

WINDLESHAM HOUSE SCHOOL

POLICY: Curriculum



Approved: 9 March 2020

Last Technical Review: September 2020

Next Review Date: March 2022

Policy: 03.01

Responsible Member of Staff: Pippa Sutcliffe (Assistant Head Academic)

Responsible Governor: Sarah Kerr-Dineen

Statement of Policy: *At Windlesham, academic excellence is at the core of everything we do. The natural curiosity and creativity of every child is encouraged and celebrated. We offer individuals the challenge and freedom so that all may recognise and develop their academic potential, whether that be to assimilate the curriculum confidently or to prepare for a scholarship. This policy also applies to the Early Years Foundation Stage*

Reporting on Compliance and Effectiveness

An annual report to the Governing Body from the Assistant Head Academic and the Director of Studies in the Autumn Term.

The report to cover:

- An analysis of standardised ability testing to indicate current academic levels across the school together with a comparison with recent years
- A breakdown of senior school placements with respect to CE pass marks
- An analysis of the correlation between ability levels and senior school selection to demonstrate good progress across the ability ranges as pupils move on from Windlesham.
- A summary of scholarships awarded.

Procedures

This policy incorporates the following procedures:

- Curriculum – Including the Early Years Foundation Stage
- Teaching and Learning
- SENDA

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Curriculum

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.

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 his or her 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 care for the world, not only for ourselves, but also for future generations.

The aims of our curriculum are to ensure that:

Pupils acquire speaking, listening, literacy and numeracy skills.

All pupils have the opportunity to learn and make progress.

All pupils should leave with an understanding of what is meant by British values. These values are understood, not in isolation, but in the context of our multinational and multicultural school community.

Academic study forms the core of the education process and at Windlesham we encourage every child to achieve his or her full potential. We aim to make every lesson as challenging and as exciting as possible, in which each child is encouraged to think, to question, to contribute, and to be creative.

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. Central to our philosophy is to celebrate and to offer praise and encouragement wherever his due, and thereby to build up confidence and self-belief.

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Prizes and certificates are given at the end of each term in the Prep School and these are based mainly 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.

The school is organised into year groups starting with Reception, Eights and Sevens in the Pre-Prep, Sixes 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 Eights are Year 1, the Sevens Year 2, Sixes Year 3, the Fives Year 4, the Fours Year 5, the Threes Year 6, the Twos Year 7 and the Ones Year 8.

The Fives and Sixes are taught core subjects and some humanities in mixed ability forms usually by their own teacher for most of the day. The National Curriculum forms the basis of the teaching, but our curriculum is considerably broader. They may be set for Maths. In the Fours the children are taught by subject specialists and are in sets for English, Maths and French. In the Threes the children are in sets for English, Maths, Science and French. In the Ones and Twos we use a mixture of banding and setting. In this way, the most able children are challenged and encouraged to work to the highest standard possible.

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 and challenging an education as possible.

The following table shows the number of lessons allocated per subject. Each lesson is 35 minutes long. Some practical subjects have double lessons.

The Twos choose between Latin and Spanish in addition to French.

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Year Group	6s	5s	4s	3s	2s	1s
English	9	9	7	6	6	6
Maths	8	9	7	6	6	6
Science	2	3	4	4	6	6
French	1	1	3	4	4	4
Geography	1	2	2	2	3	3
History	1	2	2	2	3	3
Religious Studies	1	1	1	1		
Philosophy & Ethics					1	
Latin				2	3	4
Spanish	1	1	1	2	(3)	(4)
Design Technology						
DT/Art	2	2	2	2		
DT/Art/Food tech					2	
DT/Art/Graphics						3
Textiles/Food tech	2	2	2			
Drama	1	1	1	1	1	1
Music	2	2	1	1	1	1
ICT	1	1	1	1	1	1
PSHE	1	1	1	1	1	2
PE	2	2	2	2	1	1
Games	4	4	6	6	6	6
Reading lesson		1	1	1	2	
Total	39	44	44	44	47	47

PSHE is the learning and teaching element of our safeguarding, online safety, behavioural and emotional wellbeing policies and is delivered to all children in discrete lessons. It reflects the aims and ethos of the school and encourages respect for others, particularly with regard to the protected characteristics as listed in section 4 of the Equality Act 2010, such as age, disability, race, marriage and civil partnership, religion or belief, sex and sexual orientation. Such topics will also be presented through assemblies, chapels and guest speakers. A wide variety of topics are covered including Mindfulness, Citizenship, Leading A Healthy Lifestyle, Disability Awareness, Economic Education, Government, Respecting Beliefs and Customs. Recognising the government regulation through KCSIE, these themes are underpinned by the teaching of safeguarding, online safety and building resilience to radicalisation. Age-

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appropriate material is used to cover relationships and sex education (and we are preparing the introduction of statutory RE and RSE curricula which come into force in September 2020), drugs awareness, alcohol and substance abuse (these topic areas are also part of the Science curriculum).

Guidance for future schools and impartial careers guidance. Children are prepared extensively for entry to their senior schools by use of interview practice and CV writing. Outside speakers give impartial lectures on their different careers and what steps might be taken towards taking them up. Additionally, parents are invited to talk impartially about their particular careers as part of our 'Knowledge Night' programme.

Pre-Prep Curriculum

Table showing lesson allocation for each year group

Subjects are taught in a cross-curricula format in the pre-prep but an indication of subject allocation is given below.

EYFS	Reception	KS1	Eights	Sevens
Literacy	5 hours	Literacy (inc reading)	5 hours	5 hours
Phonics	1 hour	Phonics	1 hour	1 hour
Library	15 minutes	Library	30 minutes	30 mins
Maths	3 hours 45 min	Maths	3 hours 45 min	5 hours
Keywords	30 minutes	Spanish	30 minutes	30 mins
Handwriting	1 hour	Topic inc Science	1 hour 30 min	2 hours
Spanish	30 minutes	Assembly / Chapel	2 hours	2 hours
Assembly / Chapel	2 hours	Art/DT	1 hour 15 mins	2 hours
Art/DT	2 hours	Drama	30 minutes	30 minutes
Drama	30 minutes	Music	1 hour	1 hour
Music	1 hour	ICT	30 minutes	30 mins
ICT	30 minutes	Circle time/PSED	45 minutes	RE 45 mins
Circle time/PSED	30 minutes	Handwriting/key words	1 hour 30 mins	1 hour 30 mins
PE	1 hour	PE	1 hour	1 hour

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Swimming	30 minutes	Swimming	30 minutes	30 mins
Forest School	1 hour	Forest School on a 3 week cycle	1 hour 15 mins	1 hour 15 mins plus 2 hours on a weds
Playful Learning Snack Tidy up time Changing		Snack Tidy up time Changing		
Total hours in school minus break and lunch (1.5 hours)	27.5 hours a week		27.5 hours a week	27.5 hours a week

Early Years Foundation Stage Curriculum

Children in the Reception class follow the EYFS framework.

Four guiding principles shape all practice in the EYFS classroom:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates.

The following seven areas of learning are important and interconnected.

Three 'Prime' areas, critical for developing children's curiosity and enthusiasm for learning and for building their ability to learn and for relationships. The prime areas are:

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

In addition we support the children in the following four 'Specific' areas of their development:

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design.

In planning and supporting the children's development, the characteristics of effective learning are at the centre of all our practice. These are:

- Playing and exploring
- Active learning

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- Creating and thinking critically.

'Prep'

All children in the main Prep School have a prep session on every weekday. It is optional for Sixes to stay for prep or to leave at 4:20pm each day and take their prep home with them.

Prep starts at 5.30 pm and continues until supper. The 6s and 5s have 30 minutes of prep a night and this increases by 5 to 10 minutes for each year group.

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.

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.

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PREP TIMETABLE : 2019 - 2020

ONES	BAND A		BAND A		BAND B		BAND B	
	5.30 - 6.00	6.00 - 6.30	5.30 - 6.00	6.00 - 6.30	5.30 - 6.00	6.00 - 6.30	5.30 - 6.00	6.00 - 6.30
Mon	Maths,JF/CB/AW	Geography,SH	Maths,JF/CB/AW	History,JS	English,NP/SP/MW	Latin,HL	English,NP/SP/MW	Spanish,ZG
Tues	Science,ME/NH/TS	Latin,HL	Science,ME/NH/TS	Geography,SH	Maths,AW/JF/BS	History,JS	Maths,AW/JF/BS	History,JS
Wed	French,AM/MW	Independent Study	French,AM/MW	Independent Study	Science,ME/NH/TS	Independent Study	Science,ME/NH/TS	Independent Study
Thurs	Maths,JF/CB/AW	History,JRF	Maths,JF/CB/AW	Latin/Spain.,HL/ZG	French,EJ/MW/AM	Geography,SH	French,EJ/MW/AM	Geography,SH
Fri	English,NP/SP	Independent Study	English,NP/SP	Independent Study	Maths,AW/JF/BS	Independent Study	Maths,AW/JF/BS	Independent Study
TWOS	BAND A		BAND A		BAND B		BAND B	
	5.30 - 5.55	5.55 - 6.20	5.30 - 5.55	5.55 - 6.20	5.30 - 5.55	5.55 - 6.20	5.30 - 5.55	5.55 - 6.20
Mon	Maths,JF/CB	History,JRF	Maths,JF/CB	History,JS	Science,ME/NH/TS	English,SPBM/JP	Science,ME/NH/TS	English,SPBM/JP
Tues	English,SP/NP	French,AMEJ	English,SP/NP	French,AMEJ	Maths,BS/AW/CB	History,JS	Maths,BS/AW/CB	History,JS
Wed	Maths,JF/CB	Geography,WF	Maths,JF/CB	Geography,SH	Geography,SH	Independent Study	Geography,WF	Independent Study
Thurs	Science,ME/ANNH	Latin,HL	Science,ME/ANNH	Spanish,ZG	English,SPBM/JP	Latin,HL	English,SPBM/JP	Spanish,ZG
Fri	English,SP/NP	Independent Study	English,SP/NP	Independent Study	Maths,BS/AW/CB	French,AMEJ	Maths,BS/AW/CB	French,AMEJ
THREES	MW		JB		ZG		AM	
	5.30 - 5.50	5.50 - 6.10	5.30 - 5.50	5.50 - 6.10	5.30 - 5.50	5.50 - 6.10	5.30 - 5.50	5.50 - 6.10
Mon	English (sets)	Spanish,ZG	English (sets)	Latin,HL	English (sets)	History,PS	English (sets)	History,PS
Tues	Maths (sets)	Latin,HL	Maths (sets)	Spanish,ZG	Maths (sets)	Geography,AP	Maths (sets)	Geography,AP
Wed	Science (sets)	History,PS	Science (sets)	History,PS	Science (sets)	Spanish,ZG	Science (sets)	Latin,JS
Thurs	Maths (sets)	Geography,AP	Maths (sets)	Geography,AP	Maths (sets)	Latin,JS	Maths (sets)	Spanish,AM
Fri	French (sets)	Pretest Prep. (*)	French (sets)	Pretest Prep. (*)	French (sets)	Pretest Prep. (*)	French (sets)	Pretest Prep. (*)
FOURS	BS		CB					
	5.30 - 5.50	5.50 - 6.05	5.30 - 5.50	5.50 - 6.05				
Mon	Maths,AW/BS/JB	Reading	Maths,AW/BS/JB	Reading				
Tues	English,BM/JP	Reading	English,BM/JP	Reading				
Wed	Geog./Hist.,FN/WF	Reading	Geog./Hist.,FN/WF	Reading				
Thurs	Science,HC	French,AMEJ/MW	Science,TS	French,AMEJ/MW (+)				
Fri	VR/NVR	VR/NVR	VR/NVR	VR/NVR				
FIVES	LH		MC					
Mon	Maths (sets) MC/JB		Maths (sets) MC/JB					
Tues	Science HC		Science HC					
Wed	English LH		English LH					
Thurs	Humanities JB/MC/WF		Humanities JB/MC/WF					
Fri	Humanities JB/MC/WF		Humanities JB/MC/WF					
SIXES	WF							
Mon	Spelings							
Tues	Maths							
Wed	Reading							
Thurs	Humanities							
Fri	Science							
	(*) Threes : In the Spring and Summer Terms this prep will be a reading prep							
	(+) Fours : In the Aut Term Reading, French to Frid 1							

Pre-Prep 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
EFYS	Reading Spelling (phonics / key words)	10 mins daily 20 mins weekly
Year 1	Reading Spelling Maths	10 mins daily 30 mins weekly 30 mins weekly
Year 2	Reading Spelling Maths	15 mins daily 30 mins weekly 30 mins weekly

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Assessment

Prep school assessment

We assess and keep records in order to improve the quality of our teaching and the children's learning. These test scores are recorded and used to inform the school on the performance and needs of the children.

We carry out whole school testing each September in order to collect baseline data for individual pupils as well as school-wide monitoring of progress.

All children sit GL Assessment Group reading tests as well as VR and NVR tests. Pupils in the Threes (and from September 2019, the Fours) and above take the CAT 4 digital tests which provide further information on quantitative and spatial reasoning.

We also regularly test children in individual subjects. We suggest that each child should be tested in every examinable subject at least twice a term or at the end of topics or units. Marks in tests are used to inform Progress Reports.

Our Ones (Year 8) are given mock Common Entrance in November and again in March. They then take entrance exams to the school of their choice at the appropriate time, although the majority take Common Entrance in June. The rest of the prep school have end of year exams in May. 6s and 5s take English and Maths; 4s take English, Maths, Science and French and 3s and 2s take a full set of academic subjects.

Pre-Prep assessment

Standardised testing takes place as follows:

PiRA	End of every term Y1 and Y2	Spring / Summer Reception
NVR	Autumn Term Y1 and Y2	Not Available for Reception
VR	Autumn Term Yr 1 and Yr 2	Not Available for Reception
Reasoning (NVR / VR)	Autumn Term Reception	EYFS only
EY Tapestry Online Learning Journal	Reception on-going	
EYFS Profile	June	
PUMA	End of every term Y1 and Yr2	Spring / Summer Reception

Termly 'At a Glance' documents are created to show details of the assessments undertaken by the children in each class.

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In addition to standardised assessments, termly class profile documents are created detailing the learning needs of the children in each class; any additional support or extension that is required and how the successes will be evidenced.

Tracking and Progress in Reception EYFS:

Tapestry, the online learning journal, is used as a tool to track and monitor the children's development across all areas of learning. Staff use the tool to reflect on the children's development, achievements and to plan their individualised next steps. Parents are able to add to their child's learning journal from home, thus allowing us to gain an all-round picture of the children's developments.

Termly class profiles are created as an overview of the needs of the children in the class and details how they will be moved on with their learning and development.

At the end of the year the children in Reception are assessed against the Early Learning Goals in the Foundation Stage Profile, the results of which are shared with parents in the end of year report.

Teaching and Learning

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

Lessons should be based on the departmental long term and medium term plans. All lessons should have a Learning Objective, which may – when appropriate – highlight one or more of our values, and may have an introduction which revises the previous lessons and introduces basic concepts. This is usually followed by the main body of the lesson where the children will develop their knowledge and skills. Lessons end in general with a plenary which reinforces and revises the work covered or links it to future study.

In our teaching, we aim to:

develop each child's learning potential

provide a broad and balanced education

encourage pupils to contribute to the learning process by teaching the ability to communicate effectively both orally and in writing

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develop the children's ability to identify problems and to work creatively towards solutions and so learn to think

develop the individual's commitment to develop their own understanding of learning, to reflect and to be resilient and to commit to making progress

teach each child appropriately to his or her ability in all subjects. This may involve setting and differentiated teaching

encourage pupils to show care in their own work and in valuing each other's contribution

develop an ability to apply moral principles to personal and social issues, and an appreciation of the responsibilities of citizenship and membership of the community

ensure competence in the use of ICT and related technology and to develop the use of digital learning tools to enhance and transform learning experiences

Feedback

Feedback 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. It should be regular.

Emphasise good points and show what is right as well as what is wrong. When necessary be selective (e.g. with spelling for dyslexic children). Concentrate on important points and try to suggest how the child can improve. Be positive, but diagnostic.

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. Each department has its own marking code which the children are aware of.

Reporting to Parents

Twice a term marks are collated and help to 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.

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We send more detailed end of term reports in each subject in the Autumn and Summer terms.

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.

Pre-Prep reporting to Parents

We recognise the importance of liaising closely with parents and the positive impact this has on children's learning. We aim to have a relaxed and open relationship to enable a two-way flow of information. Each child has a reading record book that aids communication between home and school however we value face to face communication with our parents. Weekly news is shared through the emailed Gems Newsletter.

Parent Consultations and report writing take place as follows:

Autumn term	English, Maths, Topic (Characteristics of Effective Learning in the EYFS) and Class Teacher reports	Parent Consultation
Spring Term	English, Maths, Topic, Subject specialist Teacher and Class Teacher reports	'Pop-ins' (Children share their work with their parents) 3.00 pm – 4.00 pm
Summer Term	Full report	Parent consultation

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.

Academically Able and Gifted

We use setting in each year group, and we aim to place the most able children in the leading set for each subject. In the final three years of the school we aim to have three or four forms and up to six sets in some subjects.

We give every child standardised Cognitive Ability tests; paper GL Assessment in reasoning (EYFS) VR or NVR or CAT4. These test scores are used, in conjunction with the evidence of Reading Tests (supported by ongoing reading programmes) and

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performance in class and exams, to help to identify the appropriate form and sets for the individual.

In the Ones and Twos the leading sets are given an accelerated programme to prepare the children for the scholarship exams of senior independent schools. These require a different approach to topics in all subjects. The ability to analyse and discuss is as important as the accumulation of knowledge.

We have several co-curricular programmes open to all children 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.

Talented children

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

- Music
- Art and Design
- Sport
- Drama
- Computing

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 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.

SEND

Learning Development

Windlesham House is a non-selective school and we deliver a broad-based curriculum, leading to Common Entrance, to which every child in our care has full access regardless of any specific learning difficulty.

The majority of pupils will have their learning needs met within the teaching framework but a significant minority will require additional support from our Learning Development Team.

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We are committed to equal opportunities and show due regard within our work, policy and procedures to the Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

Our intention is to enable any pupil with a specific learning difficulty to become as independent as possible, by helping them develop a range of learning strategies to minimise their difficulties; and the confidence to use them.

Procedures

Learning Support from Pre-Prep to 1s (year 8) is delivered in the first instance by class and subject teachers, supplemented by specific additional support from our team of qualified Learning Support Assistants. This support will be given within the classroom and when appropriate a small group may be withdrawn for more specific input.

This support is co-ordinated by our Head of Learning Development who liaises closely with all teaching staff and Senior Management, specifically Assistant Head Academic and Director of Studies. Pupils who are withdrawn for 1:1 lessons with Specialist Teachers will have their timetable carefully monitored to ensure they do not miss key core subject lessons. When appropriate pupils may be invited to supported prep sessions to ensure full access to the curriculum.

Assessment and Identification of Needs

Learning support needs may be known at enrolment or may become apparent through the following:

- Staff experience and expertise
- Standard school assessment procedures
- Parental Concerns
- Further assessment by Learning Development Team

Stages of Intervention follow a graduated response to need:

- Differentiation by class and subject teachers
- In-class support from Learning Development Team
- Further assessment by Learning Development Team
- 1:1 lessons with Specialist Teacher
- Supported prep sessions
- Educational Psychologist Assessment

At all stages of concern and proposed support will be discussed with pupils, parents and relevant staff. Pupils with Specific Learning Needs will be recorded on our Learning Development Register, including those who are being monitored for indicators of specific difficulty.

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Assessment Information including Reports from outside agencies such as Educational Psychologists, Occupational Therapists, Speech Therapists will be available to all teaching staff on our school database along with specific termly targets set by Head of Learning Development and Specialist Teachers.

The Learning Development Register is available to all teaching staff on our database and as a hard copy in our Staff Room. The register is designed to describe each pupil's specific difficulty and gives detailed strategies to be used to support each child within the classroom and in other school activities.

Teaching Staff inset sessions are given by the Head of Learning Development on a regular basis to ensure understanding of Specific Learning Difficulties and good differentiation strategies.

Support Resources

Pupils with specific handwriting challenges may be encouraged to type their work and will be offered the use of laptops or iPads to support their needs.

Exams

Pupils awarded extra time or typing concessions owing to their specific difficulties will be supported during exams by the Learning Development Team. Liaison with future schools to discuss these concessions will take place before Common Entrance or other entry tests.

Education Health Care Plans

In the case of pupils who do not make sufficient progress following our full Learning Support provision, we may recommend an application for an Education Health Care Plan which can be issued by the Local Education Authority.

N.B. Statements of Educational Need have been modified to become Educational Health Care Plans (EHCPs). Recent legislation outlined in the 2014 Code of Practice, in relation to EHCPs does not apply to independent schools.

The Learning Development Team is currently run by Louise Birchall, BA (Hons) with QTS, supported by: Maths Specialist Ali Denning, QCR Level 5 SpLD; Pippa Herring QCR Level 3 SpLD; Melissa Jordan, BA (Hons) PGCE with QTS; Polly Nuttall, BA (Hons) with QTS; Sophie Ziaie, QCR Level 3 SpLD