



DANESHILL SCHOOL

CURRICULUM POLICY

This policy applies to all parts of Daneshill School including the Early Years Foundation Stage.

Updated: September 2022
Review Date: August 2023

STATEMENTS OF INTENT

- The Board of Governors ensures that this policy is implemented effectively.
- The policy and all curriculum planning take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan, for whom we take responsibility for supporting according to their statement/plan.
- Pupils with learning difficulties (but without a plan) are supported by our Learning Support Coordinator, IEPs and small class sizes and differentiated lesson planning.
- The policy and curriculum planning does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The school provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (the curriculum sums below highlights the breadth of our curriculum and therefore our compliance in this regard).
- The school allows pupils to acquire speaking, listening, literacy and numeracy skills.
- The main language of instruction is English.
- The PSHE scheme offers a bespoke curriculum based on the needs of any cohort of children. It also reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act and amendments made since then.
- The school offers careers advice through its PSHE scheme, particularly to Years 8. Careers guidance is impartial and helps them to make informed choices about a broad range of career options; it helps children to encourage them to fulfil their potential.
- The curriculum aims to help children receive a broad education, find their strengths and fulfil their potential.
- The EYFS department provides a programme of activities that is appropriate to the educational needs of all children in relation to personal, social, emotional and physical development, and communication and language skills, including those children below compulsory school age.
- The school does not educate children above compulsory school age.
- All children have the opportunity to learn and make progress.
- All children effectively prepared for the opportunities, responsibilities and experiences of life in British society. Our PSHE scheme and broad extra curricular programme fosters key characteristics such as resilience and grit.
- The school does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
- Equal Opportunities – On occasion, a pupil might be taken out of a timetabled lesson to go to a peripatetic music lesson, a learning support lesson or attend a school trip or fixture. Every effort is made to ensure that their general progress or learning of any specific subject does not suffer as a result. Learning support pupils might be taken out of a subject altogether (i.e., Latin) to allow for more learning support time.

PROVISION FOR LEARNING SUPPORT.

It is recognised that there are pupils at Daneshill Preparatory School with a wide range and variety of Specific Learning Difficulties. These include Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia as well as those with other Special Needs and/or Disabilities such as ASD (Autistic Spectrum Disorder), ADD/ADHD (Attention, Deficit Hyperactivity Disorder) and Tourette's Syndrome.

Daneshill has a policy on Learning Support and a Learning Support Co-Ordinator, Mrs Julia Harker. She liaises with parents, staff and outside agencies where assessments and reports are required. In accordance with the school SLT, she updates and manages the Learning Support Register and timetable for learning support.

Daneshill operates a graduated approach to SEND. A teacher or parent may initially refer a child to the attention of the Learning Support Department. The child enters Stage 1, Monitoring. The child is monitored through a process of assess, plan do, review for a specified period e.g., a half term or more. Parents are advised of their child's needs and are offered the opportunity for their child to receive learning support. Stage 2, Specific Action occurs when monitoring no longer seems to be enough and there is evidence from either an 'In-House Screening' or class-based assessments or from an external agency's report e.g., an Educational Psychologist or Specialist Assessor. Stage 2 leads to more precise planning and specific intervention detailed in an Individualised Education Plan (IEP). Regular targets are established for each pupil through an Individual Education Plan (IEP), which helps the pupil to achieve SMART targets (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**ime-specific). A child at Stage 2 is likely to receive tailored 1:1 or group lessons to support his/her learning needs. The same graduated approach is applied of assess, plan, do, review. Usually, two IEP cycles will occur and be reviewed before any stepping up or down of provision occurs. Stage 3, the ultimate level of provision occurs if a child receives an Education Health care Plan. This is awarded by Hampshire LEA and has a timetable and protocols attached to it reflecting the same graduated approach. A Stage 3 child will tend to have their own Teaching Assistant for a specified number of hours per week as well as an IEP and one or more 1:1 sessions with appropriate specialists e.g. Specialist Teacher, Occupational Therapist (OT) or Speech and Language Therapist (S<).

IEPs and a summary of an EP report are made available to teaching staff either online or in paper format in a locked cupboard in the Learning Support Hub in a folder marked 'Passports and Summaries'. Teachers are asked to read these as well as subject teachers' reports and examination papers and to act upon any advice they contain.

THE QUALITY OF EDUCATION

PART 1: TEACHING: MANAGEMENT & PRACTICE

Teachers at Daneshill School are committed to delivering well-planned lessons, using effective teaching methods, activities and management of class time. They demonstrate good knowledge and understanding of the subject matter being taught and can effectively utilise classroom resources of a good quality, quantity and range. They also utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.

1.1 MANAGEMENT: RECRUITMENT, CURRICULUM PLANNING & RESOURCING

Daneshill has an experienced Common Room. We aim to recruit talented, qualified teachers and position them in roles where they can be most effective. It is expected that, within these roles, they will each have, and develop in the pupils, passionate subject knowledge. A Curriculum Sum (for the following academic year) is written each summer term with four key priorities in mind:

1. Reflections upon the successes and areas for improvement of the previous curriculum sum.
2. Adherence to the school's aim to provide a broad curriculum.
3. Adherence to the school's aim to allow the children to find their talent and reach their potential.
4. Allowing the staff members' individual strengths to flourish.

Quality resourcing is a priority. HoDs are given responsibility for managing the quality of their department's resources and annually updating their department development plan in light of this management by having individual control of their departmental budgets. The SLT will prioritise any large resourcing expenditure. Examples of these since September 2014 these have included a science block and a new classroom and dining room block (completion aim date is September 2022); access to a Surface Pro Laptop for all staff; a bank of iPads; 24 Surface Go Laptops; Wi-Fi connectivity; a new handwriting scheme; an Abacus Maths scheme; Atom Learning; Times Table Rockstars; electronic CAT testing; a school management system; and modern display boards in all classrooms. There is also an ambitious school site development plan beyond the new classroom block.

1.2 PRACTICE: PLANNING, METHODS & CLASSROOM MANAGEMENT

Every department has a department handbook. Each handbook outlines the teaching aims of that department, the planning methods used and the teaching methods used to promote maximum pupil progress within each subject or age group area. Differentiation (individualised learning) has been a main focus of our academic INSET training for the last two academic years. Following INSET training the departments have developed three levels of differentiation, with department specific nomenclature. As an example, the Latin levels are called *Veni*, *Vidi* and *Vici*. The aim is to nurture an opt-in approach to learning with pupils choosing the correct level of question for them to be challenged appropriately (in keeping with Vygotsky's *Zone of Proximal Development*). The different levels of question difficulty relate to *Bloom's Taxonomy* and the hierarchical ordering of cognitive skills that it represents. In this regard, both differentiation and promoting independent learning are given a high profile across the school. It is the responsibility of the HoD to decide which methods within

these areas of pedagogy best suit their subject/age group. Teachers at Daneshill expect the highest standards of behaviour and focus during lessons. The behaviour policy and the school's rewards and sanctions systems support staff in this expectation.

PART 2: LEARNING, ASSESSMENT & PROGRESS

Teaching at Daneshill enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. It fosters pupils' self-motivation; the application of intellectual, physical and creative effort; interest in their work; and the ability to think and learn independently. The development of problem-solving skills – which are critical in the modern world – is a strong focus. The teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons. The school can demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress. Moreover, the Board of Governors ensures that the curriculum allows for the fulfilment of the school aims (see below).

2.1 PROGRESS ACCORDING TO ABILITY/APTITUDES

The EYFS framework has an in-built system to track pupils according to their age group expectations. Assessment against the Early Learning Goals provides baseline data for their potential future progress throughout the school. Year 1 is a transitional year and allows for a gradual shift from the EYFS to the National Curriculum. Continuous Provision and outdoor learning opportunities are provided in Year 1 to allow children to access learning in a style appropriate to the individual.

Pupil's progress and attainment is tracked in the Pre-Prep with Reading, Writing, Spelling and Maths tests, and for Year 2, half termly Arithmetic and Problem-Solving assessments. This information is used to inform future planning and to identify groups of children who may need additional support and challenge. Judgements are made against attainment criteria using the language of 'emerging,' 'expected' and 'exceeding.' These records are passed onto the Year 3 teachers to allow continuous tracking across the school.

Our school tracking documents (assessment results, Grade Cards, written reports, mark-books, standardised tests) provide key data on our pupils' abilities. All pupils in Years 3 to 8 sit CAT4 assessments and Reading and Spelling age assessments in the Michaelmas term. These standardised scores for these assessments are placed in an excel spreadsheet (or Adobe PDF) so that the ability/aptitude of each child and the progress they are making can be seen year on year. The spelling and reading ages of the pupils and their progress in English and Maths should keep pace with the cognitive ability they show in the CAT tests. Any discrepancies in this regard are flagged by SLT by highlighting groups of children who appear to be progressing above or below their ability/aptitude. Teachers use this feedback to inform their planning.

Another important indicator of successful progress according to ability/aptitude is the success of the Year 8 leavers' applications to senior schools. The cohort of the summer of 2019 and 2020 were all successful in achieving places at their first-choice school. They also won more than 20 scholarships. The 2021 cohort of 24 pupils were awarded 19 scholarships.

The reasons for the school's success in adding value and allowing pupils to progress above their ability/aptitude include:

- Fulfilment of the school's aims.
- Appropriate setting and small class sizes.
- Excellent teaching.
- Regular staff meetings, which discuss pupil performance, progress and wellbeing.
- Detailed learning support documentation.
- Extra tuition for potential scholars.

2.2 SUBJECT SKILLS, TRACKING & ASSESSMENT

Up to the end of year 6, exams are a low-key event and are in-class tests. However, the data is recorded, analysed, and discussed in staff meetings.

In Years 5-8 the pupils normally sit two sets of exams each year. This is under review – in line with school aim number 4 – and a reduction in the number of exams sat is being considered. Exam scores are recorded and although they do not provide accurate standardised data (the level of the exams is differentiated when necessary), they do provide useful accumulative data, which is helpful as they near the top of the school, and potential senior schools become a point of discussion. Parents' evenings in these year groups follow immediately after exam weeks. (Appendix 3 is an overview of our examination & reporting systems).

Daneshill records 'progress', 'current attainment level' and attitude to learning (classroom behaviour [cooperation], enthusiasm and concentration levels) in a half-termly grade card that is released to parents on the ISAMS parent portal.

THE AIMS OF THE SCHOOL:

1. *Develop children's problem-solving skills and attitudes*
2. *Provide a safe environment for pupils to take creative risks in their learning without undue fear of failure*
3. *Encourage an enduring sense of curiosity and wonder*
4. *Promote mental and physical fitness*
5. *Explore each child's strengths and support their weaknesses through thoughtful differentiation*

CODE OF CONDUCT:

The school has reworded the aims of the school into simplified, more child friendly language and it is presented and displayed as the school 'Code of Conduct':

At Daneshill we believe that everyone should feel happy, safe, respected, included and able to learn. Therefore, we all agree to be kind, well-mannered and supportive and always to try our best.

2.3 SCHOOL AIM 2&4

Without a secure, happy and stimulating environment, and without an atmosphere of trust, kindness, tolerance, courtesy and care, children are unable to learn and make the progress they are capable of.

We believe that small measures such as holding doors open, saying thank you for lessons and shaking hands with referees all help to build the culture prescribed in the code of conduct and our second and fourth school aims. We have a no tolerance policy on excluding others and mocking people when they make mistakes. Children will always make bad decisions, but we work tirelessly to maintain the highest standards needed to deliver our ideal school environment.

Our SMSC delivery is also a key contributor to the successful fulfilment of school aims two and four. We give the pupils' spiritual, moral, social and cultural development a high priority at all times, not just during assemblies and PSHE lessons. Assemblies follow themes closely linked to our code of conduct, and PSHE lessons then often follow up on these themes. Our PSHE scheme is bespoke and pupil driven with tutors encouraged to follow the pastoral needs of the cohort in front of them rather than 'teach from a textbook' (please refer to the PSHE policy and scheme for further explanation). However, SMSC has been given a high profile throughout the school and each HoD has dedicated a section in the handbook to how their subject adds value to SMSC development. The repetition of these positive messages helps Daneshill pupils to become rounded, tolerant and caring individuals.

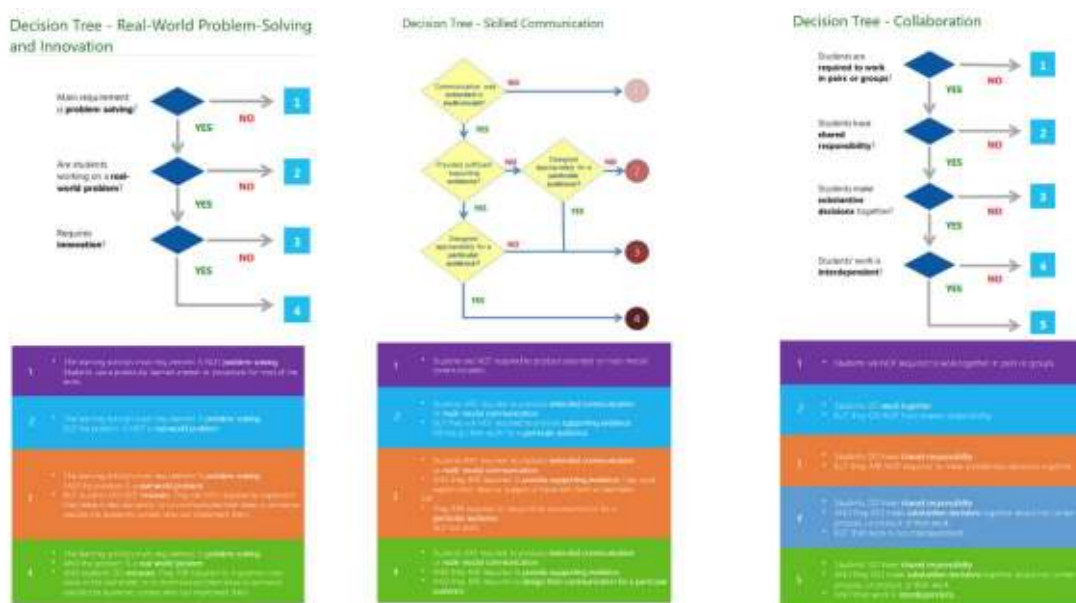
Physical fitness has always been a priority in Prep schools and Daneshill is no different. Games sessions, matches, clubs, ALS, forest school and many other activities and facilities promote the physical wellbeing, both aerobic and muscular-skeletal, of our pupils. Mental fitness, while correlated with physical fitness, is now a firm focus. We now have a wellbeing

room. We accept that all pupils differ, but all need the chance to take control of their school lives. Certain pupils, with specific versions of ASD, might need to control the lessons they go to and this might vary from day to day. A school-wide initiative is being created in collaboration with medical and clinical psychology advice.

2.4 SCHOOL AIMS 1&3

Regular briefings are used to discuss individual children. Tutors also hold individual chats with each tutee (every tutee in the first half term and then each on a need basis from then on) to discuss their current feelings towards their school experience. These systems work together and feed into one another to ensure that ‘no child is missed’: Every child matters.

We are looking to become a Microsoft Beacon school and, driven by our Head of IT, in line with our emphasis on differentiation and problem-solving, we are at the early stages of introducing 21st Century Learning Design (21CLD). While the learning of facts is still important as a foundation for understanding and problem-solving, there is no denying that facts can now be found at with a few computer key-strokes (or voice searches). The analysis of the validity of facts is the key, modern skill, so higher order thinking skills are now a priority. An example rubric linked to 21CLD:



We like to celebrate the work and achievements of our pupils. Displays are updated regularly and are used to ‘show off’ the children’s work. Moreover, in Friday assemblies (our ‘celebration assemblies’) children are publically praised for their hard work and adherence to the Code of Conduct (Super House Points for the prep and class reward systems in the Pre-Prep). A ‘Headmaster’s Commendation’ is also awarded in the celebration assembly – for an act, or a sequence of acts - that is/are particularly noteworthy. The Headmaster’s Commendation is accompanied by a letter to the parents of the pupil and a write-up in the weekly newsletter. In the Pre-Prep, a Star of the Week is awarded to one member of each class in a weekly celebration assembly. The Pre-Prep trophy is awarded to one child in the department who has excelled themselves in demonstrating the Daneshill values and Code of Conduct.

To foster the development of good working habits an enquiring mind and self-discipline, we encourage independent thought and learning whenever possible. The homework timetable

sets the tone for this culture with the expectation for work at home beginning in Reception and growing in quantity, quality and differentiation as the pupils' progress towards Year 8. The school does feel, however (in line with aim 4), that the pupils must be allowed to relax when away from school because they lead extremely busy lives: therefore, homework is set with this in mind. Tasks are kept open ended, when possible, tangents and personal projects are encouraged (for example, a presentation and charity day for the Nepal disaster was totally pupil inspired and driven, as were projects on Imaginary Numbers, Factorials, and Fractals), and quality lesson time is dedicated to self and peer learning review so that pupils remain on task and self-motivated.

Pupils are encouraged to take pride in their work and set high standards and aspirations for themselves, and this is encouraged with regular and informative feedback from the teachers. Individual verbal feedback on attainment, effort and targets for improvement are commonplace in every subject and pupils are expected to have a dialogue with their teachers about their work and their next steps (Appendix 6 is the school's Marking Policy). In the senior years, our attention to study skills and exam technique is one reason why so many of our pupils perform so well at Common entrance and Scholarship Level. Importantly though, the ambition to improve is never to the detriment of their peers because pupils are always encouraged, within their classes, houses and teams, to be supportive of one another.

The confidence and ambitious consideration that we foster in our pupils is often applauded by the senior schools that we regularly feed. Daneshill children very often become Prefects and Heads of school, and they achieve many other accolades related to these traits.

2.5 SCHOOL AIM 5

We believe that every child at Daneshill adds value to our school. We believe they all have a talent and strengths to offer and be proud of. To allow the pupils to recognise this fact and see their potential we firstly have to successfully fulfil school aims 2 & 4, and we work tirelessly to do so. When people inhabit a place that has a culture of mutual respect, kindness, tolerance and high self-esteem, they are prepared to set goals, have dreams and work hard to achieve them. This is the 'can do', growth mind-set that we would like to see embedded in all Daneshill pupils.

Differentiation (individualised learning) has been a main focus of our academic INSET training for the last two academic years. Departments have developed three levels of differentiation, with department specific nomenclature. As an example, the Latin levels are called Veni, Vidi and Vici. The aim is to nurture an opt-in approach to learning with pupils choosing the correct level of question for them to be challenged appropriately (in keeping with Vygotsky's Zone of Proximal Development). The different levels of question difficulty relate to Bloom's Taxonomy and the hierarchical ordering of cognitive skills that it represents.

With the culture of differentiation in place, the second step is to offer a broad curriculum with exciting opportunities so that children may find their talents and potential. Below (continued over the page) is a non-exhaustive list of the subjects/activities on offer at Daneshill which gives a snapshot of the breadth of our curriculum. All of these activities

have taken place between 8:00am and 5:00pm as part of a normal school day (albeit some as optional clubs).

Maths	Art & Design	Hockey	Chess	Horse riding
English	Drama	Rounders (informally)	Low Ropes	Climbing
Science	Swimming	Athletics	Elite Sports Squads	Judo
French	PSHE	Golf	Art Squad	Classical civilisation
History	Reading	Cookery	Music Theory	Spanish
Geography	Gymnastics	Chamber Choir	Scholar study groups	Verbal and Non-verbal reasoning
RE/TPR	Football	Charity work	Drama productions	Touch typing
Latin	Rugby	Team building	Field Study	Circus skills
ICT	Cricket	Paddle boarding	Triathlon	Board games club
Music	Netball	Residential trips	Cross-country running	Outdoor learning (classroom)

Peripatetic Music lessons are hugely popular with many of our pupils learning to play an instrument.

Apart from the vast array of subjects and activities accessible to the pupils, there are perhaps three specific aspects of the school which help to ensure we tap into hidden talents, and that foster the attitudes of ambition and confidence.

Firstly, there are a number of assemblies and some house competitions focusing on the cross curricular links between subjects. This practice gives pupils valuable context to their learning and encourages them to see learning as a joined up and life long process, discouraging them to see subjects in isolation, particularly those they might think ‘they’re no good at’. This was the focus of one of the staff working groups (an hour a week, during the school day for staff to discuss ways to improve education).

Secondly, we are dedicated to the educational benefits of dramatic productions. There are numerous productions every year allowing children of every age group to be involved. The qualities of collaboration, communication, concentration and creativity are all innately tied to

drama and we believe that these qualities then benefit the children in their wider studies and most importantly, their self-esteem and confidence.

Thirdly, our senior ALS programme (as mentioned above) opens the children's eyes to the world of adventure, the hidden strengths they never knew they had, and the benefits of giving to others. They spend their ALS time learning new skills and also helping others (helping at Loddon School). The Year 8's Three Peak challenge in their final term (after their exams) encapsulates these principles of Adventure, Leadership and Service. They raise money, via sponsorship for this challenge, for a chosen (by them) charity each year and, combine their sponsorship money with money raised with entrepreneurial initiatives like running ice cream stalls, organising fetes and inviting their parents to evenings that involve food and quizzes (based around the Common Entrance syllabus).

The embellishment of these vital leadership characteristics, alongside successfully helping pupils to reach their academic potential and gain entry to their chosen senior schools – often with scholarship awards – is a source of enormous pride to the school.

APPENDIX: MARKING & PRESENTATION POLICY

MARKING

Each department's marking policy is outlined below and within department handbooks. Heads of Department have relative autonomy in setting their marking policy and they should ensure all teachers within their department are clear on the expectations. There are also a number of school wide guidelines which underpin each department's approach:

1. Books/work should be neat/well presented.
2. Mistakes (especially subject specific) should be neatly corrected, preferably by the pupil.
3. Written feedback – if it is the most appropriate form of feedback – should clearly explain strengths and areas for improvement.
4. Sessions of self, peer and verbal feedback should be used in good balance with written feedback from the teacher.
5. Books/work should show clear target setting/skill descriptors and pupils should be aware of any marking codes being used.
6. There should be specific dialogue between the teacher and each child, during which children are expected to show the teacher they understand their feedback. This can be orally or via a written response on their work.

PRESENTATION

- All exercise books should be neatly identified with the child's name, subject and class (raises expectations of child).
- Crossing out: one neat line drawn. Excessive use of crossing out, ink eradicators and rubbers to be discouraged unless it is appropriate (in maths, for instance). Teachers should be able to analyse errors (i.e., see the changes made).
- We encourage the children to present their work neatly. (Neat is relative to the abilities of the child and must be cross-referenced with IEPs).
- In the Prep School, where appropriate, exercise books should have a margin. Children should rule their own margin if one is not printed.
- Any marking should be neat, clear and in a coloured pen. The marking pen should be a different colour to the written answers.
- The key is clarity and fluency. Children should not be asked to write more or faster than their motor skills allow.
- Each child (Y4-8) should have a good quality pen.

SUBJECT SPECIFIC GUIDELINES

ENGLISH

Presentation

All exercise books should be labelled with the child's name, subject and class.

- Crossing out: one neat line or a neat pencil cross. Excessive use of crossing out, ink eradicators and Tippex to be discouraged. Teachers should be able to analyse errors. If a pupil wishes the teacher to disregard a whole paragraph, they may use brackets and place a small, neat pencil cross at the end to indicate this.
- Work must be titled and dated.
- One line should be left between the title and the first line of writing.
- Any marking should be neat, clear and in a coloured pen, other than blue.
- Each child (Y4-8) must use a good quality fountain pen. No biro's should be used. If a pupil finds a fountain pen unsuitable, an ink rollerball pen is a good alternative.

Spelling

- When correcting spelling errors, the emphasis must be on words that are frequently used in the child's own reading and writing.
- Some of the spelling corrections should be corrected and written beneath the work. Correcting too many spelling mistakes can be as harmful and as non-productive as correcting too few. It is important to consider the current needs of the child.
- The correct spelling can be written above/below the mistake or in the margin. Sometimes it is useful to highlight the area of error within the word.
- Pupils must be reassured that they should use the most interesting vocabulary they can, even if they are unsure of the spelling. It is more important to develop their vocabulary. Pupils with specific spelling difficulties should be treated with particular sensitivity.

Drafting

Excessive drafting should be avoided. There is a danger that excessive drafting could hamper children's enjoyment of writing. Poetry work often does require a full draft due to the re-editing of lines required. However, pupils should be given the opportunity to create a plan or mind map for prose pieces. Additionally, they may benefit from writing their introductory paragraph in order to establish the tone they wish to create for their piece and once they are happy with it, they should start their final piece.

Pupils are encouraged to discuss the progression of their piece with their teacher. This can enable them to gain support with how to proceed and to pick up on any strands within the writing that are not working as well.

Handwriting

- Daneshill uses the *Letter-join* scheme for some teaching. Pupils are taught to join and loop letters such as g, y, j and so forth. Most letters will be joined, apart from letters following on from a capital.
- Regular practice is encouraged with English teachers. Lessons time is set aside for this activity.

Differentiation will take different forms, from specific question wording, verbal and written, outcome of task, as well as scaffolded tasks. Additionally, pupils will be able to select an access point. Younger years may use

Cauldron/ Wand/Crystal Ball or Word/Chapter/Verse. Upper Prep school years will use Access Level 1, 2 and 3. Access level 3 would involve more subtle levels of skills.

MATHEMATICS

(It can be difficult to make generalisations over the year groups, but in years 3 to 8 these general points should be followed when appropriate):

As a department we want to embrace technology and the excellent software packages that are now available. As such we use MyMaths, Atom Learning, Times Table Rockstars and the abacus / active learn system. We are also looking at Doodle, which has been trialled in the pre-prep.

Differentiation nomenclature (in order of difficulty with the top of the list being the most difficult)

Nasty factorial (N!)

Big Nasty

Nasty

Difficult

Medium

The three most used levels are likely to be *medium, difficult and nasty*, but we feel there is often a need for further levels of differentiation in maths. If it is felt to be more appropriate, or the teacher prefers it (matching to personality can be important), this second option is available (again in order of difficulty with the most difficult at the top):

Reflex

Obtuse

Acute

- All teacher marking done in pen
- Teachers are able to use a selection of the following symbols where appropriate:

1. **Correct answer:** \checkmark
2. **Incorrect answer:** • or X

- Children write using a sharp pencil or, ideally, a mechanical pencil: always use rulers for lines that need to be perfectly straight.
- No rubbing out of mistakes once they have been marked: corrections to be completed next to the mistake if space or rewritten beneath the work. If deemed necessary, corrections can be completed in pen.
- Corrections to be completed and checked by the teacher.
- Homework corrections should be made by the pupil, normally within lessons, as soon as they receive their marked work.
- Positive feedback with targets when deemed necessary. (More often than not verbal feedback is possible due to regular contact time).
- Marking, wherever possible, should be done immediately (in class) so that pupils can remember the mental processes that they used when answering the questions. This will, fairly often, be in the form of peer marking or self-marking with the teacher present. Substantial pieces of work (exams, written homeworks) should be marked formally and promptly.

LAYOUT OF WORK (for exercise books with squares)

(Senior groups use lined exercise books so some points might not be relevant to them).

- Each page divided into two columns with margins (if the teacher wishes, and work lends itself to this layout), using a ruler and sharp pencil.
- Coherent, systematic working is encouraged at all times.
- Work dated and, if text book work is being done, page number or topic title should be recorded.
- One digit per square.
- Each question clearly labelled in the margin.
- Necessity to record units where appropriate.
- Shape, data handling etc – above layout is not necessary.

SCIENCE

- All work should be marked (in coloured pen) and guidance given.
- Targets are set on pieces of work to help give constructive feedback on how to improve the skill in question. This may be denoted by a T in a circle or a target sticker. Each topic will have a selection of badges which the children are working towards with a corresponding set of criteria in order to successfully gain the badge. Marking will, at appropriate times, specifically relate to the badge criteria.
- Questions are written to encourage pupils to extend their thoughts in certain areas (this may be denoted by an A in a circle which stands for Action. The pupils know to respond to these questions.) It is expected that ‘responding to marking’ sessions are held frequently to give pupils a chance to respond to questions, correct spellings etc... Pupils are asked to highlight teacher marking as a sign they have responded to that piece of marking. Marking is seen as an interactive process between the teacher and the pupil and should form a dialogue throughout the book.
- Children are encouraged to self-evaluate their own work and, at times, will mark their own/partner’s work as a whole class exercise. (Self and peer assessment).
- The expectations of each teacher should be that the child produces his/her best presentation at the front of the book, designed to be used as an aid for revision in the future. If pupils do not comply with the pupil expectations, they may see a PE in a circle meaning something is wrong with their presentation; PE= pupil expectations.
- All diagrams and tables should be in pencil; labels and annotations should be in ink
- The back of the book is used for rough work and thinking ideas through before committing thoughts to neat in the front of the book.
- Badge credits are awarded on pieces of work to indicate that evidence has been seen towards gaining a particular badge. Three credits equate to three pieces of evidence towards achieving the criteria for each badge. This is reviewed half termly and recorded on the science area.

- Stickers may also be used where a piece of work may not be worthy of a badge credit or a house point, but to acknowledge that progress is being made and to signify that pupils are working along the right pathway towards success.
- An E in a circle stands for extension and sparks a question or an idea to extend pupils in certain areas.

Science department pupil expectations (Year 4-8)

My teacher expects that I:

- Write in blue ink (unless instructed otherwise) and in my best handwriting.
- Write the date on the left-hand side on the top line of the page, for example *16th November*.
- Write the title in the centre of the second line and underline it with a ruler.
- Answer questions in a full sentence (unless instructed otherwise).
- Begin sentences, and names of people and places, with a capital letter.
- End sentences with a full-stop.
- Will always check through my work when I have finished. I will draw a single straight line through any mistakes.
- Will draw diagrams, results tables and graphs with a sharp pencil and always use a ruler where necessary.
- Will think about health and safety at all times in the laboratory and write a risk assessment (Year 7 and 8) before commencing practical work.
- Listen to instructions carefully and respect my learning environment.

Differentiation within Science

Setting (year 7 and 8) allows children to be taught at an appropriate pace and provides differentiation within year groups. Sets are fluid and are regularly monitored, allowing for movement as and when necessary.

In lessons, teachers will use a range of strategies to meet pupils' needs. Differentiation by choice is a strong theme in the department which allows pupils to engage with the learning process and take ownership of their work. Differentiation by support, pace and by task are also strategies employed in the department.

Other strategies used are listed below:

7. Children will be grouped within the set and work on different tasks depending on their targets or interests.
8. Teachers offer a selection of questions to the class so that each child is challenged at his or her level and these can often follow bloom's taxonomy. These tasks can be labelled according to their level of challenge as detailed in the table below:

Year 3-6	Year 7-8
Safety flame	Harmful
Blue flame	Flammable
Roaring flame	Explosive
	Radioactive

9. Teachers pair “stronger” children with “weaker”, in order to improve the educational experience and deepen understanding for both.

Similarly for prep, teachers may not set the whole class the same task. Because we benefit from small class sizes and know all our children individually, staff can easily personalise prep to suit each child. Individual learning needs will always be taken into account, and extra help or alternatives given for those that need it. Likewise, children that need an extra challenge will not be expected to necessarily do the basic questions first; instead they will be provided with a tougher problem in order to stretch them and encourage a ‘thirst for more’ approach. Extension tasks above and beyond prep are also encouraged by staff in the department and children are particularly encouraged to pursue and research the answers to their own questions.

In addition we have a number of pupils taking scholarship exams throughout the year to a variety of different schools. As the schools have a number of different exam papers, our pupils’ needs are met by individuals being coached for their specific paper. It is important to note here that although this is important, the enjoyment of science and the experiences created in lessons are of equal importance in order to help support and stretch all our pupils.


FRENCH and SPANISH


- Books/work should be neat/well presented. Presentation as per whole school subject guidelines is adhered to. Pencils are used in Years 2 and 3; children gaining their Pen Licence (Year 3) complete work in blue ink.
- Mistakes should be neatly corrected in line with the marking codes detailed below. The focus is to be on key words or phrases rather than blanket corrections.
- Children are encouraged to proof read their work before handing it in.
- Written feedback should balance positivity with age/ability specific targets; clearly explaining strengths and areas for improvement.
- Stickers and/or House Points (Y2-8) are awarded for exceptional effort or attainment.
- Appropriate/year group related sessions of self, peer and verbal feedback should be clearly highlighted and used in good balance with written feedback from the teacher. Verbal feedback is especially implemented in the younger year groups years 2-5 with a greater emphasis on written feedback in years 6-8 and especially after exams.
- There should be evidence of ‘dialogue’ where children are expected to show the teacher they understand their feedback. Children should check and strive to achieve their targets in subsequent pieces of work. This can be orally or via a written response in their books. We also aim for a consolidation lesson, a deep dive into written feedback/redrafting of work every half term. Pupils highlight feedback codes in years 4-8 when they have responded.
- We include differentiated ways of teaching and learning, including by choice, in all lessons, and, in years 3-8, we include an appropriately timed inclusion of Chapeau Challenges (French) and Sombrero Surprises (Spanish) (at least termly and preferably half termly.) This is to allow pupils to make personalised progress every lesson, especially in regard to targeting a particular topic vocabulary area or grammatical skill, a communication target and/or language/linguistic content. The aim of which will be either for independent consolidation and a recap of knowledge and/or in order to stretch and expand their skills and capabilities, to push forward the frontiers of their language knowledge. In other words, all MFL lessons aim to foster an atmosphere of growth.

- Cultural quizzes, and linguistic quizzes feature for fun and assessment for learning. (Yr 5-8) Language aptitude conundrums and puzzles, enigmas and linguistic logic problems are being trialled (years 6-8) to promote linguistic curiosity and problem-solving skills and to actively draw on pupils' maths, science and logic skills.
- Vocab books are for regular reflection on spellings and meanings, they are a place for experimentation and free form personal use of the weekly vocabulary. They are marked and feedback given to pupils but any pupil response to marking usually comes when working on a task in their main exercise book.

Marking codes Year 6-8

- Sp = spelling (re-write x 3)
- Ac = accent (rewrite x 3)
- Adj = adjective/adjectival agreement (particularly with reference to Y6-8)
- WO = word order (particularly with reference to Y6-8)

•  = check carefully!

•  = Target

• **Marking codes Year 5** = Sp, Adj and T (as meaning above)

• **Marking codes Year 4** = T

• **Marking Years 2 and 3** = They are given verbal feedback and any patterns of errors are fed back into teaching/gone over as a class

ICT

- Most corrections are discussed with the child while the work is on the screen.
- Children do increasingly make use of spell check and grammar check when word-processing
- Most finished copies have been looked at and discussed before top copy is printed; therefore, minimal marking takes place after printing.
- Children are encouraged to self-evaluate work at the end of each unit – often using a standard form with targets.

ART/MUSIC/DRAMA/D&T

- Feedback on progress and areas needing development are provided verbally, as required. For ABRSM Music theory exams these are marked formally by the teacher regularly.

PHYSICAL EDUCATION

- Children set their own targets at the beginning of each term, which are discussed with their teacher. These targets and general progress are continually reviewed verbally during lessons. At the end of the term, targets are reviewed on a one-to-one basis and key points recorded in the pupil's planner.
- Peer analysis and feedback are a fundamental part of PE lessons.

- Pupils are encouraged to use self-assessment to analyse their own performance.
- Q & A forms an important part of every PE lesson.
- Various forms of media are used to look at performance which is particularly helpful for visual learners. Video and photography assist with correcting technique and analysing individual and team performances.

GEOGRAPHY

- Marking largely consists of constructive, formative comments which will be directly linked to the learning objective for that given lesson, including comments advising ways in which it can be improved, e.g., producing a map or diagram
- Verbal discussions should be noted in the pupil's book
- The spelling focus will be on geographical words
- Presentation – refer to general subject guidelines
- Diagrams and maps should be in pencil and pencil crayon; labels and annotations should be in ink

HISTORY

Differentiation is included in every lesson. Mostly this consists of the 'three-option' model. Children can choose from three different ways to complete a task. These tasks are designed to differ in either the time required to complete them, skills needed to complete them, or thought processes needed to complete them. They are named 'Tricky, Trickier and Trickiest' or, sometimes, have topic specific names. Further to this, SEND children often have their own specific learning needs that are also factored in.

- Marking in books largely consists of constructive comments.
- The aim is to give praise and encouragement on all pieces of work as well as something that needs improvement (though this is not appropriate in every piece of work as standards must be accessible).
- Peer marking is used in order to establish awareness of different written styles and depth of explanation. A peer marked piece of work should always be marked or reviewed by the teacher also.
- Self-evaluation is also used as a way of creating individual awareness of a student's work. This should also be marked by a teacher following self-assessment.
- Spelling is marked in the bottom left corner and the children are to write out any misspelt words three times. For some children a more sympathetic approach should be taken.
- Errors of a grammatical nature or syntax-related may be corrected in order to clarify sense and meaning. Children should be made aware of the need for clarity of expression and depth of explanation. For some children a more sympathetic approach should be taken.
- If verbal feedback is required rather than a written target, a simple 'VF' in a circle will be written at the end of the piece of work.

- Presentation – refer to general subject guidelines.

RELIGIOUS EDUCATION

- Marking is similar to the English model, with encouragement and praise for specific successes in a piece of work followed by a target or two for improvement.
- ‘What Went Well’ and ‘Target’ is used to good effect by the teacher to ensure targets are useful and can support progression.
- If verbal feedback is required rather than a written target, a simple VF at the end of the piece of work will suffice.
- Self and peer marking are both encouraged and symbolised with SA or PA respectively.
- Relevant comments can be written by the teacher throughout a piece of work, encouraging the children to read through it and engage with what they have written. Children will often initial next to comments to show they have read them if they do not require a response. They also respond to marking comments (green pen is encouraged for this).
- Children have a target sheet at the front of their books that can be added to by themselves or the teacher throughout the term. They then review this target the following term and evaluate whether (and how) they have met this. If a target is not met it can roll on to the next term with frequent reviewing by the teacher and student.
- In the back of Year 7&8 books is a topic tracker of learning throughout each unit of theology and ethics. A traffic light system is adopted here. Once a topic is covered the children self-assess their understanding / confidence with examination questions using red, yellow, green. This informs teacher for future lessons, revision or individualised homework tasks.
- The spelling focus will be on words related to the topic studied, although high frequency words should be corrected in moderation as in English.
- Y7-8 marking should be directly relevant to the CE Assessment Objectives 1-3 as detailed in the RE Department’s Core Skills.
- Presentation – refer to general subject guidelines.

CLASSICS

Differentiated ways of teaching and learning, including by choice, in all lessons, and, in years 5-8, we work with “veni, vidi, vici”, (I came, I saw, I conquered). This is to allow pupils to make personalised progress every lesson, especially in regard to targeting a particular topic vocabulary area or grammatical skill in Latin and with art forms, writing and reading skills in Classical Civilisation.

Latin:

Pupils should:

- Listen carefully to instructions.

- Write the title and date at the top of the page.
- Write in blue ink for general work.
- When working with stems and endings use alternative colours to differentiate tenses/ declensions.
- Write on alternate lines when translating.
- Cross out mistakes neatly with a straight line.
- Proof read translations before handing in.
- Download and print any revision guides in preparation for exams. You will be informed when they are ready.
- Translation marking.
- One mark is awarded per correct translation of each word.
- Two marks are awarded for the correct tense of a verb.
- Comprehensions and grammar sheets are marked according to CE Latin guidelines.

Feedback is given in many different ways but, given the small class sizes, personal, verbal feedback is often considered to be the most useful form.

Classical Civilisation:

Pupils should:

- Listen carefully to instructions.
- Write the title and date at the top of the page.
- Write in blue ink for general work.

Work is marked with AOs'.

- AO1 knowledge of selected aspects of the classical world.
- AO2 understanding of what is important about the ancient world
- AO3 an ability to compare aspects of the classical world with the present
- AO4 an ability to express themselves in good English.

KEY STAGE 1

PRESENTATION AND MARKING

- All work should be marked by the teacher in black or green ink.
- The learning objective and success criteria are often typed and placed at the top of page/activity or placed on a board to be reflected on during the lesson.
- Errors recognised by the children should be crossed out with one neat line. Children are taught to recognise that mistakes are part of the learning journey, as we model a growth mindset.
- Before marking, the teacher should consider the purpose both, of the task set for the child and consequently, the emphasis of the marking and initial verbal feedback.
- Children's work will be marked in reference to the given success criteria. Each criterion will be highlighted in either green or pink. The pink 'tickled pink' marking represents what children have successfully achieved and the green 'growing green' shows the skills that the children may still need to secure. This is a very clear and visual way of giving the children feedback and highlights their next step. Yellow is also used if a child is developing within a success criteria but the learning is not yet secure.
- Mathematical calculations may be marked initially using a dot to point out errors for reworking. The child should be encouraged to try again.
- It may be appropriate to make a small line under spelling mistakes or grammatical errors but only 1 or 2 are to be discussed with the child. The child can practise letter formation or a simple spelling at the end of the piece of work. The 'Look, Say, Cover, Write, Check' method should be encouraged during corrections.
- Where appropriate, a comment on the work may also be written in addition to the 'tickled pink and growing green' feedback. Comments must be at a simple level for the child and expressed at a level suitable for their reading capabilities.
- Marking should be a positive experience for the child and is done to help and encourage him or her.

CHECKING AND PROOF READING

MATHEMATICS

Children should be encouraged to check through their work to see if their answers are sensible (e.g., has the answer become larger if they have added). Children should also be encouraged to use estimation to check their work.

ENGLISH

They should gradually be taught to proof read their own work.

1. Read it through to see if it makes sense
2. Read it through to check punctuation

SUMMARY

Teachers should remember that marking should be a positive experience for the child and is done to help and encourage him or her. Praise is a reward. Class reward systems, Star of the Week and the Trophy can also be used to reward children's achievements.

EARLY YEARS

EVIDENCING AND RECORDING LEARNING

- Tapestry should be used to evidence and record children's learning across the curriculum. Photographs, videos and written observations help to build up a picture of the child's development, progress and achievement.
- When an observation is uploaded to Tapestry, the assessment statements, linked to the Early Years Curriculum, should be considered and selected as appropriate. This helps to measure the children's progress and attainment and allows for next step planning.
- The statements referring to the Characteristics of Learning should be selected when observing and evidencing children's learning on Tapestry to better understand how each individual child chooses to learn.
- As part of our daily practice, we observe and assess children's development and learning, and become part of their learning experiences. Collaborative planning as a staff and shared discussion time at the end of each day provides opportunities to reflect upon the children's learning, development and emerging need and interests. These discussions inform future planning, allowing us to challenge all children and quickly move their learning forwards. This enables us to provide a secure foundation for each child's learning based around the needs and interests of the individual child. Regular assessment and observation support the team to measure children's progress across all seven areas of learning, using guidance from the documents, Development Matters, Birth to 5, EYFS curriculum educational programmes with Daneshill specific skills and any other relevant child development documents. This allows us to identify those children who are not making appropriate progress from their starting point and to implement programmes of support and particular learning opportunities to ensure all children can reach their full potential. The Foundation Stage Profile is completed for each child at the end of the EYFS, identifying whether children are 'Emerging' or 'Expected' in relation to each of the Early Learning Goals (ELGs). Each child's learning is evidenced through Tapestry where all relevant persons involved with the child are encouraged to contribute to create a personalised learning journey.
- Although assessment is important and informs practice, a key feature of the revised EYFS 2021 is that paperwork should not be excessive and that practitioners should not entail prolonged breaks from interacting with the children.

WRITTEN WORK

- Children in Reception have an exercise book for writing which may include Child Initiated or Adult Led learning.
- Each piece of learning must be dated and given the appropriate code to show the type of learning observed.
- Writing should be marked using a black or green pen and should be discussed with the child. It may be appropriate to ask the child to practise writing a spelling that has been identified in their writing or asked to practise forming a particular letter.

SUMMARY

Teachers should remember that marking should be a positive experience for the child and is done to help and encourage them. Praise is a reward! In the Early Years department positive praise reward systems are used to motivate and reward hard work and achievement. Children in Reception may also earn Star of the Week and the Pre-Prep Trophy award.

Chilli Challenge and Differentiation in the Pre-Prep

During some lessons, the children are given the opportunity to choose their own level of differentiated learning (this is a whole school approach from N-Year 8). The children are encouraged to reflect on their learning and confidence with the tasks before selecting the learning which they feel is most appropriate for them at that moment in time. Discussion often takes place to support the children to choose the most appropriate level of learning to give them the skills to be reflective. Tasks are set using the language of 'hot', 'spicy' and 'sizzling'.



Hot



Spicy



Sizzling