



HEYWOOD PREP
CORSHAM

CURRICULUM POLICY

**Updated
February 2020**

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1. Introduction

This Policy applies to the entire school including the EYFS. It should be read alongside the EYFS Policy, SEND Policy, EAL Policy, GAT Policy and any other relevant policies.

2. Our Approach

At Heywood Prep, we believe that all children should have access to a broad and balanced curriculum which enables them to acquire the appropriate skills to develop fully all aspects of their potential, as well as developing their personal and social values in preparation for the next phase of their education.

The school follows its own wide-ranging academic curriculum tailored to the needs of its pupils. Whilst the school is not required to follow the National Curriculum, the curriculum has regard for the National Curriculum (2013) and includes a wide range of additional learning experiences appropriate for the ages, abilities and needs of the children. The curriculum is further enhanced by a varied range of extra-curricular activities. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's special educational needs, Gifted, Able or Talented (GAT) status and/or disabilities (SEND) and pupils who have English as an Additional Language (EAL). We also support children who have an Education, Health and Care (EHC) plan and work with all appropriate agencies.

The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities and experiences of adult life. All pupils are expected to acquire skills in Speaking and Listening, Reading, Writing, Maths and Computer Science.

In the event that a pupil has English as an additional language and needs specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised to the support the school can provide.

The school provides full time supervised education for pupils between the ages of 2-11 and each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.

The school's curriculum encompasses the following areas of learning;

Linguistic: This area focuses on developing children's communication skills and increasing their command of language through listening, speaking, reading and writing. At Heywood Prep, French is taught from Reception to Year 6 and pupils in Year 6 also have the opportunity to try Spanish and German.

Mathematical: This area enables children to make calculations, to recognise and understand relationships and patterns in number and space, to develop their logical thinking and their ability to express themselves clearly. These skills will be acquired in a variety of ways, including practical activities, exploration and discussion.

Scientific: This area focuses on increasing children's knowledge and understanding of nature, materials and forces. Children will develop the skills associated with scientific enquiry by conducting experiments, making observations, hypothesising and recording their findings.

Technological: These skills include computer programming, the use of ICT, developing, planning and sharing ideas as well as working with equipment and materials during Design Technology and STEAM

Human and Social: This area relates to people and their environment, how human action, both now and in the past, influences events and conditions.

Aesthetic and Creative: This area focuses on the process of making, composing and inventing. At Heywood Prep, these skills will mainly be acquired through the study of Art, Dance, Drama and Music as well as in the study of and responses to literature.

Physical: This area focuses on the physical development and the wellbeing of the pupils. Children develop physical skills, as well as understanding the importance of healthy competition, and the need for health-related fitness.

3. Aims

It is our aim to furnish each child with the appropriate skills to develop their academic potential, as well as developing their personal and social values in preparation for adult life. We ensure that the fundamental British Values of mutual respect, understanding and tolerance for those with different culture, faiths or beliefs; democracy, rule of law and respect for self and others are introduced, discussed and lived out through our curriculum.

4. The Heywood Prep Curriculum

At Heywood Prep, we aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. We believe that out of school activities are integral in creating a stimulating and motivating learning environment.

In the Pre-Prep Department, the curriculum follows a topic overview plan, where planning is based around a main theme, inspired by children's interests. Within each topic, enquiry based learning is planned, which may encompass in a special event topic such as a performance, display, short presentations or assembly, dependent on the nature of the topic. Outdoor Learning is pivotal to our curriculum and is incorporated into each topic.

The Prep Department curriculum is subject based, and specialist teaching becomes more common as the children move up through the school, with the majority of Year 5 and 6 lessons being taught by subject specialist teachers.

a) **Specific Objectives of the Heywood Curriculum:**

- To provide a broad, balanced and relevant curriculum which encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests;
- To provide a well-planned and regularly monitored curriculum which ensures that learning is continuous and that pupils make good progress;
- To ensure that pupils acquire and develop the key skills of English, Speaking and Listening, and Maths;
- To enable and encourage all pupils to develop their strengths and interests in order to achieve to the best of their ability;
- To actively involve pupils in their own learning in order to ensure challenge and progress and encourage independent learning;
- To promote positive attitudes and interest towards learning so that pupils acquire solid foundations for lifelong learning;
- To provide rich and varied learning experiences, encompassing a range of learning styles;
- To prepare all pupils for the next stage in their learning;
- To facilitate pupils' personal, spiritual, moral, social and cultural development.

b) **Assessment and Reporting to Parents**

At Heywood we assess our pupils' progress in a number of different ways:

- Informally through observation and classroom discussions;
- Formally by assessing classwork, homework assignments and internal examinations;
- By use of standardised age scores in English, Mathematics, Science, Reading and Spelling.

We believe that involving parents in their child's education is very important. We encourage the school/home partnership by:

- Formal bi-annual Parents' Evenings with grade cards.
- Formal school reports in July
- Individual meetings with parents and email communication
- Communication through Pupil Planners
- Having an open-door approach for parents to talk with Form Tutors.

c) **Individualised learning (IL)**

The IL provision is a tailored approach to the enhancement of the learning experience of the individual. Groups are not predicated on age group but rather on the specific needs of the child. As a result, a Year 5 child may be with children from the year above or below. Initially the IL timetable is given a mathematical or English based focus but this does not limit its range. The

IL slot also provides an opportunity to enhance our GATI provision with an IL tailored toward a specific event, for example a singing performance by the advanced singers group or a hockey team's upcoming participation in an ISA sporting tournament. The IL session can also be used to address pastoral or social concerns. The session is also used for the preparation of the children towards their senior school entry. The IL provision is not set in stone but has the scope to be adapted when required.

d) Extra-Curricular Activities

At Heywood we offer a wide variety of extra-curricular activities and every child is encouraged to participate regularly in at least one of them. Although academic pursuits are a key part of life at Heywood, social contacts through games, creative arts, music and during recreational time are seen as an important part of a complete education.

e) Curriculum and Equal Opportunities

The School is fully committed to the principle of equal opportunities. It is essentially in this spirit that we welcome those of all abilities, race, colour and nationalities to Heywood. Within the curriculum no differentiation is made other than on the grounds of pupils' educational needs. Gender is not a bar to inclusion in any aspects of Heywood life.

5. Organisation of the Curriculum

The Head is responsible to the Proprietor for:

- Implementing the school's principles and aims;
- Defining the principles and aims of the whole school curriculum and ensuring the implementation of such a curriculum;
- Staffing levels and ensuring appropriate CPD is provided;
- Lesson allocation amongst the teaching staff;
- Delegating responsibility to individual staff members for individual areas of the curriculum (The Director of Studies and Heads of Department)
- Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained.

The Deputy Head (Strategic Team) is responsible to the Head for:

- Overseeing the whole school timetable after consultation with the Head;
- Arranging cover for absent colleagues;
- Overseeing the induction of Newly Qualified Teachers;
- Creating the termly calendar.
- Ensuring the communication from the school is of an acceptable standard.

The Director of Studies (Strategic Team) is responsible to the Head for:

- Ensuring the whole-school Curriculum Policy is followed by all staff and that our assessment system accurately reflects the abilities and progress of the children;
- Monitoring the quality of lessons alongside the Strategic/Leadership Teams and ensuring the best possible practice from all teachers;
- Ensuring that the Programmes of Study, Long, Medium- and Short-term plans are created to a high standard, are relevant and that lessons are effectively differentiated;
- Monitoring that our assessment system accurately reflects the abilities and progress of the children;
- Ensuring that Curriculum Maps completed and sent to parents each term (moving to a yearly overview from 2020/2021.)

Heads of Department are responsible to the Head for:

- Ensuring an up-to-date Scheme of Work in their subject area and ensuring curriculum coverage, continuity and progression for all pupils, including those of high ability and those with special educational needs. To evaluate and update relevant documents annually;
- Updating their Curriculum Statement for their subject area and ensuring that all staff are familiar with initiatives and action plans;
- To monitor the planning for their subject and report their findings to the Senior Leadership Team;
- Providing guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- Ensuring compliance with the whole school Assessment Policy and Policy for Reporting to Parents;

- Holding departmental meetings to evaluate the teaching of the subject in the school; carrying out a sampling of existing strengths and weaknesses in planning and work (pro forma see Appendix 3); carrying out observations of teaching in their subject area (pro forma see Appendix 3) and using this analysis to guide further improvement in the quality of teaching and learning. They should complete an audit which should include the quality of resources, planning and teaching (Appendix 3), drawing up subject targets for their subject area. Guidance on when these activities should be undertaken can be found in Appendix 2.
- Conducting an annual subject review (appendix 2)
- Organising and co-ordinating the deployment of learning resources and establishing resource needs with the Head;
- Monitoring their own professional development and others who teach the subject.

Teaching Staff are responsible to the Head and must:

- Have due regard for the education of all the pupils in the school in accordance with the school's aims;
- Share in the corporate responsibility for the well-being, discipline and pastoral care of all the children in the school;
- Plan lessons effectively in accordance with the Medium-Term Plans and the Programmes of Study and ensure that the lessons they plan reflect pupils' individual needs
- Keep up to date with marking and assessments, record keeping and reporting;
- Take part in school life fully;
- Abide by the terms of their job description and Staff Code of Conduct.

6. Communication

a) Staff Meetings:

- Staff Meetings are held weekly alongside Departmental Meetings;
- Strategic Team Meetings (ST) are held once a term and areas of focus are decided by the Head;
- Leadership Team Meetings (LT) meetings are held weekly. During the meetings, staff welfare, curriculum, planning, assessment and school events are planned and discussed.

b) Inset Training:

Inset needs are identified through:

- School development planning
- Staff CPD questionnaires
- Subject reviews and targets
- Appraisal procedures

School INSET training takes place prior to the first day of term and deals with both curriculum and pastoral matters. Other training occurs throughout the year as relevant courses become available. INSET provides a vehicle through which skills and information learnt externally are passed on to the staff.

c) Communication with Parents

At Heywood we strongly believe that parents should be involved in their child's education. We encourage the partnership between the parents and the school through the following procedures:

- Formal Parents' Evenings (Autumn and Spring Terms) with grade cards.
- Formal school reports sent to parents once a year at the end of the academic year.
- Individual meetings between a teacher and a parent made by appointment;
- Email communication;
- Weekly newsletter from the Head;
- Pupil Planners for regular, daily contact.
- Informal greetings and communication at pick up and drop off or at school events.
- Open classroom events allow parents the opportunity to engage with current learning.

The school expects parents to take an interest in their child's work (homework as well as class work). We emphasise the importance of private reading and hope parents encourage the children to read at home. The school reserves the right to contact parents at any time if there are concerns with a child's progress.

7. Timetabling

Timetabling is the responsibility of the Head.

a) Lesson allocation

- Wherever possible care is taken to timetable English and Mathematics for the morning sessions
- Lessons are 50 minutes long.

The following table shows the number of minutes dedicated to each subject per week:

	Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
Art	-	50	50	50
Computer Science	-	50	50	50
English	350	300	250	250
EYFS (Prime and Specific Areas)	435			
French/MFL	15	25	50	50
Games	50	50	150	150
Golden Time	-	50	50	50
Humanities (History & Geography)	-	-	100	100
Individualised Learning (IL)	-	150	150	150
Mathematics	250	250	250	250
Music	50	25	50	50
PE	50	50	50	50
PSHE	-	25	25*	25*
RE	-	25	25*	25*
Science	-	100	100	100
STEAM	-	-	50	50
Swimming/Forest School/STEAM (on rotation)	100	50	-	-
Topic (History & Geography)		200	-	-
TOTAL (minutes)	1250	1400	1400	1400

b) Learning Support

Heywood is fully committed to catering for all abilities. All subjects are taught in form groups or year groups, which are mixed ability sets. When a child's progress falls outside the expected range, our assessment process looks at a range of factors - classroom organisation, resources, teaching style, forms of differentiation – so that additional or different actions can be taken to enable the child in question to learn more effectively. The Learning Support provision is co-ordinated by Mrs Bidgood, the SENDCo. In the Early Years Learning Support is co-ordinated by Miss Cowan, EYFS SENDCO.

c) Extra-curricular Activities

The aim of our extensive extra-curricular activity programme is to broaden the children's experiences, to build confidence, to allow them to follow their hobbies and interests, to develop social skills and to encourage social interactions. All children should be able to find at least one activity in which they enjoy and in which they will, hopefully, excel.

8. Pupils

a) Form Arrangement

- Heywood caters for boys and girls between 2-11 years of age.
- The normal number in a form group is: 14 in Reception and up to 16 in Years 1-6. Early Years classes (Nursery) adhere to the required ratios as set out in Section 3 of the EYFS Statutory Framework (March 2014).
- Teaching is generally by the Form Tutor, although as the children move through the school an increasing number of subjects are taught by subject-specialist teachers. By Years 5 and 6, almost all subjects are taught by subject-specialist teachers.

b) Setting

- We do not currently set pupils according to academic ability.
- No two children are alike; therefore, differentiation takes place within each Form group.

- It is our view that we can address pupils' individual needs in a more constructive and efficient way through small class sizes and the use of effective in-class differentiation and small-group or 1:1 extension or support where necessary.
- Across a year group classes, where convenient and practicable, may be combined and arranged in a manner that gives every child the opportunity to get the optimal outcomes from the learning experience.

9. Curriculum Content

a) **Individual Subject Statements (see appendix 4)** contain the following information:

- Guidance on how the subject contributes to the pupils' English, Maths and ICT skills and the pupils' understanding of the duties, opportunities, rights and responsibilities of citizens (British Values)
- Details of assessment and reporting
- Current targets for the subject and target for the year.

b) **Work Presentation Policy**

A consistent approach to the way in which each piece of work should be presented is required throughout the school and credit is given to pupils who take pride in the overall appearance of their work. (See 'Presentation of Work' in section 20 of this document).

c) **Cross-curricular elements in the Curriculum**

At Heywood we aim to provide a broad and a balanced curriculum and endeavour to foster cross-curricular links wherever possible.

d) Within the EYFS staff follow Development Matters to develop a curriculum that caters for the learning and development needs of all the children.

10. Teaching

Heywood encourages a balanced range of styles and methods, and their choice will form an important part of our curriculum. We believe that different teaching styles and methods can only create an atmosphere of stimulation and purpose. The majority of the teaching periods are designed to last for 60 minutes each. This makes for comparatively few pupil movements in any morning or afternoon and provides a more settled structure to the day. It is, however, important that the time is well used. The form-teaching structure used for most subjects enables some flexibility even within the hourly period framework; a topic which is going particularly well, might over-run. Such flexibility, however, must not mean that the pattern of subject sessions as timetabled is abandoned.

a) **Teaching Standards**

At Heywood we expect a high standard of teaching and a thoroughly professional approach to all aspects of education. Good class discipline is expected and careful management of groups ensures that all pupils, regardless their ability, are fully included and that objectives are clear to all.

Flexibility in method and approach is inherent in all teaching with a willingness to adopt techniques best suited to the task at hand or a particular teaching group. Pupils must always perceive themselves to be active participants in the process of learning.

The school provides a variety of resources, a wide range of textbooks and interactive whiteboard software materials, and members of staff are encouraged to use them. These resources are all valuable aids to learning if used with discretion and always introduced within the context of a lesson in which their content is introduced, explained and followed up by questions and discussion.

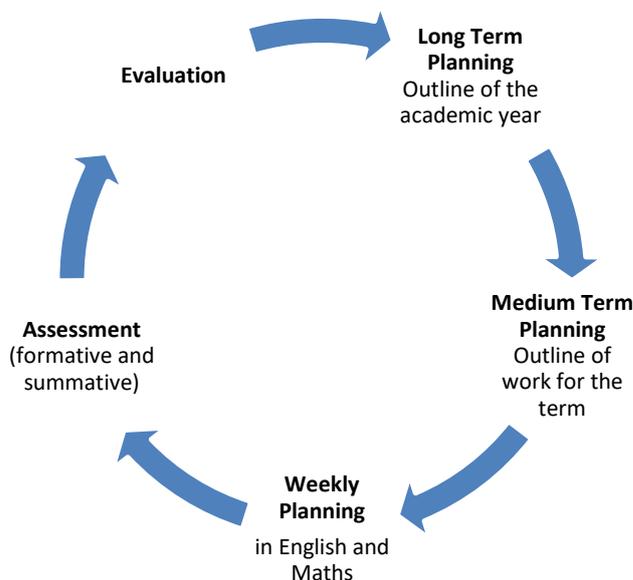
b) **Differentiation**

In any one class, whether form based or ability set, there are differences between pupils. Each absorbs and understands the work and concepts in their unique way and at their own speed. Only by employing the technique of differentiation, therefore, can each teacher inspire each child successfully. In addition, the support of a Teaching Assistant is available for those children

who need additional support. The allocation of Teaching Assistants is coordinated by the SENDCo.

11. Curriculum Planning

Heywood upholds the principle that good curriculum practice is achieved only through careful and thorough planning – for the whole school, for each subject, for each form and for each lesson. Only by this means can progression be assured. For this reason, we maintain a clear planning structure as shown by the Curriculum Planning Cycle:



This cycle is monitored by the:

1. Strategic Team (Director of Studies)
2. Heads of Department

The cycle is monitored through:

1. Subject Evaluation
2. The Appraisal Cycle

Lesson Planning: The Process

Long Term: Programme of Study, Subject Policy and Long-Term Plan.

These set out the programme of what is to be taught and are vital in ensuring that all aspects are covered in ways that promote continuity and progression. Drawing up the Long-Term Plan is the responsibility of the Subject Leader and should include:

1. All topics to be covered through the year.
2. The areas of knowledge, skills and understanding to be taught.
3. The contribution to English, Maths, ICT and PSHEE through the curriculum.
4. Dividing the topics into units of work and providing a time allocation for each unit of work.
5. Resources available

Medium Term: The Outlines of Work for the Term

These are the responsibility of the Subject Leader. Colleagues may choose to alter the teaching sequence or the suggested teaching activities, but the learning objectives within the unit must be taught over the course of the term. The medium-term plans should include:

1. The areas of study to be covered during the term, referring to the Programme of Study and Long-Term Plan.
2. The Learning Objectives - this may well take the form of 'key questions' to be considered.
3. Possible activities which could be planned to deliver the objectives.
4. Suggested assessment tasks or questions as appropriate.
5. Resources that could be used.

6. Suggestions of suitable curriculum enhancement activities.

Short Term: Weekly Lesson Planning in English and Mathematics, termly/half termly plans in other subjects.

This translates the outline of work for the term into daily plans. Details in daily planning should include:

1. The learning objective for each lesson
2. Overview of teaching input
3. Differentiated independent/group work activities
4. Plenary activities/questions
5. Homework, where appropriate
6. Resources to be used during each lesson
7. Details of academic grouping of children for differentiation purposes, to include GAT and SEND provision
8. LP focus items that are pertinent to the subject
9. Any assessment activities

Short term planning should be kept up to date (annotated after each lesson where necessary) and made available, on request, to the Subject Leader, members of the ST or the Head.

12. Assessment and Record Keeping

At Heywood pupils are assessed in the following ways:

1. Entry Assessments

Heywood is a non-selective school and entry procedures follow our Admissions Policy to ensure that they will be able to make the most of a Heywood Prep education.

Children applying for entry after September entry for Reception will be offered a Taster Day, during which they will be informally assessed by their class teacher whilst undertaking the planned activities for the class.

On entry into EYFS, staff complete a baseline assessment to plan for the individual needs of the children.

2. Standardised Tests

Pupils take the following Standardised tests each academic year:

	Baseline Test	Reading	Spelling	Cognitive Ability Test	Maths	English	Science
Reception	Teacher assessment						
Y1	-	February	November May	-	May	May	
Y2	-	March	November May	November	May	May	
Y3, Y5				November			
Y3 – Y6	-	February	November May		May	May	May (Y5&6)

Standardised assessment results are available to all teachers on the school data management system.

3. Maths and English Assessments

Maths and English assessments take place termly. Headstart tests are used. Scores and attainment levels are included in the Grade Cards given to the parents in meetings in Autumn and Spring terms and are added to end of year reports in the Summer term.

4. Subject Tests

Individual subject assessments take place throughout the year. These assess the pupils' knowledge and understanding of the work covered through the unit/term/year and are set at the discretion of the Class Teacher and Subject Leader.

5. Class Work and Homework

Classwork and homework are always closely related to a topic at hand and both are marked by subject teachers on a weekly basis. For the homework structure, please refer to the Homework guidance in section 18.

6. Informal Classroom Discussion and Observation

We consider the two to be very valuable forms of assessment. It offers a deeper insight into how each pupil interprets a topic under discussion, how she/he can relate it to their own experiences, how they can express their thoughts and ideas and also allows children who find it difficult to express themselves in writing to make a contribution. Regular observations within the EYFS inform staff of the children's progress towards Developmental Matters and the Early Learning Goals.

7. Assessment for Learning (AfL)

Assessment for Learning encompasses subject tests, class work, homework, observation of learners and discussion with the children. AfL is on-going and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Assessment for Learning: this relies heavily on talk and discussion

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work Questioning to prompt new thinking Feedback to: <ul style="list-style-type: none"> • specify attainment • identify difficulties • specify improvement • promote achievement • promote a shared way forward • identify targets 	Shared learning intentions Questioning Modelling Demonstrating Explaining Differentiation Exemplification of standards Shared success Criteria for next steps Shared involvement in and construction of activities Guided tasks Independent working Collaborative working Routines for pupil self-evaluation	Reflection Drafting Revisiting Revising Exploration Editing Interaction and collaboration Talk Pupils designing their own tasks Pupils' self-evaluation Pupils' improved self-esteem

The results of summative assessments are now stored electronically using the school's data management system. Teachers have the choice to record the results of regular tests in their subject area (for example, spelling tests), or end of unit tests, in their own mark books or on the school data management system. If using their own mark books, these must be available to view upon request by Subject Co-ordinators or senior management.

13. Reporting

At Heywood we strongly believe in school/parent cooperation. Informing parents of their child's progress encourages that relationship. The parents are fully aware of the school's expectations of the child's performance and how they can be involved in the process of aiding their child's education, if and when necessary. The school can build upon the parental support to further each child's learning experience.

To report to parents, the school:

- Organises two parents evenings a year (Autumn and Spring Terms) to these meetings form tutors will bring the grade cards that have effort grades and the scores from the maths and English termly assessments
- Sends formal school reports once a year (Summer Term)
- Holds pupil consultations to discuss areas of strength and next steps. Details to be written in pupil planners
- Encourages each member of staff to organise informal meetings with parents
- Uses the Pupil Planners and email to communicate with parents
- At the end of Reception, staff report the children's level of development against the Early Learning Goals. These levels are also shared with the Local Education Authority. Reports detail the children's progress against the 'characteristics of an effective learner'.

Reporting to other schools:

We fully co-operate with the transfer schools at whatever age children move from Heywood. It is a standard procedure for those schools to forward their own information forms for completion. Forms will usually be completed by the Form Tutor and future schools co-ordinator, and be overseen by the Deputy Head, Director of Studies or Head.

14. Evaluation

In order to ensure that aims and objectives of this document are met, it is necessary for the curriculum as a whole and in parts to be subject to regular review by the following means:

Strategic Team Meetings

Regular meetings with senior leaders are held to discuss school policies in general and in particular curriculum matters.

Appraisal Procedures

These monitor the standards of teaching and learning and that school policies on assessment, reporting and presentation of work are being followed.

15. Resources and Accommodation

Accommodation

The EYFS classrooms are housed in purpose-built classroom facilities. The Pre-Prep and Prep classes are located in the main school building. In addition, all classes share the Hall, Art Room and Computer Science facilities. All classrooms are equipped with tables, chairs and units containing sliding trays. Years 4-6 also have flip-top desks. All furniture can be easily moved around to change the layout which may be preferred by a teacher or, as necessary, for a planned activity. This flexibility encourages a range of teaching styles within one room. Most classrooms are equipped with dry-wipe whiteboards, and all with interactive whiteboards.

Teaching Resources

A variety of resources are available in the school. They include reference and reading books, teachers' resources, books, computers and interactive whiteboards. All resources are shared between all members of staff. In addition, the school subscribes to the Wiltshire and Swindon Learning Resources facility, which provides high quality multi-media teaching and learning resources on loan. Resources available include books, artefacts, models, ICT equipment, role play, costumes, puppets, DVDs, CDs, CD-ROMs and interactive whiteboard resources. Staff are encouraged to use the school's membership fully and are responsible for placing their own orders each term.

16. Professional Support for Staff

Heywood is keen to support its staff as fully as possible in their work and encourages opportunities for them to reflect on their effectiveness as teachers and to share their ideas, enthusiasm, frustrations, skills and wisdom with others. Although this sharing takes place within the school, some valuable opportunities arise through external support and guidance. This is achieved by the following means:

Training Days

These are usually held in the school on the INSET day(s) before the start of term.

INSET

Members of staff are encouraged as a matter of professional responsibility to attend courses on their subject. Information on available ISA courses and are displayed in the staff room for all to see. With the approval of the Deputy Head and Head, individual teachers make necessary arrangements for enrolment.

Professional Development

Heywood fully recognises its obligation not only to provide the best possible service to its pupils, but also to assist staff in the pursuit of continuous personal professional development for the better advancement of their careers and in order to achieve maximum satisfaction in their day-to-day work.

Induction of New Staff

A procedure is established for the induction of new staff. This is overseen by the Deputy Head. This induction covers Safeguarding, school procedures and training in the ethos of the School. Each new member of staff is presented with a Code of Conduct and a Staff Induction Handbook, which give an overview of how the school operates on a day-to-day basis, as well as the relevant school and subject policies.

17. Monitoring of the Curriculum

The purpose for monitoring the curriculum at Heywood is to aid improvement and curriculum development. Roles and responsibilities in this area will vary but all members of staff have a role to play in monitoring the provision within the school. Teachers are curriculum managers in their own classrooms and it is here that monitoring must begin.

The following aspects are all monitored at Heywood:

1. Standards of achievement
2. The quality of teaching
3. The quality of learning
4. Lesson planning
5. Curriculum breadth, balance and progression
6. Assessment methods
7. Level of resources
8. Learning Support
9. Reporting to parents.

The methods used to monitor these are as follows:

1. Submission of weekly lesson planning
2. Lesson observations
4. Subject meetings
5. Scrutiny of pupils' work
6. Assessment results

By these methods we are able to monitor standards and progress, evaluate the outcomes and prioritise in terms of need. In this way we ensure that we are fulfilling our school aims.

Subject Teachers

Subject teachers have responsibility for the performance of their own class, for analysing the standards attained and for the effectiveness of their own teaching strategies. Subject teachers have a responsibility for following school policies on medium- and short-term lesson planning, internal examinations, the marking and presentation of work and arrangements for reporting to parents.

Subject Co-ordinators

Heads of Department have responsibility for the performance of specific subjects, including the effectiveness of the curriculum in their area, and the analysis of pupils' work. Heads of Department hold departmental meetings to consider strengths and weaknesses and resource requirements. In addition, scrutiny of pupils' work and scrutiny of teachers' planning is used to monitor the effectiveness of the curriculum and the quality of teaching and learning in their subject area.

Subject co-ordinators will complete a curriculum statement (appendix 4)

Head and the Strategic Team/Leadership Team

The Head and Director of Studies have responsibility for whole school performance and for reviewing the evidence on the overall effectiveness of the curriculum, the standards of pupils' work, the quality of learning and the quality of teaching. The Head and Director of Studies will analyse information from Heads of Department and will also undertake scrutiny of pupils' work and scrutiny of lesson planning to ensure consistency of approach and standards across the curriculum.

Strategic Team and Leadership Team

- | | |
|----------------------|-----------------------------------|
| 1. Mrs R Mitchell | Headmistress |
| 2. Mr T O'Connell | Deputy Head |
| 3. Mr T Ruane | Director of Studies |
| 4. Mrs N Bartholomew | School Business Manager |
| 5. Miss F Colbridge | Head of Lower Prep Department |
| 6. Mrs A Lawrence | Head of Pre-Prep Department & DSL |
| 7. Mrs L Martin | Head of Upper Prep Department |
| 8. Miss L Johnson | Events Co-ordinator |
| 9. Mr C Knight | Director of Sports |
| 10. Mrs A. Bidgood | SENDCO |

Subject Co-ordinators

1. Art	Mrs L Martin
2. After School Care	Mr T O'Connell
3. Charities	Mrs S Gilmore
4. DSL	Mrs A Lawrence
5. Games	Mr C Knight
6. Computer Science	Mr A Carr
7. English	Mr G Edwards
8. Humanities/Topic	Miss C Colbridge and Mrs C Hill
9. Holiday Club	Mrs M Harris
10. Houses	Mr Knight
11. Maths	Mrs S Gilmore
12. MFL	Mrs V Shoukry
13. Music	Mrs A Williamson
14. PE	Mr C Knight
15. PSHEE and SRE	Miss L Johnson/ Miss C Venner
16. Phonics	Miss L Johnson/ Miss C Venner
17. RE	Miss A Vernon
18. Science	Mrs C Evans
19. School Council	Miss K Evans
20. Learning Enhancement (SEND and GAT)	Mrs A Bidgood

18. Homework

In order to prepare the children fully for senior school entry, children in years 5 & 6 will be set homework once a week in English and Maths. This work shall be set on Monday and handed in on Friday. To facilitate the children's full home/school balance homework time will be directed towards developing and extending reading fluency, comprehension and spelling. Online maths work (Mathletics) will be set for years 1-6. Times Tables and number bond practice will be expected to be carried out at home. Children in Reception will also have access to Maths Seeds and Reading Eggs and will have the opportunity to develop their skills at home. There is no expectation that children are expected to complete these tasks but are there should they be required.

To support and facilitate senior school entry, Years 5 & 6 may be set past papers or similar work when appropriate.

Learning to work independently is an essential part of a good education. It also helps children and young people to become confident and self-sufficient in their learning, which will help them throughout their time at school and in adult life.

Homework:

- Is any work or activity which pupils are asked to do outside lesson time;
- Presents pupils with an opportunity for working on their own;
- Must extend and develop the curriculum and should relate to work being done in class.

The following guidelines should be followed by staff setting homework:

- Work set should be appropriate to the pupil's ability.
- Pupils should be encouraged to read every night.
- Pupils should be encouraged to make every effort to produce class work and homework of the highest standard.

Recording homework

- Homework should be recorded in the child's Pupil Planner. The school diary is an excellent home/school link and parents and Form Tutors should sign it each week. Initial concerns by either parent or teacher may be written in them.
- It is the duty of the form teacher to check that these diaries are completed and to sign them each week.

Homework Rules and Reminders for Pupils

- ✓ Find a quiet place to work
- ✓ Check you understand the task and have read the questions carefully
- ✓ Ensure that you have everything you need for the task – pencil/blue ink pen, ruler, eraser, etc

- ✓ Follow the instructions carefully
- ✓ Homework should be completed in pencil, unless you have earned your Pen Licence
- ✓ Write the date and learning objective/title
- ✓ Underline headings with a pencil/pen and ruler
- ✓ Present your work neatly
- ✓ Check your work
- ✓ Take your homework to school once it is complete and hand it in to the teacher who set it
- ✓ Go over spellings/tables
- ✓ Read each night

Reminders for parents

- ✓ Check that your child's Pupil Planner is filled in clearly and regularly. Please initial this at least once a week.
- ✓ Agree a timeframe for homework with your child and work within it.
- ✓ Ensure that things are not left until the last minute - especially at weekends.
- ✓ Before starting homework check that your child is clear about the task and has the relevant materials and resources.
- ✓ Notify the teacher who set the task if there is a reason why homework isn't done.
- ✓ Contact your child's Form Tutor if the homework routine is causing difficulties. It is not the intention or wish of the school to set homework that is in any way unreasonable.

19. Handwriting

When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. The clear and neat presentation of work is important in order to communicate meaning effectively. Children's self-esteem is also heightened when they are able to take pride in the presentation of their work.

Our focus on handwriting at Heywood aims to:

- develop a joined, confident handwriting style that is clear, legible and fluent, enabling the writer to focus on content of written work;
- instil a positive attitude towards handwriting;
- present work in a neat, organised manner appropriate to the task.

Teaching Letter Formation and Handwriting

- Pupils will be taught the agreed cursive style. In Reception children will be taught the lead in and lead out stroke, writing each letter separately. This will continue into Year 1 with the expectation that children will begin to join throughout the year. By Year 2 children should be fully joining.
- Pupils should also be taught to form regular letters in size and shape, to put regular spaces between letters and words and how to form upper as well as lower case letters.
- Attention to pencil grip is important, particularly in the younger years as a poor/incorrect grip can be difficult to correct once established.
- Attention to posture and seating arrangements is also important.
- Children who write with their left-hand face particular difficulties and teachers need to be aware of this. Left-handed children should either sit next to other left-handers or on the left side of a right-hander to avoid bumping arms or smudging work. Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written. Writing from left to right is more difficult for left-handed children and should, therefore, be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent and legible hand.
- In Years 3 and 4, children will move from using pencil to pen (except in Maths). They will be issued with a Pen Licence, though this can be removed if the standard of handwriting is not maintained. Ink cartridge pens or ink roller balls are allowed but not biros or felt pens. Children can be encouraged to try several types of pen to find the most suitable.
- In general written work only blue ink should be used by pupils. A variety of pens will be made available in school for children to practise with. Children will be awarded their Pen Licence in Celebration Assembly.
- Pupils in the Prep Department should be taught to use different forms of handwriting for different purposes, i.e. print for labelling maps or diagrams, capital letters for posters, title pages, headings, a

clear, neat hand for finished presented work, a faster script for notes. Also, the use of a range of computer-generated fonts and point sizes.

Supporting Children's Handwriting

- Children who display specific difficulties with handwriting can have these addressed through such interventions as rubber pencil grips/claws, 'Handi' writers, slanted writing boards or using alternative writing media etc.
- Individual cases may be referred to the SENDCo where necessary.
- Those children who join the school after Reception with a different, but equally acceptable style of writing will be encouraged to choose or develop a preferred style from their own established style or the new style taught in lessons.

Implementation

- Handwriting and expected standards of presentation should be taught as a whole class activity in Pre-Prep and Years 3 and 4 and also in Year 5 if needed.
- Children will progress from practising their handwriting using guidelines of various sizes to using single lines.
- The cursive handwriting font installed on the system can be used to create handwriting sheets, labels etc.
- The teacher should act as a model when marking work, using a fluent joined style where appropriate.
- Examples of the cursive style should be displayed in the classroom for children to refer to. Sheets can also be printed to have on desks.
- Class displays should present examples of good presentation and give children opportunities to see a variety of font styles.
- Teachers should have high expectations for the quality of presentation in all areas of the curriculum.

20. Presentation of Work

Exercise Books

There will be continuity and progression in the style of exercise books used by the pupils. Wherever possible the same cover colour will be used by all pupils for each subject but will vary in line spacing and page size according to year grouping.

- Blue books are to be used for Maths, green for English and red for Humanities. Other subjects' book colour may vary.
- Books will be labelled with name, year group and subject, using printed labels provided by the School Office rather than being hand-written.
- Children will not draw or doodle on the cover of their books.

Expectations Year 1 to Year 6

The pupils will set out work appropriately:

English:

DUMLUMS –

Date in full, written on the left - Monday 20th February 2017

Underline

Miss a line

LO (also a title if appropriate)

Underline

Miss a line

Start

Each new piece of work should start on a new page

Maths:

Maths work should be presented using the DUMLUMS format, but the date should be recorded in short format, i.e. 20/02/2017

In addition:

- Each calculation should be numbered and a space left after.
- Only one number should be written in each square, although words should be written across squares in child's usual style.

- Use space on paper economically by writing more than one column of calculations, where appropriate. Children need to be taught to recognise when and where this is not appropriate – for example, when drawing a graph or detailed table.
- Begin a new page when starting a new topic.
- All children to use pencil
- A margin should be drawn on each page

Science:

- DUMLUMS - but date should be written in short form – dd/mm/yyyy
- Diagrams etc should be drawn in pencil.
- Labels can be written in ink, but lines should be made in pencil with a ruler.

Humanities:

- DUMLUMS
- Diagrams should be drawn in pencil.
- Labels can be written in ink but lines should be made in pencil with a ruler.
- Labels on maps should be printed

General:

- Worksheets to be clearly dated and titled then inserted neatly into relevant books. A4 sheets may need to be cut down to fit in A4 books without overlap. Worksheets to be folded in A5 books.
- When writing in pen, mistakes should be crossed out with a single horizontal line. Ink erasers/ Tippex should not be used by children. Teachers may use these at their discretion when work is being produced for display purposes.
- Only colouring crayons should be used in exercise books. Felt pens may be suitable for other work, especially for display purposes.
- Pupils should write against the margin and from the top line of a page.
- Work for display should be presented to the best of the pupil's ability.
- Word processing can be used where appropriate for presentation purposes.

21. Marking and Feedback

Marking and feedback is an essential part of the teaching and learning process. Our whole-school guidance for marking and feedback is set out to ensure a consistent approach throughout the school. It is up to the professional judgement of each individual member of staff to provide marking that is to the benefit of the child.

Purposes of Marking and Feedback

Effective marking and feedback should help pupils to:

- Make progress and encourage them to achieve full potential
- To be motivated and build confidence and self-esteem.
- Celebrate and reward the effort they have made and what they have done well.
- To understand what they need to do in order to improve or take them further in their learning.
- Understand what is valued throughout the school and understand the teacher's expectations.
- Value their work and provide an audience for it.
- To reflect upon work that has been completed, the process of learning and how best they learn.

Effective marking and feedback should help parents to:

- See their child's achievements and what they need to work on.
- Understand the focus for marking.
- Be aware of the relationship between the teacher and their child.
- Understand the values and expectations of both the teacher and the school.

Effective marking and feedback should help teachers by:

- Identifying/checking/monitoring children's progress and to see if learning objectives have been understood.
- Providing a record of significant progress and targets which the pupil is working on.
- Aiding future planning (individuals, groups, whole class).
- Identifying children who need support or more challenging work.
- Informing teachers about their planning, teaching and the concepts gained by pupils.

General Principles

Symbols to be used when marking can be found in Appendix 1.

- Work should be marked on a regular basis. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective.
- Work should be marked against the learning objective and success criteria which have been shared with the pupils and against any personal pupil targets.
- Work should be marked using agreed codes and symbols ensuring that the children understand the meaning of each symbol and take the appropriate action.
- Written comments should refer to the learning objective and be precise, positive and recognise achievement and effort. Negative words or phrases should be avoided. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.
- Marking should indicate the next steps in learning. It should answer three questions:
 1. Where am I going? (What are the goals?)
 2. How am I going? (What progress is being made toward the goal?)
 3. Where to next? (What activities need to be undertaken to make better progress?)
- Learning questions encourage further responses and challenges by providing a follow-up question linked to the skills children have been learning. Questions should be open-ended and link to knowledge, skills and the application of skills, the latter which will enable the most memorable learning.
- Teachers should include comments to highlight differentiation – indicating extension activities or reinforcement.
- Work should be awarded with House Points/ stickers as appropriate.
- Oral feedback may be given while pupils are working, as part of a plenary or at the beginning of the next session and helps clarify the next steps in learning. Children of all ages need oral feedback but this is particularly important in the Early Years and Pre-Prep, where children may be unable to read a written comment.
- Work which falls below an acceptable standard, compared to the child's capabilities and expectations of the teacher, should be discussed with the child and if appropriate, repeated.
- Younger children, who are unable to read a teacher's comment, should have it read by an adult. It may be more appropriate for the teacher to shorten the amount written, using visual symbols.
- Children should understand the purpose of marking and see it as a continual developmental process that involves them.

In marking a piece of work from an individual pupil, teachers should consider the following:

- How well the child has met the learning objective(s).
- How much progress has been made.
- How much support a child has needed or have they worked independently.
- How much effort has gone into producing the piece of work.
- If the task required other skills that are evident in the finished piece e.g. social skills, organisational skills.
- Work that has been required in the planning and preparation.
- How carefully the work has been presented, including date/ title etc.

At all times the marking approach used should suit the nature of the task set and the age of the pupil. It is not necessary to mark all types of work in the same way. Some types of work will require more detailed marking than others.

Marking and Feedback in Class

Where appropriate marking and feedback should be made throughout the lesson to reflect on the learning. It is preferable to mark in the presence of a child as often as possible as it involves dialogue between teacher and child and this gives children the opportunity to comment on their work as it is marked and they also become involved in setting their own targets.

Pupil's self and peer assessment and paired marking

As pupils progress through the school, it is possible for them to take a more active role in the marking process:

- They can be given responsibility for checking Maths answers and spellings.

- As pupils develop and become more familiar with Success Criteria, they can be encouraged to judge their own efforts (self-assessment) against the criteria or before it is marked by the teacher. They can use a traffic light system in Prep (red-not got it / yellow-nearly got it / green-got it) and 'smiley face' in Pre-Prep.
- They can also be given opportunities to respond to other pupils' learning and (following teacher modelling) make constructive comments on others' learning (peer assessment)
- Children in Prep may sometimes mark narrative work in pairs. They should point out three things that they like and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.

Making time for pupils to respond to marking

Time should be provided in lessons for children to reflect on the teacher's marking and written comments and respond to them. This can vary from a very brief daily routine at the start of a lesson to a longer session where children edit/improve their work following feedback. This may take the form of consolidating and reinforcing strategy/concept by providing 1 or 2 examples or extension or responding to a question/ challenge or the pupils thoughts on the 'next steps' given. Teachers should model how to respond to feedback. Children in Years 5 and 6 can initial comments to show that they have read and understood them.

The role of the Teaching Assistant in marking work:

Where a teaching assistant is directed to work with a group or individual children, written comments should be recorded to inform the class teacher of a pupil's ability to work independently and successfully at set tasks. It is not the responsibility of the teaching assistant alone to mark the work, but to provide valuable feedback to enable the class teacher to ensure that work is set at an appropriate level enabling all children to work independently.

Feedback in Pupil Planners

Parents' comments in Pupil Planners will be acknowledged with teacher's initials and responded to if appropriate. Teachers or Teaching Assistants will record individual reading with a signature and comment.

22. MONITORING AND REVIEW

It is the responsibility of all staff to follow the principles stated in this policy. The Director of Studies is responsible for reviewing this policy annually.

This policy was reviewed in February 2020 and approved by the Board of Directors of Heywood Prep Limited. It will be reviewed on an annual basis. The next policy review will take place in February 2021.



Signed: Mrs Rebecca Mitchell
Headmistress, Heywood Prep

APPENDIX 1
MARKING SYMBOLS AND GUIDELINES

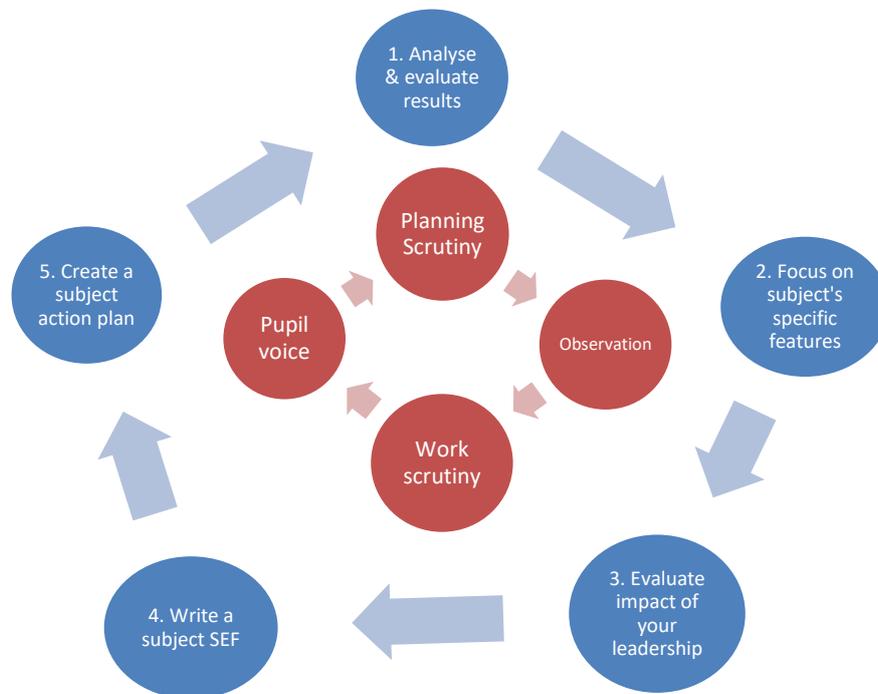
	<p>Shows that the work is correct</p> <p>Highlights good words / phrases/ spelling.</p>
<p>• or X</p>	<p>Work is incorrect</p>
	<p>Incorrect spellings should be underlined and indicated by placing 'sp' in the margin. Spellings need to be corrected, however not to the detriment of the child's confidence. Any spelling correction should be indicated and can be written below for the child to repeat. The number of errors marked is with the knowledge of the individual child and at the discretion of the teacher. As a guide, no more than five words should be corrected in a piece of work. Teachers should focus on: high frequency words, previously taught spelling patterns or rules, subject-specific vocabulary. Pupils can be encouraged to find correct spelling where appropriate. If pupils are able to correct their own spelling, the word can be written as the child has written it but with gaps for the letters that are wrong or missing. So for example for <i>bueatyfull</i>, you write <i>b_ _ _ t_ful</i> below. Pre-Prep only - Gaps in phonic awareness should be indicated by writing the phonic sound in the bottom left-hand corner of the page.</p>
	<p>The correct punctuation may be added by the teacher in discussion with the child or the child can be encouraged to check and correct the work themselves, as appropriate to their current knowledge and understanding.</p>
<p>^ Marked in appropriate place</p>	<p>A word/ words has been omitted or additional detail is needed.</p>
<p>// Marked in appropriate place</p>	<p>Indicates new paragraph is needed.</p>
<p>? </p>	<p>This means that there is something confusing in the work. It may be the way in which an idea is expressed or a muddled idea. This could also indicate a specific error in grammar. A section of work /sentence may also be underlined to identify where the confusion lies.</p>
	<p>Indicates positive aspects of work relating to LO/success criteria</p>
	<p>Indicates a set target/ next step for improvement. This may include a request to do some corrections/ ask questions for child to answer to reinforce learning or a challenge to extend learning.</p>
	<p>A verbal response has been given by the teacher in relation to paper-based work in place of written comment.</p>
	<p>Supported work by teacher/TA</p>

Appendix 2

Heywood Prep Process of Subject Review

Rationale

Subject Leaders, under the guidance of the Director of Studies, are responsible for monitoring teaching and learning standards within their subject area and reporting to the Senior Leadership Team annually on the effectiveness of teaching and learning in that subject. At Heywood Prep, we have devised a step by step guidance to completing a cycle of subject review.



1. Analyse and evaluate results (termly Ma/Eng, July/August all other subjects)

Analysing your subject's results is a key means of evaluating its effectiveness. Heywood Prep uses formal assessment in English, Maths and Science. In other subject areas, subject leaders will rely on work scrutiny to establish levels of pupil achievement. You can compare pupil attainment data year on year, and with other schools within the Wishford group. As well as looking at overall results, the analysis will show you where individual teachers are being most effective. If teacher assessment is used as part of the progress measure when analysing the progress made by students, it is useful to triangulate this with work scrutiny and moderated work analysis. Doing so will help ensure that as a subject leader, you can be confident the analysis is correct. As subject leader, you share responsibility for standards with the Director of Studies, who is ultimately responsible to SLT for the standards of teaching and learning at Heywood Prep. Subject leaders in English and Maths are responsible for analysing termly assessment data in their subject. The Director of Studies is responsible, in liaison with the subject leaders, for analysing and reporting on end of year or standardised assessment data.

2. Focus on your subject's particular features (June – March)

As a subject leader, you should ensure that:

- You focus on the particular features of your subject
- Your subject is being enhanced by learning experiences outside the classroom (visitors and trips)
- Your subject is represented in the extra-curricular clubs offering
- Your subject's full curriculum is being covered

- You can also explore how well pupils are applying their English and mathematical skills in the subject. This will help other subject leaders evaluate the impact of these subjects across the curriculum.

3. Evaluate the impact of your leadership (Dec)

Use these questions to help you analyse your performance as a leader:

- Are staff training needs identified? Are training and follow-up outcomes monitored and evaluated?
- Is performance management of any staff teaching your subject in line with school procedures and systematic? Does it produce improvement for staff and pupils?
- Are there sufficient staff and resources to support the teaching of the curriculum and meet the learning needs of pupils?
- Does your team contribute to your leadership? How do you foster collaborative approaches?
- Are parents/carers provided with useful, relevant information about your subject?
- Do you show clear vision, a sense of purpose and high expectations for the subject you lead?
- Do you systematically review progress against a range of evidence and set priorities for improvement? Do you use qualitative and quantitative performance data, review patterns and take appropriate action?
- Are these priorities set within whole-school priorities and the school development plan?
- Do your policies and practices support inclusiveness?

Evidence of this can be taken from the actions suggested in previous sections as well as:

- Policies and procedures Heywood has in place
- Records of continuous professional development (held by School Business Manager)
- Curriculum plans

4. Write a subject self-evaluation form (April)

Subject leaders should complete a subject self-evaluation form (SEF) every year. This could be complete and ready to share with the SLT each April (September in the first Year 2019-20). The SEF should be brief and consist of an executive summary explaining:

- The department's strengths and weaknesses
- What it is doing to improve in any weak areas identified

Subject Leaders may use the Heywood template self-evaluation form to complete this process. This is intended to be a short one-page SEF, which will feed into the school's overall evaluation priorities. The SEF will reveal areas for development which will be useful for an action plan.

5. Create a subject action plan (April) + update Curriculum Statement if necessary

Subject leaders will complete an action plan based on areas for development revealed in the SEF and your own self-evaluation. The subject action plan will in turn feed into the school development plan. The action plan does not need to be too detailed, but it should include:

- The areas for development
- What actions to take
- Who will monitor each action
- The financial or time cost of suggested actions

If the departmental action plan is ready prior to the budget setting process (May), it can be costed to the budget for the following academic year. Performance management of staff should feed into professional development for the next academic year, and you can include actions related to professional development in your departmental action plan. For example, one action could be to raise standards by having a particular teacher attend a course.

Scrutiny

This has four aspects

1. Pupil voice
2. Observation
3. Planning scrutiny
4. Work scrutiny

Observe teaching and learning (June - March)

At Heywood Prep, subject leaders and members of the Leadership Team with responsibility for teaching standards may "drop in" to evaluate standards. This sits alongside our programme of Learning Walks. You should not use observations as evidence in isolation, as a single lesson observation will not provide enough information to analyse the subject area. During an observation, you should be clear as a subject leader that you are monitoring the subject. You may wish to complete Heywood's checklist for monitoring a subject area, which includes tasks such as classroom observations and learning walks.

Scrutinise pupils' work (once per term)

Another key way to evaluate the effectiveness of your subject is through conducting pupil work scrutiny. Use the Heywood how-to guide and template to make sure your work scrutinies have an impact and lead to improvements.

Pupil Voice (November – March)

Pupil interviews are useful when exploring pupils' views on a subject. You can also find out:

- If all aspects of the curriculum are being covered sufficiently from the pupils' perspective
- Whether pupils are enjoying the subject or being challenged

The term 'pupil voice' can be slightly misleading, as it is important to find out what pupils **know** as well as what their views are. Pupil voice can also include drawing evidence from:

- Pupils' books and data
- Talking to pupils
- Asking pupils to read to subject leaders
- Asking pupils to work alongside subject leaders, such as working on maths with the appropriate subject leader
- Consider using a pupil questionnaire to identify pupils' opinions about the teaching and learning in a subject. Heywood Prep provides a proforma for pupil questionnaires here.

Planning Scrutiny

It is the subject leader's responsibility to ensure that the work is being planned sufficiently to deliver the scheme of work.

Scrutiny Timetable

Year 1

	Term 1		Term 2			Term 3		
	Yr Grp	Class		Yr Grp	Class		Yr Grp	Class
Maths	1-6	A	Maths	1-6	B	Maths	1, 3, 5	A
English	1-6	B	English	1-6	A	English	2, 4, 6	B
Geog	1, 3, 5	A	History	1, 3, 5	B	MFL	1, 3, 5	A
Sci	2, 4, 6	B	PSHEE	2, 4, 6	A	RE	2, 4, 6	B
Art	1, 3, 5	B	Comp	1, 3, 5	A	PE	1, 3, 5	B

			Sci					
			STEAM	2, 4, 6	B			

Year 2

Term 1			Term 2			Term 3		
	Yr Grp	Class		Yr Grp	Class		Yr Grp	Class
Maths	1-6	B	Maths	1-6	A	Maths	2, 4, 6	B
English	1-6	A	English	1-6	B	English	1, 3, 5	A
Geog	2, 4, 6	B	History	2, 4, 6	A	MFL	2, 4, 6	B
Sci	1, 3, 5	A	PSHEE	1, 3, 5	B	RE	1, 3, 5	A
Art	2, 4, 6	A	Comp Sci	2, 4, 6	B	PE	2, 4, 6	A
			STEAM	1, 3, 5	A			

Appendix 3

Subject review - forms

Frequency of monitoring/scrutiny

Year 1

Term 1			Term 2			Term 3		
Maths	1-6	A	Maths	1-6	B	Maths	1, 3, 5	A
English	1-6	B	English	1-6	A	English	2, 4, 6	B
Geog	1, 3, 5	A	History	1, 3, 5	B	MFL	1, 3, 5	A
Sci	2, 4, 6	B	PSHEE	2, 4, 6	A	RE	2, 4, 6	B
Art	1, 3, 5	B	Comp Sci	1, 3, 5	A	PE	1, 3, 5	B
			STEAM	2, 4, 6	B			

Year 2

Term 1			Term 2			Term 3		
Maths	1-6	B	Maths	1-6	A	Maths	2, 4, 6	B
English	1-6	A	English	1-6	B	English	1, 3, 5	A
Geog	2, 4, 6	B	History	2, 4, 6	A	MFL	2, 4, 6	B
Sci	1, 3, 5	A	PSHEE	1, 3, 5	B	RE	1, 3, 5	A
Art	2, 4, 6	A	Comp Sci	2, 4, 6	B	PE	2, 4, 6	A
			STEAM	1, 3, 5	A			

WORK SAMPLING AND MONITORING PROFORMA

Subject Co-ordinator Work Sampling

Subject		Date	
Subject co-ordinator		Staff being moderated	
Focus for the work sampling/monitoring			

Year Group:	
Attainment <i>(Overall standards of current work)</i>	
Differentiation <i>(Evidence and effectiveness of)</i>	
Progress <i>(evidence of pupil progress since the beginning of the school year)</i>	
Attitudes <i>(Any indications of pupils' attitudes and response to their work)</i>	
Teaching <i>(quality of marking; cross-curricular skills; match to pupil's level of attainment; links between assessment and planning)</i>	
Other	
Strengths	
Areas for Development	

Planning Audit

Subject		Date	
Subject co-ordinator			

	Yes	No	Mostly	Notes/Actions
Is the LTP, SOW, in subject co-ordinator folder.				
Is the MTP in the subject co-ordinator folder				
Is the STP in the planning folder				
Does the planning reflect the LT/MT plans?				
Is there clear differentiation:				
- Lower Ability				
- Medium Ability				
- Higher Ability				
Are SEN/GATI children catered for				
Is there subject specific LP focus for children				
Are there any links to other subjects?				
Are there any links to the Language for learning (8 Cs)?				
Is the planning being reviewed/evaluated				

<p>Strengths</p> <ul style="list-style-type: none"> • • •
<p>Area for development (1):</p> <ul style="list-style-type: none"> •

Departmental Audit Report and Points for Action Pro Forma

Departmental Audit Report and Points for Action

_____ Department

This report should be read in conjunction with the Departmental Observation Evaluation form.

CRITERION	EVALUATION	POINTS FOR ACTION
Results of end of year assessments.		
Written evidence for the use of data to monitor individual pupil's progress and inform curriculum planning.		
Evidence of pupil learning, differentiation and compliance with presentation and marking policy.		
Observations regarding learning and teaching.		
Quality of homework set (where appropriate)		
Enrichment activities, including any provision for AGT pupils.		
Classroom management.		
Use of resources, including ICT and WSLR resources.		
Record of professional development.		
Sharing of good practice i.e. observation of colleagues.		
Departmental meetings.		
Departmental Development Plan.		

Signed _____

Date _____

Subject Self -Evaluation

Subject			
Subject Co-ordinator		Academic Year	
Strengths	<ul style="list-style-type: none">•		
Areas for development	<ul style="list-style-type: none">•		

Subject Action Plan

Subject			
Subject Co-ordinator		Academic Year	
Area for development:			
Actions to take	•		
Who is responsible			
Time/cost constraint			
Area for development:			
Actions to take	•		
Who is responsible			
Time/cost constraint			
Area for development:			
Actions to take	•		
Who is responsible			
Time/cost constraint			

CURRICULUM STATEMENT – ART

INTRODUCTION

At Heywood Prep, Art is taught to children from Year 1 to Year 6 as part of the normal school curriculum. Art and Design education is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Pupils work both individually and within groups to develop their social and personal skills. Wherever appropriate projects are linked to other areas of the curriculum and give pupils opportunities to develop specific art skills that underpin learning in other areas.

The curriculum is centred around developing drawing and observational skills, but overall aims to introduce pupils to a wide variety of techniques and mediums, going into greater depth year on year.

DEVELOPMENT PLAN 1 – 2 Years

- Participation in local, district and national competitions
- To revise curriculum to a theme-based curriculum across year groups
- To increase drawing content of projects
- To increase art historical awareness

OUTCOMES (Child focussed)

- Increased number of art scholarships to senior schools
- Development of children's fine motor and drawing skills in particular
- Increased profile of Art within the school and Corsham community
- Increased volume of artwork displayed around the school

MONITORING

- Learning walks
- Book looks
- Planning audit

ASSESSMENT

- Pupils are continually assessed against lesson objectives
- Pupils are given verbal feedback, as part of the ongoing assessment
- Pupils are given the opportunity to edit and refine their work and reflect upon their learning
- Sketchbook provide visual record of development

Curriculum Statement – Computer Science

Introduction

All students from Year 1 to Year 6 receive computer science lessons covering four main strands. Programming, Robotics, IT and Multimedia and Online Safety. These go beyond traditional ICT lessons, instead focus on developing our students as digital producers, not just consumers.

Computational Thinking underpins the planning and development of projects by pupils.

Development plan (1 – 2 Year achievable goals)

- More rigorous assessment to be based on assessment framework
- Pupils to develop, and reflect upon a digital portfolio of Computer Science work. TO include multimedia documents, programming excerpts and photographs
- To raise the general IT skills of pupils – pupils to work towards IT 'driving license' a framework of 'I Can' statements to be achieved before the end of pre-prep and prep.
- Increase links between Computer Science and other subjects in the curriculum
- Inclusion of FBV and Language for Learning (8 C's) in lesson planning.

Outcomes

Pre-Prep

Multimedia and Core IT Skills – The main focus in pre-prep is on developing core IT skills for all pupils. This should include, but not be limited to:

- Familiarity with school IT systems
- Keyboarding and mouse skills
- Saving and organising work using appropriate file names
- Understanding of IT in life outside of school

Programming & Robotics – pupils are familiar with the language of programming and can identify algorithms in real-life and are beginning to evaluate programs they have created. Pupils can identify 'bugs' in code and develop methods to solve these. Collaboration and conflict resolution are important in this stage for both robotics and when pair programming.

Digital Citizenship and Online Safety – pupils are given strategies to cope when issues arise online and are aware of the importance of keeping personal information private.

Prep

Programming – students are challenged to develop excellent problem-solving skills gaining exposure to a number of graphical and text-based languages.

Digital Citizenship and Online Safety – Keeping children safe online is of vital importance. At Heywood Prep we teach students to be discerning users of technology and through the prep department discuss contemporary issues which affect our digital lives. A Heywood Prep student is a responsible digital citizen who can appreciate the remarkable opportunities the WWW provides us with as well as recognising possible pitfalls. They are equipped to make informed decisions about media choices and the internet in an increasingly digital world.

Multimedia and Core IT Skills – Pupils are proficient users of technology to enhance their learning. This includes document creation but extends to film editing, web design, creating simulations and 3D design and printing.

Robotics – Physical computing and robotics gives the students the opportunity to combine science and engineering knowledge along with their programming skills, designing and building interactive models to achieve a specific goal. Using Lego WeDo 2.0 and Mindstorms EV3 together along with other control resources allows students to develop problem-solving and evaluation skills creating exciting learning experiences tied to real-life problems.

Monitoring:

Effective delivery of computer science provision will be monitored by annual:

- Planning audit – is there sufficient evidence of differentiation?
- Review of pupil work - is child voice/opportunity to reflect present?

Assessment

Pupils are assessed against lesson objectives continually.

Pupils are given verbal feedback, as part of the ongoing assessment.

Pupils are given the opportunity to edit and refine their work and reflect upon their learning.

Curriculum Statement – English

At Heywood Prep, English Literacy covers six key areas:

- Love of Literature
- The act of reading (decoding the text)
- Comprehension (understanding the text)
- Writing composition
- Spelling, Punctuation and Grammar
- Speaking and Listening

Love of literature

This is embedded in life at Heywood from day one, with regular sharing of stories forming an essential part of time in school. Children throughout school listen to or read stories frequently, and there are many opportunities to explore books through workshops, author visits, the annual book fair, and other initiatives.

The act of reading (decoding the text)

In the Early Years and Pre-Prep, phonics is taught by experienced class teachers who cover the sequence of letters and sounds that allow children to read. This is supported by reading at home, with children choosing books that allow them to practice and make progress.

When children move into Prep, they continue to read regularly with teachers; those who need additional help with reading are supported through Individualised Learning sessions and by the SEND department.

Comprehension

Younger children are given opportunities to discuss stories and build their understanding. As they get older, formal comprehension practice takes the form of answering questions in writing about a text.

Writing composition

From Pre-Prep, onwards, children learn about the elements of successful writing including genre, style, tone, organisation, planning, proofreading, editing and effective vocabulary. In their journey through the school they will have opportunities to create work in a range of genres and styles.

Spelling, Punctuation and Grammar

Children learn about accurate spelling, punctuation and grammar through explicit lessons that follow the scope of the English National Curriculum but also through continued use and feedback in their writing. Spelling is taught in progression through sound patterns and with weekly tests that allow children to revise the spelling patterns they have learnt.

Speaking, Listening and Performing

Speaking and Listening is incorporated into children's lessons, which often feature grouped or paired work so that children can practice sharing their ideas and speaking in appropriate modes. Regular opportunities are given for children to build their performance and speaking skills in class assemblies and school productions.

Assessment

Children's progress is assessed continually through teacher-driven Assessment for Learning. In addition, regular summative assessments are conducted in reading and writing to allow teachers to target areas of concern and accurately track progress.

Monitoring

The Head of English will carry out termly book looks in order to gauge progress and consistency across the school. They will also work with SLT to identify areas of concern and decide how to address them.

Action Plan (September 2019 – July 2021)

- Increase availability of reading books through additional shelves around school (in the short term) and investigating the possibility of an on-site library (in the long term).
- Review teaching of phonics and spelling for effectiveness and efficiency.
- Explore ideas for local collaboration (including Corsham Story Town and Bath Children's Literature Festival)

- Review whole-school policies and approaches to handwriting, comprehension, writing assessment and assigning reading books for 'free readers'.
- Schedule talks for parents about elements of the English curriculum.

Curriculum Statement - PE & Games

Introduction

PE and Games are flourishing at Heywood due to recent investment and the strong links we have established with local sporting organisations. The School is committed to teaching pupils a broad, balanced sports programme. It is tailored to each individual and prepares children for a lifelong love and involvement in sport and physical activity.

The department prides itself on engaging and encouraging others to participate and develop core gross motor skills. We aim to inspire, enthuse and involve our children in a wide-ranging programme. Our pupils benefit from sport not just physically, but in the opportunity it provides to develop teamwork, decision-making and social skills.

We offer a comprehensive fixture list against other local schools. This gives all of our pupils the chance to compete and to learn to win and lose with equal grace. Here too they will develop an appreciation of the etiquette associated with competitive sport. We run as many teams as possible across a wide variety of sports, promoting excellence for county, regional or even national honours.

Spirited internal House Competitions in all the major sports foster friendly rivalry, and offering a supportive arena for all pupils to contribute, whatever their level of ability. Additionally, we host several tournaments and festival events in rugby, cross country, cricket and tennis to which Prep and Primary Schools are invited to compete.

There are also county and regional sporting events, ISA competitions that we enter throughout the year and we finish the year with our annual Inter-House Sports Day.

Development Plan

- Increase staffing to facilitate NGB recommendations in each sport
- Offer & Develop more Community Sporting Events – Mid Wilts, Local Primary Schools
- Invite Snr School to offer CPD sessions in sports for our staff, or coaching sessions
- To increase opportunities for our G & T through County, Regional & National Events
- Increase participations and links to local sports clubs, teams
- An additional Minibus to facilitate access to local clubs
- Increase Performances at ISA Events
- Offer Games Scholarships
- Increase on site resources for PE Lessons, High Jump Spike Matt
- Increase on site resources for break/lunch times, e.g. Table Tennis Tables

Outcomes – Four Objectives - Child Focussed

- For pupils to understand the importance of health and Fitness
- For every pupil to develop their Character through performing and participation in regular fixtures
- To develop core motor skills
- To understand and learn about particular sports/games techniques and rules

Monitoring

- Learning Walks – through PE & Games lessons
- Planning Audit – STP, MTP, LTP
- Team Teaching – Regular feedback with staff

Assessment

- Games Assessment through Fixtures, Competitions
- PE Assessment through end of unit work assessment on core skills
- Continuous Verbal Feedback by coaches, teachers, in lessons, matches

Curriculum Statement – Geography

Introduction

In Geography we look at both Physical and Human Geography. We develop mapping skills using atlas work as well as exploring the local area. We encourage children to appreciate the sense of wonder and beauty in the world we live in by exploring our local wonderful Wiltshire countryside and using our local town as a basis for land use mapping and to look at the range of shops found in Corsham. Children complete questionnaires to find out why people are visiting the town and to find out how far they have travelled. In addition to our locality we look at the diversity of human society by comparing different localities both home and abroad, comparing lifestyles and communities. Children are encouraged to present their work in a variety of ways, communicating their findings to their peers and working in groups for research purposes. Throughout Geography we develop geographical vocabulary including plate tectonics, meanders and central business district.

Geography lessons

Geography is taught in different units across the Prep department with 1 lesson a week. Across the prep department topic units are carefully planned and regularly looked at to allow for progression from year 3 to 6. More able learners are extended and challenged with different research projects and mapping skills and these children are actively encouraged to question their findings and discuss these results with both their teacher and peers. Children are also encouraged to research areas of Geography which they have a particular interest in and again they are given the opportunity to share this with the class. We have a cross curricular approach with Geography and History linking the subjects into Science, Computer Science and Art.

Assessment

Assessment of Geography is mainly summative rather than through formal assessment. Teachers observe and support children through their work, helping and extending through questioning and by suggesting alternative ways to research different topics. Children regularly have access to computers to enable them to complete online research about different subjects and there are also plenty of topic related books which the children have access to. Children are encouraged to share prior knowledge before beginning a Topic so that teaching and learning can be flexible, carrying on from what the children already know. KWL grids (what I know, what I want to learn and what I have learnt). The L part is completed at the end of the unit and is a good way for the children to reflect on what they have learnt throughout the unit. These may also be completed as 'thought storms' which the children may add to at different points throughout the unit.

Monitoring of teaching and learning

Monitoring of Geography happens through learning walks where a teacher will walk around looking specifically for Geography learning, looking at how the children respond to lessons, asking them about the subject and what they like/dislike about Geography. Learning walks often happen unannounced and are completed by members of SLT. Another way to monitor the subject is through 'book looks'. A cross section of books is selected including Top, middle and lower ability children. The books are analysed for work completed, differentiation and to track progress throughout the school.

Geography in Pre-Prep

In the pre-prep department, Geography and History are taught through topics and often History and Geography are both visited in topics. For example, with the Great Fire of London Geography is covered by finding out where London is on a map and also by looking at past and present maps, looking at how London has changed as a city over time. At the beginning of each Topic there is a 'hook' activity to fully engage the learners and to also encourage child-initiated questions to enable each topic to develop around the children, thinking about what they would like to learn. The children complete KWL activities, sharing the Knowledge they already have, and suggesting What they would like to learn. This line of questioning is revisited during the final lesson of the Topic when the children are asked to share what they have learnt – completing the KWL activity (knowledge, what I want to learn, and what I have learnt). The children in pre-prep have 2 lessons each week for their Topic lessons, but Topic is interwoven throughout each subject with English lessons being based on topic related books and Art activities relating to the Topic lessons also. Assessment and monitoring is completed in the same way as the prep department.

Curriculum Statement - Foreign Languages

Introduction

Learning a foreign language is fundamental to Heywood Prep's belief in developing the whole child, offering as many opportunities appropriate to each stage of a child's education and helping our children understand their world. We are fortunate to be able to offer specialist teaching in both French and Spanish.

Child-focussed outcomes

Our aim is to develop the confidence and competence of each child in the foreign languages they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French and Spanish.

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how languages work and explore the similarities and differences between the foreign languages they are learning and English. Our children will feel confident about deducing, guessing and being 'word detectives' when faced with new vocabulary. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

We wish our children to grow in confidence and to be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught both languages will be displayed in F4. Lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and are used in class.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Development Plan

The Language Angels scheme is a fully online resource enabling teachers to have instant and continuous access to all the resources they need to teach whichever lesson they choose. In the next two years, it would be helpful to have a subscription to Linguascope, in order to add variety and to broaden children's exposure to vocabulary and activities.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular observations and learning walks with feedback given to teachers delivering foreign language lessons. The Subject Leader monitors the learning and progression made by pupils across the key stage. All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress.

Curriculum Statement – Maths

Introduction

Maths is taught in a dynamic manner with enthusiastic specialist teachers. We want children to enjoy the process of learning. Heywood broadly follows the National Curriculum as a baseline for teaching and planning but we have the freedom to extend and broaden our curriculum to meet the needs of the children we teach. We work to secure the fundamental building blocks of number basics right, creating a strong foundation on which to build their knowledge. Basic number skills are gained through play in the early years. As the children grow older, we build on these skills, increasing the complexity of the strategies they use in line with their natural development.

Outcomes

To ensure that all children become:

- **Confident in using maths** and understand how to break more complex problems into small, achievable steps
- Develop a **positive**, ‘*can do*’ approach to Maths and **happy** and **committed learners**.
- **Fluent in the fundamentals of mathematics** and have secure knowledge of number facts.
- Can **reason mathematically** by applying their mathematical knowledge: being curious; exploring; justifying and using mathematical language.
- **Can identify and understand patterns and processes** of mathematics
- **well prepared for entry to local independent senior schools** that require children to sit an entrance paper.
- For those not seeking entry to selective schools, we pride ourselves on giving children a strong foundation of understanding upon which they can build future learning.

Teaching Time

In the Pre-Prep Department children have 5x 50-minute lessons

In the Prep Department children have 5 x 50-minute lessons.

Planning

Specialist teachers build upon an already strong foundation and look to ensure children have mastered concepts. They consider the individual needs of the children they teach to stretch the most able and bridge gaps in knowledge for those needing support.

Mathematics planning takes the form of Long, Medium and Short-Term planning. Long and Medium-Term plans are set by the Head of Maths and specialist teachers create weekly Short-Term plans. Planning follows the guidance from the Curriculum Policy and is audited by the Leadership Team and Director of Studies half termly.

All planning is saved electronically and annotations are created digitally.

Class Organisation

Children are taught in mixed ability classes across the Pre-Prep and Prep Departments.

Children from Reception to Year 4 are taught Mathematics by their Form Tutors. However, upon entry to Year 5, the children are taught by subject specialist teachers. Subject teachers plan their lessons together and ensure that the children are exposed to the same teaching and opportunities.

Children in need of specialist help, whether GATI or SEND, will receive the assistance they require whether through differentiation or the assistance of a Teaching Assistant or both.

Mathletics and Times Tables

Children practise their tables weekly from the Spring Term in Year 2. Each week the children are tested on their knowledge and progress through the schools table certificates. Their successes are celebrated in our weekly Celebration Assemblies.

From Year 1 children begin to use **Mathletics** where they can practise at home, play games and have fun with maths. Each week teachers can set tasks that are closely matched to the individual’s needs; to develop and strengthen maths skills and knowledge.

GATI & SEND:

SEND provision is in line with our SEND policy and is coordinated by the SENDCO in consultation with individual teachers as required.

If children are identified as potentially requiring intervention, they are placed on the school’s ‘Watch List’. Teachers are encouraged to identify any children who may require help as early as possible.

Children of exceptional ability are identified, and provided for, in line with the school's Able, Gifted, Talented and Interested Policy.

Opportunities

All children take part in the annual **Countdown House Competition**

Can play **live on Mathletics** and compete with children all around the world.

Are involved in the **Wishford Inter-school's enrichment events and host annual Wishford Schools Maths Championships**

Children in Years 5 and 6 are invited to take part in:

- The **Primary Maths Challenge** each year.
- The **Dauntsey's Dodecahedron**
- Received opportunities to visiting secondary schools for **enrichment days**.

Assessment

Early Years

Weekly	Teacher assessment and marking
Termly	Baseline tracking of number and the four operations
Annually	Teacher assessment against Early Learning Goals (reported to County)

Year 1-6

We adapt planning to meet requirements of children's learning and track individual progress across the year.

Weekly	Times tables tests Mental arithmetic testing Teacher assessment and marking
Termly	Baseline tracking of number and the four operations taken 3 x per year
Annually	PTM Progress in Maths (May) CAT assessment (Nov)

Monitoring

The Head of Maths and Pre-Prep Maths co-ordinator will be a role models for other teachers, delivering well planned engaging lessons, liaising with colleagues and disseminating information from the SENDCO and Senior Leadership Team. They will meet regularly to discuss progress and attainment and the teaching and learning of maths in the school. All teachers will be encouraged to attend relevant courses to develop their knowledge and keep up to date with current practice.

Learning Walks	2x per annum
Book Scrutiny	Termly
Planning Scrutiny	Termly

Subject Development Plan

Short	Medium	Long term
Boost the practical maths resources across the school from R-Yr6	Develop consistency of delivery and recording of maths.	Ensure stronger connections between the maths and steam curriculum
Increase the amount of visual recording of practical activities	Ensure target setting demonstrates individual achievements and next steps.	Develop pupil and parent's information and video learning clips on the parent portal.
Explore setting in maths classes from years 3-6	Continue to explore how to support/develop home learning	Track the IL's are they supporting and enhancing the teaching of maths.
Hold maths parent session on the 4 operations.		

CURRICULUM STATEMENT - MUSIC

INTRODUCTION

We offer a comprehensive range of opportunities for children to learn an instrument, sing, dance and perform. Every child from Reception to Year 6 has at least one specialist music lesson (during which they will all have the opportunity to learn a tuned and un-tuned instrument) and one singing practice per week. Pupils have the opportunity to receive individual tuition in the following instruments: piano, guitar, ukulele, wind instruments, vocals, violin and drama.

There are numerous performances and productions. Our Pre-Prep children perform a Christmas Show and even our Reception and Nursery children perform their very own Christmas Nativity! Our lower Prep children perform at our Harvest Service as well as their own Production. Upper Prep children are involved in the fantastic Blue Sky Community Choir and Music and Drama Evenings.

Our Heywood Harmonies Prep choir is over 50 children strong and this uplifting group get involved in lots of exciting performances throughout the year including; Church Services, Young Voices at the O2, Christmas Light Switch On events and Bluesky Community Choir.

- To further develop music and drama skills we offer:
- Heywood Harmonies Prep Choir & Advanced Singing Group (invite only)
- Ukulele orchestra
- Strings Group

DEVELOPMENT PLAN (1-2 years)

- Children to learn at least three tuned instruments throughout Prep
- Peripatetic report progress in new planners
- Offer Music Scholarships for the school
- Develop Wider Community events
- Introduce Steel Drums to the curriculum

CHILD FOCUSED OUTCOMES

- Learn to sing and perform in a group
- Learn a tuned and un-tuned instrument
- Learn to read Music Staff
- Learn to read TAB
- Understand the elements of music: Dynamics, rhythm, tempo, timbre,
- Understand and experience a broad range of recorded music
- Explore a broad range of music instruments,
- Advance Singers to compete in competitions
- Increase numbers of Music Scholarships

MONITOR

- Peripatetic feedback at the back of new planners
- Learning walk
- Observations
- Planning

ASSESSMENT

- Performances (all children have performed at least two years throughout a year)
- **Prep:** Self-assessment documents (I can statements) & observation
- **Pre Prep:** Observation

Curriculum Statement – Religious Education

Introduction

At Heywood Prep we believe that Religious Education (RE) both supports and strengthens what we aim to do in every aspect of school life. RE plays an important part in promoting the spiritual, moral, social and cultural development of pupils, making a unique contribution to their spiritual development in particular. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. Each unit of work focuses on a 'Big Question' with many smaller questions asked to help pupils learn about, and compare different peoples' faiths and beliefs. This philosophical approach to RE is an important way of teaching and developing crucial questioning and critical thinking skills.

Development plan (1 – 2 Year achievable goals)

- Children have the opportunity to go on educational visits to different places of worship (Temples, Mosques, Gurdwaras etc)
- Pupils to develop their questioning and critical thinking skills as they consider 'Big Questions'
- Children have the opportunity to learn about different faiths and festivals, having visitors from different people in our community to talk to and question (during assemblies and lessons)
- An audit of the schools resources and artefacts to be carried out and teachers to be made aware of what is available within school (to include making effective use of WSLR)
- Children enhance their own **spiritual, moral, social and cultural** development by:
 - developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
 - responding to the fundamental questions of life in the light of

their experience and with reference to religious beliefs and practices;
 - reflecting on their own beliefs, values and experiences in the

light of their study;
 - expressing their own personal viewpoints in a thoughtful,

reasoned and considerate way

Outcomes

The skills of RE are the enquiry skills of Communicate, Apply, Enquire, Contextualise and Evaluate. The process of RE is the approach to enquiry; its starting point an exploration, with children and young people, of what it means to exist in and with the world. The enquiry process, therefore, begins as the teacher brings each child or young person to attend to aspects of their own experience, before attending and responding to ways in which aspects of human existence have been conceptualised and lived out by other people in particular situations. As the teacher brings the child to question and enquire further they become able to discern what may be valuable in these matters.

Pre-Prep

Pupils are given the opportunity to explore and question at least 3 different faiths (to include Christianity). Pupils are able to reflect on their own responses to questions before approaching/ applying the question to that of another faith.

Pupils begin to develop early questioning and critical thinking skills.

Prep

Pupils are given the opportunity to explore and question the six main religions: Christianity, Hinduism, Sikhism, Islam, Judaism and Buddhism. In addition, pupils will also be encouraged to think about other beliefs to include: Folklore/ Mythology and Humanism.

Pupils continue to develop and refine their questioning and critical thinking skills.

Monitoring:

Effective delivery of computer science provision will be monitored by annual:

- Planning audit – is there sufficient evidence of differentiation?
- Review of pupil work - is child voice/opportunity to reflect present?

Assessment

Pupils are assessed against lesson objectives continually.

Pupils are given verbal feedback, as part of the ongoing assessment.

Pupils are given the opportunity to edit and refine their work and reflect upon their learning.

Curriculum Statement – Science

Introduction

All students from Year 1 to Year 6 experience science lessons in which they develop investigative and critical thinking skills through the sciences; physics, chemistry and biology. Skills of inquiry form the core strand of learning through all termly themes, with additional time given to enriching the experience of pupils with additional investigations that support and extend the core concepts approached.

Development plan (1 – 2 Year achievable goals)

- Support KS1 teachers with engaging and effective termly themes that are rigorous and supportive of the wider topic based KS1 curriculum.
- Develop the STEAM Lab's use and functionality for Prep Science.
- To develop the scientific literacy of all pupils further with regular speakers.
- Increase links between Science and other subjects in the curriculum
- Inclusion of FBV and Language for Learning (8 C's) in lesson planning.

Outcomes

Pre-Prep

A more robust learning experience which builds children's confidence in their own scientific literacy. Pupils will have a wider vocabulary to draw upon in their verbal questions and explanations of the workings of the world around them. Pupils will begin to record their hypotheses and collect data, remaining critical in thought when considering its validity and connection to the real world. Pupils will leave Pre-Prep with a thorough foundation in their knowledge of materials, seasons, plants, animals and habitats.

Prep

Pupils work through the scientific report model of investigating, developing their confidence and ability with this model progressively from Year 3 to 6. Scientific literacy is developed through research and reflection, concluding investigations concisely with specific language use developed, with emphasis placed on individual reasoning. Pupils apply their learning and skills developed in Pre-Prep to create and complete robust tests for proof of concepts. Pupils enjoy a wider range of science topics, including light, forces, sound, electricity, magnetism, Earth and space in Physics; geology, states of matter and changes in materials, in Chemistry; plants, habitats, living things, evolution and the environment in Biology.

Monitoring:

Effective delivery of science provision will be monitored by regular:

- Planning audit – is the core focus investigative?
- Review of pupil work – are children voicing their reasoning?

Assessment

Pupils are assessed against lesson objectives continually, this is often evidenced in their reasoning (verbal or written).

Pupils are given verbal feedback, as part of the ongoing assessment.

Pupils are given the opportunity to edit and refine their work and reflect upon their learning.

Pupils sit annual assessments (PTS) with scores tracked through Prep.

Curriculum Statement – STEAM

Introduction

All students from Year 1 to Year 6 experience STEAM lessons; one weekly in Prep and in Pre-Prep on a termly rotation. Pupils develop their collaborative problem-solving skills, through the engineering design process or research, problem solving and sharing of solutions and findings. Creative and dynamic problem solving 'on the go' forms the core of each project completed, with supplemental lessons exploring the thematic concepts and real-world application of the skills and mechanisms encountered supporting initial learning and extending areas of interest as needed.

Development plan (1 – 2 Year achievable goals)

- Support KS1 teachers with engaging and effective termly themes that are rigorous and supportive of the wider topic based KS1 curriculum.
- Develop the STEAM Lab's use and functionality for Prep Science and STEAM.
- To develop the craftsmanship of all pupils with more skilful application of handiwork.
- Increase links between STEAM and other subjects in the curriculum
- Inclusion of FBV and Language for Learning (8 C's) in lesson planning.

Outcomes

Pre-Prep

Pupils are not strangers to the concept of engineering, and view it as something they enjoy and can do. Pupils will not be daunted by technical vocabulary, instead understanding that most new concepts and problems can be researched and worked on with support from collaborative approaches, seeking expert opinion where needed. This pragmatic problem-solving approach can be applied to all areas of life.

Prep

Pupils are well versed in collaborative problem solving and accept failure as a friend to success. Pupils are creative and inspired when considering solutions, yet begin to consider the steps and methods they may have to take as they mature. Pupils understand how to prototype and explore improvements in refining work.

Monitoring:

Effective delivery of STEAM provision will be monitored by regular:

- Planning audit – is the project investigative and based on problem solving?
- Review of pupil work evidence – are children completing cycles of the engineering design process?

Assessment

Pupils are assessed against lesson objectives continually, this is often evidenced in their reasoning (verbal) and explanations of their problem-solving journeys.

Pupils are given verbal feedback, as part of the ongoing assessment, which is designed to steer them back into the reflective and collaborative engineering design process cycle.

Pupils are given the opportunity to continually edit and improve following 'failure', continued refinement.

PSHEE and Citizenship Statement

Our personal, social, health and economic education (PSHEE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. Our PSHEE curriculum helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up into adulthood. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning.

PSHEE is taught discretely in a 25-minute lesson each week under the PSHEE core themes. Heywood Prep's 8 C's (Communication, Collaboration, Creativity, Commitment, Curiosity, Craftsmanship, Confidence and Compassion) underpin the PSHEE curriculum and these skills are encouraged and applied by children across every area of the curriculum.

The PSHEE curriculum is vital to create strong relationships between children and all staff. This allows us to address sensitive issues that may arise during the children's time at school. Children protection is an important part of PSHEE with detailed provision in the Safeguarding Policy.

Assessment

There are many reasons why it is important that learning in PSHEE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
 - Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
 - Assessment allows the leadership team, parents, governors and school inspectors to see PSHEE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
 - The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

At Heywood Prep we assess the children in a range of ways:

Year 1 – 6 children complete a PSHEE questionnaire in September and June every academic year. The results are analysed by form tutors and are used to set targets and inform teaching.

Year 2 – 6 children complete a PASS Survey which is analysed by staff to inform interventions.

Class floor books document the children's learning journey. Observations, pupil voice, photographs and completed work is showcased in the books.