



HEYWOOD PREP  
CORSHAM

# CURRICULUM POLICY

**Updated  
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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 IL 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, religion, 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 are completed and included in the parent portal section of the website.
- Overseeing the subject review process (Appendix 2)

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
<b>Art</b>	-	50	50	50
<b>Computer Science</b>	-	50	50	50
<b>English</b>	350	300	250	250
<b>EYFS</b> <small>(Prime and Specific Areas)</small>	435			
<b>French/MFL</b>	15	25	50	50
<b>Games</b>	50	50	150	150
<b>Golden Time</b>	-	50	50	50
<b>Humanities</b> <small>(History &amp; Geography)</small>	-	-	100	100
<b>Individualised Learning (IL)</b>	-	150	150	150
<b>Mathematics</b>	250	250	250	250
<b>Music</b>	50	25	50	50
<b>PE</b>	50	50	50	50
<b>PSHE</b>	-	25	25*	25*
<b>RE</b>	-	25	25*	25*
<b>Science</b>	-	100	100	100
<b>STEAM</b>	-	-	50	50
<b>Swimming/Forest School/STEAM (on rotation)</b>	100	50	-	-
<b>Topic</b> <small>(History &amp; Geography)</small>		200	-	-
<b>TOTAL (minutes)</b>	<b>1250</b>	<b>1400</b>	<b>1400</b>	<b>1400</b>

\*Taught in 50 minute lessons every other week

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** 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 50 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.

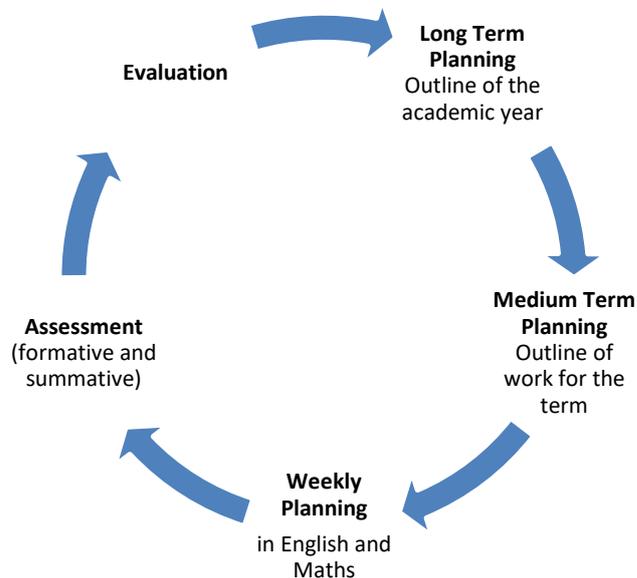
The school provides a variety of resources, a wide range of textbooks and interactive whiteboard software materials, and members of staff are encouraged to use them. These resources are all valuable aids to learning if used with discretion and always introduced within the context of a lesson in which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

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"> <li>• specify attainment</li> <li>• identify difficulties</li> <li>• specify improvement</li> <li>• promote achievement</li> <li>• promote a shared way forward</li> <li>• identify targets</li> </ul>	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
7. Subject review

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.

### **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. Mrs A Lawrence    | Head of Pre-Prep Department & DSL |
| 6. Mrs L Martin      | Head of Prep Department           |
| 7. Mr T O'Connell    | Events Co-ordinator               |
| 8. Mr C Knight       | Director of Sports                |
| 9. 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	Mrs C Hill
9. Holiday Club	Mrs M Harris
10. Houses	Mr Knight
11. Maths	Mrs S Gilmore
12. MFL	Miss R Riley
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	Mr T O'Connell
20. Learning Enhancement (SEND and GAT)	Mrs A Bidgood

## 18. Homework

In order to prepare the children fully for senior school entry, children in the Prep department 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 also be directed towards developing and extending reading fluency, comprehension and spelling. Online maths work will be set to complement the Abacus 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 biro's 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 20<sup>th</sup> 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 December 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 December 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.</p> <p>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 ommitted 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. 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		
	Year	Cohort		Year	Cohort
Maths	1-6	A	Maths	1-6	B
English	1-6	B	English	1-6	A
Geog	1, 3, 5	A	History	1, 3, 5	B
Sci	2, 4, 6	B	PSHEE	2, 4, 6	A
Art	1, 3, 5	B	Comp Sci	1, 3, 5	A

RE	2, 4, 6	B	STEAM	2, 4, 6	B
MFL	1, 3, 5	A			

Year 2

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

Appendix 3

## Subject review – forms

### Subject Co-ordinator Work Sampling

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

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

### Planning Audit

<b>Subject</b>		<b>Date</b>	
<b>Subject co-ordinator</b>			

	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				

**Strengths**

- 
- 
- 

**Area for development (1):**

-



## 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	•		
Areas for development	•		

## 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	•		
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