

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance



*inspirans flammam
posteritatis*

**ROSEMEAD
PREPARATORY
SCHOOL & NURSERY**

DULWICH

**P5 - CURRICULUM, TEACHING AND
LEARNING POLICY
(INCLUDING EYFS)**

- ISI 2a – Curriculum Policy
- 3a – Teaching, marking and assessment
- 3b – SEND, EAL, more able pupils
- 4a – Pupil Performance

This policy aims to give insight into the teaching and learning practices throughout Rosemead Preparatory School and Nursery. All practice is centred on ensuring every child progresses in their learning, with challenge geared towards their individual needs and in a way that motivates and engages them.

This is a whole school policy and applies also to the Early Years Foundation Stage.

1. Introduction

The Aims of Rosemead Preparatory School and Nursery emphasise our commitment to providing an all-round education for our children in order to prepare them to become good citizens and lead fulfilling lives. We believe that thoughtful, well-structured and stimulating teaching and the creation of appropriate, varied and imaginative learning experiences are central to the achievement of these goals.

2. Vision

3. We are a forward thinking, ambitious, co-ed school that delivers a high-quality values-based education. We deliver an outstanding education that finds the unique qualities of each child. We embrace sport, art, drama and music without compromising on our academic standards. **Values**

At Rosemead we pride ourselves on our unique value system known as the Roots of Rosemead. The Roots of Rosemead are the foundation upon which the academic and pastoral practices are built, and they are split into two main categories: Academic Roots and Pastoral Values.

The Academic Roots of Rosemead focus on developing a love for learning and nurturing the intellectual curiosity of the children. These roots are Curious, Communicators, Creators, Thinkers, and Risk Takers. These values encourage children to explore new ideas, collaborate with their peers, and embrace challenges. These Academic Roots of Rosemead aim to equip children with the necessary skills to succeed in their academic endeavours and inspire their brilliant futures.

The Pastoral Values of Rosemead are the core principles that guide the social and emotional development of our children. These values are Respectful, Honest, Responsible, Confident, and Kind. They are embedded in every aspect of school life and encourage children to be empathetic, honest, accountable, confident, and self-aware individuals. The Pastoral Values of Rosemead aim to create a supportive environment that fosters positive relationships and encourages personal growth.

The Roots of Rosemead are the driving force behind the school's philosophy and approach to education. They are designed to create a well-rounded learning experience that goes beyond academic excellence and fosters the development of the whole child. Rosemead's commitment to its values sets it apart as a unique and highly regarded school that values the growth and development of its children above all else.

4. British Values

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

We have a duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, or none. Across all areas of the curriculum all children will be encouraged to listen to others and value opinions that are different from their own. There will be equal opportunities for all to take part in all activities. We will ensure that all children within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes e.g. the school council. Assemblies will be used to introduce themes as appropriate for the age of the children. We will provide a broad and balanced curriculum in a safe environment where human rights are respected and delivered in such a way as to promote British Values and prevent extremism or radicalisation.

5. The Curriculum

We believe that every child has the entitlement to experience a broad and challenging curriculum, which gives them diverse and stimulating experiences, preparing them for lifelong learning.

The curriculum should be planned to:

- Promote a love of lifelong learning, develop intellectual curiosity and a sense of awe, and wonder about the world around them.
- Draw from the core requirements to meet national standards, as a minimum, offering breadth, balance and relevance and allowing flexibility for individual talents and aptitudes.
- Promote the spiritual, moral, mental, physical, aesthetic, and practical development of all children.
- Prepare children to contribute to society as responsible citizens.
- Promote the acquisition of skills for independent learning and encourage responsibility for those.
- Promote respect both for their achievements and for those of others.
- Promote British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs, or none.
- Build the self-confidence in our children which will enable them to take full advantage of the opportunities they meet at school and in life in British Society.
- Develop the key skills of communication, English, Mathematics and Computing.
- Nurture spiritual and moral values through all the activities of the school, in particular the assemblies, and the courtesy and the respect evident in the relationships between the members of the school.
- Ensure that extremist or radical views are not promoted.
- Embrace the Roots of Rosemead and to ensure these are explicit in the classroom setting

6. Effective learning

At Rosemead Preparatory School and Nursery, we acknowledge that pupils learn differently, and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We are creative when planning opportunities for all children to learn. These include:

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

- investigation and problem solving
- research and finding out
- encouraging pupils to plan
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- open ended questioning
- innovative and creative use of computing across the curriculum
- use of interactive ICT
- fieldwork and visits to places of educational interest
- creative activities
- responding to musical or recorded material
- learning using concrete materials and experiences
- debates, role-plays, and oral presentations
- designing and making things
- participation in athletic or physical activity

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. Pupils are involved in self review and peer review throughout the school where deemed appropriate for the stage of individual child development.

7. Effective teaching

We provide a range of high-quality learning opportunities for our children. To achieve this, we look to appoint highly qualified and specialist staff, provide first-rate teaching facilities, and create a positive and supportive learning environment.

- We make considerable use of subject specialist staff throughout the school, to enthuse colleagues and to develop subject skills at all levels.
- We have an effective staff review programme which is supported by a clear, structured and well financed CPD program.
- We encourage staff to take on extra responsibilities to broaden their professional skills and to enhance the overall provision.
- We establish an effective planning, assessment and review cycle which enables staff to reflect on pupil progress, individually and collectively.
- We allow teachers a degree of autonomy and value their individual strengths. We encourage teachers to take the initiative in developing excellent teaching strategies.
- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation of resources.

Staff will employ the following strategies:

- ISI 2a – Curriculum Policy
- 3a – Teaching, marking and assessment
- 3b – SEND, EAL, more able pupils
- 4a – Pupil Performance

- maintaining an up-to-date knowledge of the National Curriculum, the Early Years Foundation Stage Statutory Framework, and the entrance examinations of the schools into which children are likely to move
- having high expectations of their pupils and themselves to extend learning beyond national framework requirements.
- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement for their potential
- prepare and plan lessons thoroughly.
- evaluate and build upon children’s prior knowledge.
- deliver lessons where skills, knowledge, understanding, and abilities are developed through active, practical, and first-hand experiences.
- pace lessons appropriately so that pupils have time to consolidate skills and understanding, but also move on rapidly.
- share learning objectives and ensure that these are understood by the children.
- give clear indicators of expectations, providing success criteria.
- ask open ended, thought-provoking questions.
- give children thinking time before gaining responses.
- provide and plan for opportunities for children to review and reflect on their learning.
- give developmental feedback of children’s work.
- Integrated use of ICT across the curriculum.
- Integrate opportunities to develop Learning Skills
- Prepare and review schemes of work that meet the needs of all children, including those with EHC plans.
- Use appropriate teaching styles to deliver well-planned lessons, which are followed up with good learning experiences in homework tasks, and to address the needs of every child, including those with special needs, EHC plans and the more able.
- Monitor the development of the formal curriculum through assessment, recording, reporting and review procedures.
- Extend the learning experiences of children through a wide range of visits, co-curricular activities, and fundraising events for charity.
- Celebrate the achievements and success of children through a variety of school activities, performances and displays and by individual commendation.

8. Planning

Planning is a process in which all teachers are involved, wherein:

- the foundation is the School Development Plan, progressed by collaboration between staff and the Senior Leadership Team.
- subject overviews for individual subjects are developed by subject coordinators (in collaboration with the whole staff)
- medium and short-term work plans are drawn up by year groups for each term and monitored by the Senior Leaders and Year Group Leaders.
- long, medium, and short-term planning is shared on the school’s shared drive for all to access

9. Differentiation

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

To ensure every child is given equal opportunity, differentiation occurs throughout the curriculum. It can be most clearly observed in staff planning and during lessons. Differentiation is evident within the curriculum in many ways, including:

- task set
- teacher input and assistance
- resource provision
- working groups
- enrichment opportunities both in and out of lessons
- questioning to stimulate deeper learning and understanding
- setting
- support tutorials
- co-curricular provision
- Learning support provision through the Enrichment department.

Each Early Years and Pre-Prep class benefit from teaching assistants whose role is to assist with the pastoral welfare and academic progress of the pupils. This affords the Form Teacher the flexibility to plan for supported and differentiated work within the classroom as necessary.

Setting and ability grouping occur throughout the school in various guises. Most commonly teachers will ability group within their classes to enable differentiated challenge. In some cases, year groups are set, or ability grouped to widen the differentiation opportunities. We introduce setting in Year 4 in Maths and use it increasingly as pupils move through Upper Key Stage 2 to account for their needs in individual subject areas.

Pupils with identified learning difficulties and disabilities will receive specialised support. All teachers are made aware of the needs of these pupils and are given appropriate training and advice for meeting their needs. This is all achieved through the specialist work with the Enrichment team. (See below)

The needs of the most able pupils are also met within the classroom through differentiation as outlined above. Teachers are particularly careful to include open ended and investigative tasks to access higher order thinking skills.

10. Learning Support (SEND) and More Able Children

Learning support is organised through the Enrichment team under the leadership of the Head of Enrichment. The Early Years and Pre-Prep have a dedicated learning support teacher to help identify needs amongst pupils and to help administer support where needed. Pupils can receive support in English and Maths lessons and will also be given options of group and individual support sessions where appropriate. The key stage shares up-to-date support information to all relevant teaching staff to help teachers adapt their pedagogy accordingly. Such information is shared regularly and without delay where possible.

The school appreciates that some children may have a special, or specific educational need which requires a reasonable adjustment to be made to the curriculum, teaching or learning

- ISI 2a – Curriculum Policy
 3a – Teaching, marking and assessment
 3b – SEND, EAL, more able pupils
 4a – Pupil Performance

experiences for that child. We consider the needs of each child when planning and aim to provide a curriculum which is accessible to the individual needs of our children and learning experiences which will allow each child to continually strive to reach their full potential.

- Through formal and informal observation and assessment children's needs are explored and strategies discussed and agreed with staff, children, and parents
- Staff are aware of and actively engage with the needs of each child. This awareness is expressed primarily through their planning and classroom organisation.
- Personal Educational Plans (PEPs) are drawn up to outline specific targets for children who are receiving 1:1 support from the Enrichment Department. These targets are reviewed twice a year in consultation with staff, children, and parents.
- PEPs are stored on 3Sys for all staff to see.
- We recognise the vital role that parents play and we aim to work in close partnership with parents, valuing their opinions and contributions and supporting them to foster their child's development.
- Parents are expected to attend meetings with the SENDCO, other members of the Enrichment Team and teachers, and to support agreed strategies. We believe that they play a vital role in supporting their child's development, securing, and extending learning.
- The SENDCO and other members of the Enrichment Team are available to discuss areas of concern and advise on strategies for addressing the needs of each individual child with members of staff and with parents.
- Parents of children who have been identified as potentially talented in sport are contacted and a Personal Sports Plan (PSP) is put into place.

11. Inclusion

At Rosemead Preparatory School and Nursery, we value children's uniqueness. We listen to the views of individual children and we promote respect for diverse cultures. We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all its members. We value the rights enjoyed by each person in our school. Each child is respected for who they are, and they are treated with fairness and honesty. Each person is enabled to be successful, and equal opportunities are provided for all our pupils. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion. The school ensures that all pupils are given opportunities to access the curriculum regardless of gender, ethnicity, culture, sexual orientation, or ability. Teachers encourage all pupils to participate fully.

12. The Learning Environment

The school aims to provide a happy, caring and safe environment in which the spiritual, moral and physical development of each pupil is promoted. The pupils are encouraged to behave in a responsible manner, both to themselves and others, always showing respect for their learning environments.

- We have considerable specialist facilities and are always looking to improve and develop these in line with the School's Strategic Development Plan. We timetable the use of our facilities carefully to ensure pupils from all age groups benefit from them.

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

- We create vibrant, inviting learning environments for our children to give them the opportunity to work in a variety of ways. We believe that a stimulating environment sets the climate for learning and therefore we place an emphasis on the display of pupils' work.
- We expect all children to comply with rules that we have jointly devised to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We always insist on good order and behaviour and our rewards and sanctions procedures support this.
- The learning environment is crucial to the development of independent learners. The school believes that ultimately, independent learning is dependent upon children being engaged in their learning, in an environment in which they feel confident about expressing opinions, seeking peer responses, and taking risks.

The learning environment is of prime importance if we are to ensure that all learners are safe, secure, possess a sense of belonging and are confident at school. Learning environments will be:

- Creative
- Inclusive
- Stimulating - promoting learning and reflection
- Positive – celebrating achievement and pupil self-esteem
- Physically comfortable
- Promoting independence
- In outside spaces as well as inside classrooms

Pupils have some control over their environment through the school council; requests for outside tables, more water fountains and so on have been granted and it is our policy to continue to respond to reasonable requests from pupils for improvements.

13. Digital Learning

Rosemead Preparatory School values the benefits that can be afforded using digital resources in Teaching and Learning. In all sections of the school our aim is to incorporate digital learning into the curriculum. Pupils use digital tools and resources when it enhances the learning or recording of their learning experience. Teachers are expected to make full use of their classroom IWB or interactive screen. There are class sets of Chromebooks and sets of iPads which teachers can book-out for timetabled Computing lessons or any other lesson that would benefit from the use of ICT. Each teacher is provided with a laptop and an iPad for lesson preparation and delivery.

In addition to this we have moved to 1:1 Chromebook devices for Year 4, 5 and 6 are part of our Digital Strategy. These year groups use Chromebooks and a program called Century Tech to enhance their learning and utilise individualised learning pathways.

14. Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that:

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

- there is a range of appropriate, accessible resources available from which they can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting, and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming, and well organised environment engendering respect, care and value for all resources
- Central resources are generally the responsibility of subject coordinators.

15. Recognising Effort and Achievement

We celebrate the social, physical, creative, and academic achievements of our pupils in many ways and celebrate individual and collective effort and achievement. We reward our children for their positive endeavours, be they related to academic achievement, progress, effort or acts of kindness and good citizenship.

Excellence and personal achievement are celebrated in display and performance wherein:

- each child is given the opportunity to have work displayed
- sustained effort, including drafting and reworking, is encouraged to enhance standards
- school events such as concerts, sporting events, art exhibitions and play productions are seen as opportunities for all children, not just the most gifted, to showcase what they are able to achieve

Celebration assemblies, Special Mention awards and the annual Celebration of Success are all means of identifying success across the curriculum.

16. Teaching Staff Structure

Each key stage is staffed according to the learning challenges presented as a consequence of the age range of the children within it.

Early Years

Predominantly class-based teaching with specialist input in Music, Physical Education and MFL. There is a Nursery class with a Manager and two assistants. The Reception group has a teacher and two assistants. The Head of Pre-Prep acts as the Early Years Phase Leader and the Deputy Head Academic acts as the assessment coordinator, working closely with the Lead Practitioner of Pre-Prep on this. Each teacher has a curriculum responsibility.

Pre-Prep School

Predominantly class-based teaching with specialist input in Music, Sport and MFL. Two classes in both Year 1 and Year 2, each with a lead teacher. The key stage employs five teaching assistants.

Prep School

Predominantly class-based teaching with specialist input in Music, Sport, Art and MFL. Three classes per year group, each with a lead teacher. The key stage employs four teaching assistants and a librarian, who works across both schools.

17. Timetable and Lesson Structure

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

Early Years

Early Years pupils follow the Early Years Foundation Stage Curriculum (EYFS). The EYFS is based on four overarching principles:

- A unique child. Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.
- Positive relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- Children learn well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. The environment plays a key role in supporting and extending children's development and learning
- Learning and development - children develop and learn in different ways and at different rates and all areas of development are equally important and inter-connected.

The EYFS has seven areas of learning and development. The three prime areas are:

- communication and language.
- physical development.
- personal, social, and emotional development.

The specific areas, through which the three prime areas are strengthened and applied are;

- literacy
- mathematics
- understanding the world
- expressive arts and design

Pre-Prep School

Lessons in the Pre-Prep are either one hour or thirty minutes long. The timetable is designed to incorporate as many hour-long lessons as possible in the morning in order for the children to complete include longer sessions of Maths and English. The afternoons are mainly dedicated to specialist subjects such as swimming, Music, PE etc.

Prep School

Lessons in the Prep school are either one hour or thirty minutes long. The timetable is designed to incorporate as many double lessons as possible.

Balance of Studies

The balance of studies within the curriculum differs in each key stage. The balance is determined by many factors, largely the age and development of the children in each section and, at specific age groups, the expectations of senior school entrance processes e.g. pre-testing.

Early Years

The Early Years have a fluid timetable, with a focus on the three Prime Areas. As the year progresses there is more emphasis on the specific areas. For details see class timetables.

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

Pre-Prep

Period Allocation	Minutes
English	300
Library	30
Mathematics	300
Science	60
Spanish	60
Humanities	120
Music	60
PSHEE	30
RS	30
Art	60
PE	30
Games	90
Swimming	60
Assembly	30
Total allocated	1260

Prep

Period Allocation	Minutes
English	300
Library	30
Mathematics	300
VR/NVR	30/60
Science	90
Spanish	60
Humanities	120
Music	60
PSHEE	30
RS	30
Art	60
PE	30
Games	90
Swimming	90
Assembly	90
Total allocated	1410/1440

- ISI 2a – Curriculum Policy
- 3a – Teaching, marking and assessment
- 3b – SEND, EAL, more able pupils
- 4a – Pupil Performance

18. Schemes of Work and Curriculum Documentation

Each key stage and subject are committed to developing a curriculum that engages and excites all children at the school. The curriculum provides appropriate level of challenge for every child and is geared towards helping children develop as learners and ensure they are best prepared for transition to an appropriate senior school.

Schemes of work and associated curriculum documentation for each key stage and subject can be found on the School Network.

19. Assessment

Each section utilises a wide array of assessment mechanisms, both summative and formative, to ensure the constant monitoring of learning progress for every child. Assessment mechanisms are also put in place to help give the school national context for their curriculum delivery in Maths and English. Finally, assessment mechanisms are used to help identify children who may have specific barriers to learning and to ensure curriculum delivery is appropriately differentiated for such individuals.

Nationally benchmarked assessments

Rosemead Preparatory School and Nursery uses CAT4A assessments from Year 2. Such assessments enable comparison to an enormous sample of students from across the country. This helps provide nationally standardised age scores in various assessments and builds a clear picture of each learner when triangulating data. We also use the National Group Reading Test (NGRT), which provides reading ages and standardised scores twice a year as well as a Progress Test in Maths (PTM) and Progress Test in English (PTE).

Internal Formal Summative Assessment is carried out at various times of the year:

- results of individual assessments are made available to the parents concerned
- results are recorded in each individual child's records

Formative assessment

Formative Assessment is used to track the progress of individual children. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage of learning. Formative assessment is mostly carried out informally by teachers during their teaching. Suitable tasks for assessment include:

- individual questioning
- small group discussions perhaps in the context of a practical task
- short tests in which the teacher gives questions orally and children write answers
- specific assignments for individual children

Formative assessment takes many guises ranging from cloze exercises on worksheets to exit tickets at the end of a lesson. Formative assessment is organised and delivered by each teacher as and when they believe it will have a positive impact on learning and in a manner that is best suited to each child.

- ISI 2a – Curriculum Policy
 3a – Teaching, marking and assessment
 3b – SEND, EAL, more able pupils
 4a – Pupil Performance

Formative assessment techniques and the uses of data drawn from such endeavour vary with the age of the children being taught. The purpose and philosophy of formative assessment does not change with age. It remains one of the most potent tools in a teacher's armoury for helping drive, scaffold and understand the learning of each individual.

Effective formative assessment mechanisms are a constant part of ongoing CPD for every teacher.

Please see the Assessment Policy for further information.

20. Feedback and Marking

At Rosemead Preparatory School and Nursery, we aim to ensure that pupils should be aware of their successes, know how to improve their work and achieve learning objectives. They will be enabled to become reflective learners. We aim to help them to close the gap between what they can currently do and what we would like them to be able to do. They may also be challenged by questions which are designed to interest and extend them. We aim to raise self-esteem, inspire and motivate the children to reach their potential.

For further detail please refer to the Marking and Feedback Policy

21. Homework

The majority of Homework will be set online using Google Classroom, this is for two main reasons, to reduce paper waste and to increase the children's digital capabilities at home.

Homework is considered to be a valuable element of the teaching and learning process so:

- children are encouraged to work at home on a regular basis
- it is expected that all children will read at home and share a book with an adult
- children who have made insufficient effort during class time may be asked to complete work at break times or at home
- further practice in basic skills may be set at the discretion of Form Teachers or the Enrichment Department after negotiation with parents
- children are encouraged to communicate their findings in a variety of ways as appropriate to the task

Early Years

In Early Years the children in Reception take home a wordless book to share with their parents/carer. We encourage the parents/carer to model communication and language skills and to develop vocabulary by 'reading' the book to their child. As the Reception children's phonic knowledge and blending skills develop they take home a Rosemead Reading Scheme book to read and their progress is monitored in a home-school communication book in which both parents and teaching staff make helpful comments. There may also be a weekend challenge.

Pre-Prep School

Each evening the children may be set a small amount of homework. We start very slowly and gradually increase the quantity and difficulty. Year 1 & 2 children read to an adult almost every day and take home a reading book every day. Spellings are practised according to our

- ISI 2a – Curriculum Policy
- 3a – Teaching, marking and assessment
- 3b – SEND, EAL, more able pupils
- 4a – Pupil Performance

spelling and phonics programme. The children may be given a homework task such as a question relating to their topic. This is homework for the weekend and encourages discussion and pre-learning for that topic.

Prep School

Rosemead values an ability to read well with fluency and expression but also for comprehension. Teachers will monitor the books the children read to ensure they tackle books simply for enjoyment, to challenge them and across a range of genre. The children should read for 20 minutes each evening. The children are then asked to use the remaining 10 minutes of their time at home to work on their knowledge and speed of recall of mental mathematical facts such as multiplication facts. There will be English and Maths homework set weekly. There is also a weekend topic homework activity.

22. Reporting

Reporting is an important mechanism for keeping parents and pupils up to date with learning and progress at school. Reporting takes place in a number of ways throughout the year.

Early Years specific

Reporting Mechanism	Frequency	Purpose
Short Written report	End of Autumn Term	Reception only, to share information about the first term, and targets.
Full Written report	Towards the end of Summer Term	These reports cover the 3 prime areas, 4 specific areas and the characteristics of effective learning. Targets are given and parents are invited to meet to discuss.
EYFS Profile	Towards the end of Summer Term	Reception only, following moderation, scores (emerging, expected, exceeding) and explanation. Time given to discuss with key workers.
Parent Consultation Meetings	Twice a year	An opportunity for parents to discuss their child's achievements, progress and targets, with the key workers.
Specialist Teacher Meetings	Twice a year	An opportunity for parents to discuss their child's achievements, progress and targets, with the specialist teachers.
Look at Learning	Twice yearly	To enable parents to engage in conversation with their child regarding learning in lessons. To share feedback on learning from teachers.

- ISI 2a – Curriculum Policy
 3a – Teaching, marking and assessment
 3b – SEND, EAL, more able pupils
 4a – Pupil Performance

Years 1-6

Reporting Mechanism	Frequency	Purpose
Short Written report	End of Autumn Term	To share progress about the first term, particularly in English, Maths, Science and Computing, assessment information and targets. This report will indicate whether the child is Working Towards, Within or Above the Rosemead Expected Level.
Full Written report	End of Summer Term	To share successes and targets. To identify strengths and weaknesses in behaviours and attitudes to learning. To share pastoral information from Form Teacher. This report will indicate whether the child is Working Towards, Within or Above the Rosemead Expected Level.
Parent Consultation Meetings	Twice a year	An opportunity for parents to discuss their child's achievements, progress and targets, with the Form Teacher and Maths Teacher in the Prep.
Specialist Teacher Meetings	Twice a year	An opportunity for parents to discuss their child's achievements, progress and targets, with the specialist teachers.
Look at Learning	Twice yearly	To enable parents to engage in conversation with their child regarding learning in lessons. To share feedback on learning from teachers.

Reporting to parents is primarily facilitated through parent consultation evenings, two written reports per year, and through informal discussions via email or phone calls. However, parents are made aware that they may meet their child's teacher or a member of the Senior Leadership Team by appointment at any other time, to discuss particular concerns.

- reports should ensure that parents are made aware of how their child is performing in relation to expected standards, both nationally and within their cohort of peers at Rosemead, with a contextualised explanation of levels given when these lie outside normal expectations
- information within reports should include whether the child is working within, below or above the Rosemead Expected Level, how secure the child's understanding is of concepts taught, and what extension or support opportunities have been provided

- ISI 2a – Curriculum Policy
 3a – Teaching, marking and assessment
 3b – SEND, EAL, more able pupils
 4a – Pupil Performance

- reports should detail realistic, specific learning targets which parents can both understand and support, so that achievement is celebrated, and specific action taken where learning is less secure.

23. Personal Social Health and Economic Education (PSHE)
Refer to the school's separate PSHE policy.

24. SMSC
Refer to the school's separate SMSC and British Values policy.

25. Co-Curricular Activities
Activities reflect links to many areas of the curriculum, and they are important in helping Rosemead Preparatory School and Nursery to fulfil the school aims. They may be derived from staff interests and expertise but are also reflective of pupil or parental interests. Co-curricular activities are extremely well supported by pupils. Rosemead runs well over 100 co-curricular clubs and activities each week. All pupils and staff participate in the programme.

26. Continuing Professional Development (CPD)
Rosemead Preparatory School and Nursery is committed to life-long learning for staff as well as pupils. Staff are encouraged to engage in continuing professional development and can request training. The process requires staff to set their annual objectives and discussions ensue regarding further progression. Internal CPD opportunities include learning walks, peer observations, and many more. For further and more detailed information about the approach to CPD please see the Professional Development Policy.

27. The role of the school Governors

- Thurlow Educational Trust is an incorporated charity with 4 Directors. Since merging with St Dunstan's Educational Foundation, all 4 Directors sit as part of St Dunstan's Trustee Ltd, the overarching sole corporate trustee and entity to which the Directors of TET delegate and share their obligations as Governors. St Dunstan's Trustee Ltd. has, in total, 17 Directors, who serve as Governors to both Thurlow Educational Trust Ltd and St Dunstan's Educational Foundation.
- The Directors have a statutory role to ensure the charities fulfil their charitable objects. For Thurlow Educational Trust, this is 'to promote and provide for the advancement of education' as set out in its Memorandum in 1974 (as amended on 21 May 1998). In ensuring the fulfilment of this object, the Directors agree the vision for the charity and set strategic objectives and targets for the St Dunstan's Executive Team (DET) to fulfil.
- The DET, Chaired by the Head of St Dunstan's College, oversees the implementation of the agreed strategic priorities for all schools within the St Dunstan's group. The Head of Rosemead is an integral member of this Executive and assumes overall operational responsibility for the running of Rosemead. The professional services provision at Rosemead is overseen by the relevant leads within the Executive.
- Directors are jointly and severally responsible for the custodianship of the charities and in so doing ensure compliance, approve policies, monitor and review key performance indicators for the Executive. The Governing Body delegates more detailed scrutiny to a number of sub-committees, including Education, Finance and Resources, and Leadership and Governance.

- ISI
- 2a – Curriculum Policy
 - 3a – Teaching, marking and assessment
 - 3b – SEND, EAL, more able pupils
 - 4a – Pupil Performance

- There are 17 Directors in total. Two are ex officio: The Alderman of the Ward of Tower in the City of London and the incumbent priest of All Hallows by the Tower. Four of the Governors are also Directors of Thurlow Educational Trust Ltd. The remaining 11 are selected on the basis of their skills and experience following the regular review of the constitution of the Board and the needs of the charities.

28. The role of parents

At Rosemead Preparatory School and Nursery, we believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform and support parent's progress by:

- holding curriculum welcome evenings for each year group at the beginning of the academic year.
- holding parents' meetings and workshops to explain our school strategies for teaching specific areas of the curriculum.
- arranging parent consultation appointments to discuss their child's achievement, attainment, and next steps in their learning.
- distributing programmes of study and planning documents via the school intranet.
- sending biannual reports to parents in which we explain the progress made by each child and indicate how the child can improve further.
- encouraging parents to consult the Headteacher and Senior Deputy Head teacher with regard to progression to the pupil's next school

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has a good attendance record.
- ensure that their child is punctual for the start of the school day.
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.

29. Role and Responsibilities

Class teachers are responsible for:

- delivering a suitably differentiated curriculum to allow all children to learn across a range of subjects and areas of learning
- assessing children's progress
- taking part in the school's agreed Professional Development cycle, including regular lesson observations of colleagues

Subject coordinators are responsible for:

- taking a lead in policy development and the production of subject overviews designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues by giving advice and guidance about the implementation of the subject

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- monitoring progress through work scrutiny twice a year and advising the Senior Leadership Team
- taking responsibility for the purchase and organisation of central resources for their subjects
- keeping up to date through reading and attending relevant courses
- reviewing all departmental documentation

Year Group Leaders are responsible for:

- monitoring medium and short-term planning

30. Strategies for Ensuring Progress and Continuity

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards across EYFS, Key Stage 1 and 2. Feedback to children about their own progress is achieved through the marking of work.

Continuity across the age groups and Key Stage 1 and 2 is ensured by:

- regular Senior Leadership Team meetings
- regular Year Group Leaders meetings in KS2
- liaison meetings between subject leaders in Key Stage 1 and 2
- end of year transfer meeting, which include children's records of attainment and summative assessment results
- at least two work reviews per year
- transition meetings between Year 2 and Year 3 staff

31. Monitoring and evaluation

We will monitor the effectiveness of this policy in the following ways:

- Pupil self-esteem and confidence – measured through standardised assessments, pupil questionnaires, Assessment for Learning (AFL) strategies in lessons.
- External examination results – analysed for patterns across subjects and year groups.
- Assessment data – Cognitive Ability Tests (CAT) and internal Writing and Maths assessments, NGRT, PTM and PTE
- Lesson observations – through appraisal and inspection.
- Learning walks.
- Subject reviews.
- Reviews of Continuing Professional Development (CPD)
- End of year whole staff reviews: we are aware of the need to review the school quality of learning and teaching policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes to the physical environment of the school.

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P5 – Curriculum, Teaching & Learning			
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