT3 tests, a Dyslexia Screener, Reading and Spelling tests and these will help identify any areas of concern. Subject teachers should discuss any doubts about a child's performance with Ruth Robinson. After observation and discussion with the child's teachers, the Director of Studies and the Head we may give a child further diagnostic tests to ascertain where the problem lies. We will inform parents at this stage and discuss the support that may be needed. It is possible to arrange full, in depth assessment with a visiting educational psychologist who will make recommendations for the child's educational programme.
- d) We have a Special Needs Register, a copy of which is kept in the Staff Room, which lists the children. Fuller reports by the Learning Support Department and, where relevant, by educational psychologists are held in the child's file in the staff room and on the school's database. Individual Education Plans are written by the Learning Support teachers and copies are given to appropriate teachers with a master copy kept in the children's file. It is very important that teachers read these and are aware of the children's difficulties when teaching them. All children on the register will need a differentiated programme although for those children on School Action the support will be met within the classroom. Children on School Action Plus receive support from the Learning Support Department with individual or group support. Knowledge of a child's difficulties is expected by parents and they are likely to discuss their child's performance in relation to these difficulties. All teachers will meet with parents once a year to review progress.
- e) All children have a right to a broad and balanced education and we aim to provide the necessary support for each child. This is in line with the government's Code of Practice for the teaching of children with Special Needs, which emphasises that the needs of the children are paramount. In order to do so many of the children with Special Needs do not study Latin, as this is an optional subject at Common Entrance. We use this time for support lessons. Learning Support lessons can also take place in the lunch hour, outside lesson time and, in a few cases, during other lessons in non-examined subjects.
- f) The Special Needs Policy is reviewed annually by the Head of Learning Support and the Director of Studies and this is discussed with the Head.
- g) **General Guidelines for the Classroom Teacher**

When teaching children with special needs it is important that teachers remember these needs are considered, but that children with special needs may be intellectually able and require appropriate teaching. When teaching such children teachers should consider:

- i) It is important to remember that the dyslexic or dyspraxic child does have greater difficulty learning than other children and will need greater help. There are some tasks such as reading, spelling, handwriting, copying, learning tables that these children will find more difficult than others and appropriate help and understanding should be given.
- ii) Children with special needs will be demoralised if there is a continuous emphasis on their weaknesses. Good work, even if untidy or poorly spelt, deserves praise.

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- iii)** Children with special needs will often work better if they use a computer. If they have their own laptop its use should be encouraged.
 - iv)** Dyslexic and dyspraxic children may well be disorganised and may arrive late to your lessons or may not bring the correct equipment. A patient encouraging approach is more likely to help than a critical response.
 - v)** Always remember that spelling is a secretarial skill and is not related to how clever a person is. Do not mark every mis-spelling as it is demoralising (see Marking Policy).
 - vi)** Always remember that there are a number of learning difficulties and each child must be considered as an individual. One child with special needs may be able to read well, but may have difficulty following instructions or in spelling. Another may have difficulty concentrating or with handwriting, but may be able to spell reasonably well. If a child cannot read well they should not be asked to do so in front of the class.
 - vii)** Children with special needs do benefit from sitting near the front and it is usually a good idea to check that they have followed any instructions.
 - viii)** As a general rule these children will struggle to follow anything written on the board and will be slow to complete written work. A photocopied sheet of clear instructions may be easier for them.
 - ix)** When children are given notes orally or on the board or they are asked to write their own notes children with learning difficulties will have greater difficulty completing these notes and it would help them if they were given printed notes for them to file.
- h) Special Educational Needs and Disabilities Admissions Policy**

This policy is available on the school network in the Staff Only section.