



# St Christopher's the Hall School



## Curriculum

Policy Owner: Deputy Head & Director of Studies

ISSR Reference: 2a Curriculum policy

Reviewed: Lent 2026

Approved: Education committee Lent 2026

Next Review: Lent 2027

## Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Deputy Head & Director of Studies	February 2026	Converted to new template Amalgamation and general update of previous policies

## Contents

1. Introduction and Aims .....	3
2. Legislation.....	4
3. Roles and responsibilities .....	4
4. St Christopher’s The Hall’s Curriculum .....	6
4.2 Teaching & Learning .....	10
4.3 Home Learning.....	12
4.4 Providing Feedback.....	15
4.5 Assessment.....	17
4.6 Curriculum Monitoring & Evaluation.....	20
4.7 Parental Partnership & Community Links.....	21
5. Policy Monitoring.....	21

## 1. Introduction and Aims

This policy is applicable to staff and parents / carers of pupils at St Christopher's The Hall School (the School), across the Early Years Foundation Stage, Pre-Prep (Key Stage 1) and Prep (Key Stage 2). It aims to ensure all parties are clear on the school curriculum and its approach to teaching and learning.

St Christopher's is academically ambitious and forward-thinking. Our approach to the Curriculum aligns with the school ethos of **"Excellence. Differently."**, promoting innovative, inclusive and forward-thinking learning experiences that support every child's potential. Fundamental British values are embedded throughout daily school life, alongside a strong culture of respect, responsibility and mutual tolerance.

This Curriculum Policy is informed by the requirements of the Independent School Standards, in particular Part 1: Quality of Education Provided, and reflects the expectations of the ISI Inspection Framework. The school's curriculum is broad and balanced, supporting systematic progression in knowledge, skills and understanding, and enabling pupils to make good progress across all areas of learning. Where applicable, provision in the Early Years Foundation Stage complies with the statutory EYFS Framework. The curriculum promotes pupils' academic achievement and their spiritual, moral, social and cultural development, preparing them effectively for the next stage of education.

St Christopher's The Hall, part of the St Dunstan's Education Group, aims to:

- Enable every child to learn and develop academically, socially, emotionally and physically to the best of their ability.
- Foster a love of learning by creating an enjoyable, stimulating and challenging environment that promotes curiosity, creativity and lifelong enquiry.
- Provide a broad, balanced curriculum offering rich experiences across academic subjects, the arts, physical education, and social, moral, spiritual and cultural development.
- Develop the knowledge, skills and understanding children need for future learning and life beyond school, including core skills (literacy, numeracy, communication, digital literacy) and wider skills such as critical thinking, creativity, collaboration, problem-solving and independence.
- Nurture positive attitudes and values, including respect, kindness, responsibility, honesty, tolerance and cooperation, to support children in becoming well-rounded, socially aware individuals.
- Ensure inclusivity and equal opportunities so that all children, regardless of background, ability or need, have access to appropriate challenge and support.
- Provide a safe, supportive and stimulating environment where children feel valued, confident and willing to take risks in their learning.
- Encourage children to become reflective, self-aware learners who understand their progress, recognise their strengths and take responsibility for their learning journey.
- Promote moral, social, cultural and environmental awareness, helping children appreciate diversity, contribute to their community and make informed, responsible choices.
- Offer a wide range of academic, creative, physical and social experiences - including extra-curricular opportunities - to support the development of well-rounded individuals.

- Foster strong partnerships between school, home and the wider community to support a shared responsibility for each child's learning and wellbeing.

## **2. Legislation**

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Education Act (1996)
- Equality Act (2010)
- The National Curriculum (2013)
- SEND Code of Practice (2015)
- Duty to Prevent (2015)
- EYFS Statutory Framework (2021)

## **3. Roles and responsibilities**

### **3.1 St Dunstan's Education Group**

The governing body has ultimate responsibility for the school curriculum but will delegate the day-to-day responsibility to the Head of St Christopher's The Hall.

The governing body has a duty to:

- Review this policy annually
- To ensure the school follows the framework set out in this policy

### **3.3 The Head of The School**

The Head of St Christopher's The Hall, in conjunction with the Deputy Head and the Director of Studies, is responsible for the implementation of this policy. This involves:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

### **3.4 The Deputy Head and the Director of Studies**

The Deputy Head and the Director of Studies are responsible for the strategic planning and day-to-day implementation of the school curriculum and its teaching and learning. This involves:

- Providing strategic oversight of the curriculum to ensure it is broad, balanced, and aligned with the School's aims, statutory requirements, and best practice
- Leading curriculum development and maintain high standards of teaching and learning across all key stages

- Monitoring and evaluate the effectiveness of curriculum provision and pupil outcomes
- Coordinating assessment and data analysis to inform school improvement priorities
- Overseeing staff training and professional development to support high-quality teaching
- Ensuring policies and practices promote inclusion, equality of opportunity, and pupil wellbeing
- Supporting subject leaders and class teachers in maintaining high expectations and continuous improvement
- Driving forward the School's commitment to *Excellence. Differently.*

### **3.5 The Subject Leaders**

The Subject Leaders are responsible for the effective planning, implementation, and monitoring of their subject across the school, under the direction of the Deputy Head and the Director of Studies. This involves:

- Ensuring curriculum content is coherent, progressive, and appropriately challenging
- Promoting teaching that reflects current pedagogical best practice
- Maintaining, organising, and developing subject-specific resources
- Leading and contributing to subject-specific professional development
- Supporting colleagues in delivering high-quality learning experiences
- Monitoring pupil progress and evaluate the impact of teaching within the subject
- Analysing subject data and trends to inform school improvement
- Identifying strengths and areas for development and ensure alignment with whole-school policies

### **3.6 The Class Teachers and Specialist Teachers**

The Class Teachers and Specialist Teachers are responsible for delivering high-quality teaching, by working under the direction of the Subject Leaders, that meets the needs of all learners and supports the School's curriculum aims. This involves:

- Planning engaging, well-structured lessons that promote progress and develop pupils' knowledge, skills, and understanding
- Using assessment effectively to inform planning, track pupil progress, and provide constructive feedback
- Creating a safe, inclusive, and stimulating classroom environment where all pupils feel valued and take responsibility for their learning
- Maintaining effective communication with parents and colleagues
- Contributing to the wider life of the school
- Upholding the School's values, policies, and expectations in all aspects of professional practice

### **3.7 The Teaching Assistants and Wider Teaching Staff**

The Teaching Assistants and Wider Teaching Staff are responsible for supporting the delivery of high-quality teaching, by working under the direction of the Class Teacher or Specialist Teacher, to meet the needs of all learners. This involves:

- Supporting pupils' learning by reinforcing key concepts, skills, and understanding through targeted support and intervention
- Assisting with the adaptation of learning activities and resources to ensure inclusion and access for all pupils
- Supporting the use of assessment information by observing, recording, and feeding back on pupil progress
- Promoting positive behaviour, independence, and engagement in learning
- Contributing to the creation of a safe, inclusive, and supportive learning environment where pupils feel valued
- Working collaboratively with teachers, other teaching assistants, and external professionals
- Communicating effectively with parents, colleagues, and pupils as appropriate
- Contributing to the wider life of the school and supporting school activities
- Upholding the School's values, policies, and expectations, including those relating to safeguarding, confidentiality, and wellbeing

### **3.8 Parents and carers**

Parents and carers are responsible for engaging with the school curriculum.

## **4. St Christopher's The Hall's Curriculum**

### **4.1.1 An Introduction to The Curriculum**

The curriculum is broad, balanced and carefully structured to meet the developmental needs of all pupils, reflecting the school's ethos of *Excellence. Differently*. It is organised to ensure clear progression in knowledge, skills and understanding across all subject areas, while allowing flexibility to respond to pupils' individual strengths, interests and needs. Learning is planned to promote academic rigour, creativity and independence, and to foster positive attitudes towards learning. Cross-curricular links are encouraged where appropriate to enrich understanding and provide coherence, while maintaining the integrity of individual subjects.

Staff complete the following documents to ensure coverage across the School's curriculum:

- Long-Term Plans – Yearly
- Mid-Term Plans – Termly
- Short-Term Plans – Weekly

Parents are notified of current learning in each year group at the start of the school term via an overview, which is linked to the Mid-Term Plan. These overviews are shared via the school website.

## EYFS

For pupils in EYFS (Preschool and Reception), provision is made to give children experience across all areas of learning: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. Learning is carefully planned to meet their educational needs, with particular emphasis on supporting personal, social, emotional, and physical development, as well as communication and language skills.

## Pre-Prep

In the Pre-Prep, the Form Teachers, supported by full time Teaching Assistants, are responsible for the delivery of the core curriculum areas, including pastoral subjects. Subjects such as PE, Games (including Swimming), Art, D&T, Music, Drama and Modern Foreign Languages are taught by subject specialist staff. In Reception, Year 1 and Year 2, pupils learn French.

## Prep

In the Prep, the Form Teachers, supported by part time Teaching Assistants, are responsible for the delivery of the core curriculum areas, including pastoral subjects. PE, Games (including Swimming), Art, D&T, Music, Drama and Modern Foreign Languages continue to be taught by subject specialist staff. In Year 3 and 4, pupils continue to learn French, transitioning to Spanish in Year 5 and 6.

### 4.1.2 The Core Curriculum

The core curriculum, including some pastoral subjects, is taught by Class Teachers. We use the Early Years Framework and the National Curriculum as a baseline from which all teaching and learning extends. Each subject is allocated time and resources to make its distinct contribution, while cross-curricular links are made where appropriate. The timetable ensures a balanced coverage of all areas of learning.

- **English** - Develop communication skills through listening, speaking, reading and writing, and build a strong command of language. Verbal reasoning is introduced at the end of Year 4, in preparation for the 11+.
- **Mathematics** - Foster logical thinking, problem-solving, and understanding of numbers, patterns and relationships, supported by practical exploration and discussion. Non-verbal reasoning is introduced at the end of Year 4, in preparation for the 11+.
- **Science / STEM** - Build knowledge of nature, materials and forces, and develop scientific skills including observation, hypothesising, experimentation and recording findings.
- **Humanities (History & Geography)** - Cultivate understanding of people, places and events, and the impact of human actions on past, present and future.

- **Computing and Technology (including Coding)** – Integrate digital technology across the curriculum and teach computing skills to plan, develop and communicate ideas effectively.
- **Spiritual, Moral, Social and Cultural Education (SMSC)** - Promote pupils’ beliefs, values and understanding of fundamental British values, world religions and spiritual perspectives, reinforced through assemblies, RE, PSHE and across all subjects.
- **PSHE and Wellbeing** - Equip pupils with knowledge and skills to support their mental, physical and social wellbeing, encouraging respect, responsibility and active participation in school and community life. This includes formal PSHE lessons, Form Time, RSE, and enrichment opportunities such as assemblies, co-curricular activities, workshops, school visits and charity engagement.
- **Horizon** – Develops essential life skills and learning habits, including time and money management, digital communication, wellbeing and emotional resilience. The programme also promotes critical thinking around sustainability, ethics and community, supporting pupils to become adaptable, empathetic and responsible citizens. These sessions are weekly.
- **Launching Learners** - develops curiosity, independence, communication and collaboration through shared activities, while supporting early development and strengthening the EYFS community. These sessions are weekly in EYFS.

#### 4.1.3 The Specialist Curriculum

The specialist curriculum, taught by Specialist qualified Teachers, continues to use the Early Years Framework and the National Curriculum as a baseline from which all teaching and learning extends. Each subject is allocated time and resources to make its distinct contribution, while cross-curricular links are made where appropriate.

- **Creative Arts (Art & DT)** - Encourage imagination, making and inventing, using a range of tools and materials to create, evaluate and refine work.
- **Performing Arts (Drama & Music)** - Develop proficiency in performing, creating and critiquing plays, dances and compositions using diverse tools and techniques.
- **Modern Foreign Languages (French & Spanish)** - Introduce new languages and cultures, building foundational vocabulary and grammar to support future learning.
- **PE and Games** - Develop physical coordination, tactical understanding and performance skills, while promoting healthy, active lifestyles and values such as teamwork, fairness and respect.

#### 4.1.4 Curriculum Progression

At St Christopher’s, the curriculum is carefully sequenced to ensure coherent progression from the Early Years Foundation Stage (EYFS) through Pre-Prep (KS1) to Prep School (KS2).

- In EYFS, learning focuses on developing foundational skills, knowledge, and attitudes through play-based, experiential activities that foster curiosity, communication, and social, physical and emotional development.

- In the Pre-Prep, these foundations are built upon with more structured learning, introducing pupils to core subjects while continuing to develop creativity, critical thinking, and personal and social skills.
- In the Prep School, the curriculum further extends knowledge and skills, deepening understanding, encouraging independent thinking, and preparing pupils for the next stage of their education.

Across all stages, the curriculum is designed to ensure continuity, progression, and increasing challenge, while remaining responsive to the abilities, interests, and needs of each pupil.

#### **4.1.5 Schemes of Work**

At St Christopher's, our curriculum is based on the National Curriculum, which provides the framework for progression and coverage across all subjects. To broaden and enrich pupils' learning, we extend and enhance this foundation with a range of additional schemes of work and resources. These are selected to deepen understanding, provide creative and practical experiences, and offer challenges beyond the core curriculum, ensuring that all pupils have opportunities to develop their knowledge, skills and interests to the fullest.

#### **4.1.6 Future Forward Opportunities**

Our curriculum encourages pupils to make meaningful connections across subjects and to relate their learning to the wider, ever-changing world. Through interdisciplinary projects, real-world contexts, problem-solving tasks and discussions of current events, pupils develop critical thinking, adaptability and an awareness of global issues. This approach equips them with the knowledge, skills and attitudes to navigate future challenges, make informed decisions, and contribute positively to society.

#### **4.1.7 Technology Implementation and Artificial Intelligence (AI)**

Technology is fully integrated across the curriculum at St Christopher's, enhancing teaching and learning in all subjects. Pupils from Years 3 upwards have 1:1 iPads, and all children across the school have access to laptops and iPads. A wide range of apps and software are used to support learning, creativity and collaboration. We follow a hybrid approach, combining digital tools with traditional methods, such as writing in books, to ensure a balanced and well-rounded learning experience. While AI tools are emerging, they are introduced thoughtfully to support research, problem-solving and personalised learning, helping pupils develop digital literacy and the skills needed to navigate an increasingly technology-driven world.

#### **4.1.8 Preparation for the 11+**

Preparation for the 11+ begins at the end of Year 4 through a carefully structured, age-appropriate programme designed to support pupils as they consider their next steps. This includes exposure to verbal and non-verbal reasoning, discussion of current affairs, and the development of interview skills. Preparation is tailored to the individual needs, strengths and aspirations of each child, ensuring that all pupils are supported in applying to a range of senior schools, including independent, state and grammar schools. The programme is rigorous, supportive and well established, enabling pupils to approach the process with confidence and to secure successful outcomes.

## **4.2 Teaching & Learning**

### **4.2.1 Teaching & Learning Overview**

At St Christopher's The Hall School, teaching and learning are at the heart of everything we do. We are committed to providing a high-quality, inclusive education that enables every pupil to achieve their personal best and develop into confident, independent and enquiring learners. Through carefully planned lessons, high expectations and effective use of time and resources, teaching ensures continuity, progression and challenge, building on each child's needs, abilities and prior attainment.

Our approach to teaching and learning is to equip pupils with the independence, knowledge, skills and understanding they need to live in our ever-changing world and promote a lifelong love of learning. Equal importance is placed on intellectual, emotional, social, physical, moral, spiritual and cultural development, so that pupils grow into responsible, considerate and confident members of the school and wider community. Learning takes place through both a broad, balanced programme of lessons and a rich range of extra-curricular opportunities that reflect and reinforce the School's aims and ethos.

Teaching at St Christopher's is inclusive and aspirational. Classes are mixed-ability, and pupils are reorganised at key points to encourage diverse friendships and stimulate learning for all. Teachers use a range of engaging and adaptable teaching approaches to ensure learning is enjoyable, motivating and appropriately challenging. Planning is structured yet flexible, allowing lessons to be responsive and effective in supporting progress for every pupil.

We foster a safe, happy and respectful environment in which positive relationships, high self-esteem and a strong sense of community can flourish. Equality, British Values, cultural diversity, responsible behaviour and environmental awareness are actively promoted, and close partnerships with parents are valued as essential in supporting each child's educational journey.

### **4.2.2 Pedagogical Approaches**

In each subject, teaching at St Christopher's follows a range of well-planned pedagogical approaches designed to engage pupils and promote effective learning. Lessons are carefully structured to ensure

that learning objectives are met and that pupils make clear and sustained progress. Teaching strategies include practical activities, discussion, collaborative group work, problem-solving tasks and mastery-based approaches to deepen understanding.

Lessons typically begin with a short introduction to engage pupils and establish the learning goal, followed by a combination of teacher-led explanation, guided practice, independent or collaborative tasks, and practical activities. Opportunities for questioning, discussion and reflection are embedded throughout lessons to consolidate understanding and extend thinking. Lessons conclude with a plenary or review, enabling pupils to demonstrate their learning, reflect on their progress and identify next steps. Teachers make purposeful use of a wide range of resources, including manipulatives, texts, visual aids and ICT tools, to enhance learning and provide hands-on experiences.

### **4.2.3 Challenge, Support & Inclusion**

At St Christopher's, all pupils are supported to reach their full potential through a carefully balanced approach to challenge, differentiation, and inclusion. Teaching is thoughtfully tailored to meet the needs of every learner, with lessons designed to provide stretch and challenge for more able pupils alongside appropriate support and scaffolding for those who need it, ensuring sustained progress for all.

Differentiation within the classroom ensures that learning is accessible and engaging, while the Learning Enrichment Team provides targeted support for pupils with additional needs or specific learning difficulties. The team also offers enrichment opportunities for more able pupils, ensuring that every child is supported, challenged, and motivated. In Years 5 and 6, pupils are taught in differentiated groups to enable focused teaching at the most appropriate level.

Classroom Assistants play a vital role in this inclusive approach by supporting pupils with identified gaps in learning, delivering small-group or one-to-one interventions, assisting pupils identified by the Learning Enrichment Team, and ensuring that resources and equipment are prepared and accessible.

### **4.2.4 Learning Environment**

A purposeful, well-organised classroom environment plays a vital role in supporting learning at the School. Display boards celebrate pupils' work, reinforcing a sense of pride, achievement and belonging. They make learning visible by enabling pupils to revisit key concepts, vocabulary and skills, thereby supporting retention and progress over time. Displays reflect current learning, changing throughout the term, ensuring that classrooms remain active, relevant and responsive to pupils' needs.

A thoughtfully designed learning environment promotes curiosity, independence and positive behaviour. Clear organisation, age-appropriate resources and engaging visual materials help pupils feel secure and motivated, enabling them to focus and take ownership of their learning. Within the School's prep setting, the classroom environment supports not only academic achievement but also pupils' confidence, wellbeing and the development of a lifelong love of learning.

### **4.2.5 Accessibility**

In line with the Equality Act (2010), teaching approaches and resources are adapted as necessary to ensure equal access to learning for all pupils, including those with EAL, SEND, or holding an EHCP. This ensures that lessons are accessible, stimulating and appropriately challenging for pupils of all abilities.

#### **4.2.6 Learning Enrichment**

The Learning Enrichment Department supports pupils with specific learning needs or disabilities through careful assessment, targeted support and close collaboration with class teachers. Support is delivered through classroom differentiation and, where appropriate, small-group or individual intervention, enabling all pupils to access a broad and balanced curriculum and develop strategies for future learning. Provision includes scaffolding, adaptations, enrichment and targeted support, with teachers using differentiated tasks, guided support, flexible grouping and visual, practical or language-based aids to meet individual needs.

The School meets its statutory responsibilities for pupils with Special Educational Needs and Disabilities in line with the SEND Code of Practice (2015) and the Special Educational Needs and Disability Act (2001). Pupils with identified needs receive provision aligned to their Individual Education Plan or Education, Health and Care Plan. Further details are outlined in the SEND and Learning Development & Enrichment policies.

The department also provides enrichment for more able pupils through challenge and extension within lessons and across the wider curriculum, ensuring opportunities to deepen thinking, accelerate progress and nurture high aspirations.

Through this inclusive approach, all pupils, whether requiring additional support, reinforcement or greater challenge, are enabled to make sustained progress and achieve their full potential. The School also supports pupils for whom English is an additional language through tailored provision, as detailed in the EAL policy.

#### **4.2.7 Equality, Diversity and Inclusion**

At St Christopher's, EDI (Equality, Diversity and Inclusion) plays a key role in promoting a culture of respect, fairness and inclusion across the school community. We actively ensure that the School meets its obligations under the Equality Act 2010, advocating for policies and practices that support all pupils and staff, regardless of sex, race, disability, religion or belief. Senior Leaders and Subject Leaders plan EDI initiatives and events that celebrate diversity, raise awareness of different cultures and perspectives, and foster an inclusive environment where every individual feels valued. They also provide guidance and support to staff in embedding inclusive teaching practices and in responding effectively to the needs of all learners, ensuring that equality, diversity and inclusion are integral to the life of the school.

### **4.3 Home Learning**

#### **4.3.1 - Home Learning Introduction**

Home learning is introduced in Reception, with daily home reading to complete, progressing to more structured home learning tasks by the time pupils start in the Prep School.

Home learning is designed to enable pupils to make maximum academic progress through appropriately differentiated activities, while providing opportunities to assess, reflect upon and consolidate learning. It supports the development of independent study skills, confidence and motivation, and promotes positive work habits and self-discipline. Home learning also strengthens the partnership between home and school by involving parents, encouraging pupil–parent interaction, particularly for younger children, and enabling pupils to access a wide range of learning resources at home.

<b>Year Group</b>	<b>Weekly Homework Set</b>	<b>Total Homework</b>
<b>Reception</b>	Reading: 15 minutes per night	0 minutes per week
<b>Year 1</b>	Reading: 15 minutes per night Spelling: Short consolidation task	20 minutes per week
<b>Year 2</b>	Reading: 15 minutes per night Spelling: Weekly practice Times Tables: Weekly practice	30 minutes per week
<b>Year 3</b>	Reading: 15 minutes per night, plus 5-minute adult discussion time Spelling: Weekly practice Times Tables: Weekly practice 1x Maths or English Task	60 minutes per week
<b>Year 4</b>	Reading: 15 minutes per night, plus 5-minute adult discussion time 1x Maths (inc. Times Tables) 1x English Task (inc. Spelling)	60 minutes per week
<b>Year 5</b>	Reading: 20 minutes reading with a weekly focus. 2x Maths tasks (20- 30 mins each) 2x English tasks (20 - 30 mins each) Occasional topic homework	80 – 120 minutes per week (approx.)
<b>Year 6</b>	Reading: 20 minutes reading with a weekly focus. 2x Maths tasks (20- 30 mins each) 2x English tasks (20 - 30 mins each) Occasional topic homework, or other tasks as seen appropriate by the class teacher	At least 120 minutes per week

### 4.3.2 Home Learning Responsibilities

#### **Teachers are expected to:**

- provide homework that is relevant to the year group
- provide clear and precise instructions so that pupils and parents understand the homework given
- include a variety of tasks to stimulate and engage pupils
- support pupils to develop their organisational skills with regards to homework
- set tasks appropriate to the abilities of the pupils. Homework should be differentiated where appropriate to meet individual needs
- plan tasks which relate directly to what is being taught and which are built upon in school
- set explicit time scales for completion and submission
- mark work as promptly as possible
- promptly deal with problems or difficulties encountered by children
- make sure all children complete all homework tasks

#### **Pupils are expected to:**

- take pride in their work and complete all tasks to the best of their ability
- hand in homework on time
- listen carefully to instructions given about homework and to accurately record, in full, details of the task in their planners (Prep school)
- develop the initiative to ask for further guidance, or explanation if needed (Prep school)

#### **Parents are expected to:**

- provide their child with a quiet and appropriate place to study effectively
- maintain a positive attitude towards their child's homework
- encourage their child to take responsibility for completing their homework on time
- avoid putting too much pressure on their child
- appreciate the value of homework for their child
- ensure their child does not spend more than the allotted time on each subject unless through the child's choice
- inform the teacher if help has been given. This will help the teacher to differentiate work more effectively
- sign homework diaries weekly. (Prep school only)
- comment in the reading records regularly
- contact the teacher about any concerns via their child's planner or email ([mail@stchristophersthehall.org.uk](mailto:mail@stchristophersthehall.org.uk))

If a child persistently does not complete homework, then the teacher will contact the parents to discuss the matter.

## 4.4 Providing Feedback

### 4.4.1 An Introduction to Feedback

At St Christopher's, feedback is an integral part of high-quality teaching and learning and extends far beyond written marking alone. It is rooted in responsive teaching, purposeful dialogue and carefully planned next-step activities that ensure pupils actively engage with feedback and use it to move their learning forward.

Teachers continually seek to understand pupils' thinking through effective questioning, learning breaks and ongoing observation, providing immediate, precise guidance during lessons. This may include brief individual discussions or mid-lesson mini plenaries, where pupils reflect on shared work, or structured opportunities for peer feedback. Cooperative feedback is also used to enable pupils to evaluate their own and others' work, helping to consolidate understanding and deepen learning.

### 4.4.2 Evidence Gathering and Feedback in EYFS

Children's development in the Early Years is monitored using a range of methods to build a detailed picture of their progress. In Preschool, observations, photographs and examples of children's work are recorded using the 2Simple program *Evidence Me*. Each child has an Early Learning Journey folder which documents their progress throughout their time in Preschool. In Reception, evidence is gathered through ongoing observations, work in academic books such as English and Maths, and photographic or video recordings in subjects such as Science, Humanities and RE. Feedback is provided regularly: Reception children receive verbal and written feedback in their academic books, and Early Learning Journeys are shared with parents during Open Mornings. Parents' evenings (Spring Term for Preschool; Autumn and Spring Terms for Reception) provide further opportunities for teachers and parents to discuss children's progress on an individual basis.

### 4.4.3 Marking & Feedback in Core and Foundation Subjects (Pre-Prep and Prep)

#### Marking Tools

- Staff mark using purple pen.
- Green and pink highlighting is used to indicate success and areas for editing.
- Pupils write in pencil and respond to feedback in green pencil/pen.

#### Learning Objective Marking

Learning objectives are highlighted in green and assessed using:

- **No tick** – not met
- **✓** – partially met
- **✓✓** – met
- **✓✓✓** – exceeded

#### Support

Support levels throughout a lesson are recorded as:

- **I** – Independent
- **CT** – Class Teacher support
- **TA** – Teaching Assistant support

### **Highlighting**

- Green – achievement related to the learning objective.
- Pink – an area for improvement or correction.
- Pupils may receive a next step to complete.

### **Live Marking / Verbal Feedback**

Verbal feedback is recorded using VF and applied immediately during lessons.

In the Prep School, there may be ‘next steps’ written in the children’s books in the form of a written question or challenge. This is ‘response marking’. All pupils respond to marking with a green polishing pencil/pen (age dependent).

#### **4.4.4 Marking & Feedback in Specialist Subjects (Pre-Prep and Prep)**

At St Christopher’s The School, feedback is an ongoing, integral part of learning across all subjects, designed to help pupils understand their strengths, identify areas for improvement, and consolidate their progress. Teachers provide regular, constructive verbal feedback during lessons, through mid-lesson reflections, individual or group discussions, and peer or cooperative review. Written feedback is also used where appropriate to acknowledge effort, guide improvement, and set targets, particularly in later years. Feedback strategies are adapted to suit each subject, whether through performance reviews in Music, sketchbook evaluations in Art and DT, practical guidance in PE, collaborative critique in Drama, or formative and summative assessments in Computing and MFL. Across all areas, feedback is timely, encouraging, and focused on fostering independent learning, self-reflection, and the ongoing development of skills and confidence.

#### **4.4.5 Rewarding Pupils**

A range of reward systems are in place at the School to celebrate pupils’ achievements.

- **Character Counters** are used when pupils have demonstrated any the School’s Character Values:
  - **Common Sense** – applying realistic reasoning.
  - **Honesty** - taking responsibility for learning, acknowledging mistakes, and acting with integrity.
  - **Adaptability** – adjusting problem-solving approaches.
  - **Respect** – valuing peers’ ideas.
  - **Ambition** – pursuing higher-level challenges.
  - **Creativity** – exploring multiple methods.

- **Teamwork** – solving complex problems collaboratively.
- **Enthusiasm** – approaching learning positively.
- **Resilience** – persevering through challenges.

These are collected in the School's house tubes, with the winning house earning a collective reward at the end of term.

- **Mr Carter's Headteacher's Award** stickers are given out each week in Friday's assembly, often linked to the school's Character Values.
- **Merits** are awarded when pupils have demonstrated good effort in their academic learning, recorded on the Class Dojo platform. Pupils with the most merits at the end of term earn a treat with the Headteacher.
- **Secret Letters** are awarded by teachers to individual pupils for personal excellence.

## 4.5 Assessment

### 4.5.1 - Assessment Introduction

Pupil learning is assessed using a combination of formative and summative methods. Formative assessment takes place daily, through observation, questioning, discussion, and reviewing pupils' work, allowing teachers to understand pupils' progress, strengths, and areas for development in real time. Summative assessments provide a broader picture of attainment and achievement across subjects and year groups.

Assessment information is used to inform planning, ensuring that lessons are appropriately challenging, differentiated, and targeted to meet the needs of all learners. Teachers provide meaningful, actionable feedback in line with the Feedback, Marking, Assessment and Reporting policy to support pupils in making progress.

Pupil Progress Meetings (PPMs) are held each term, involving class teachers, the Learning Enrichment Department, and chaired by the Deputy Head or Director of Studies, to review progress and attainment. Subject Leads and the Senior Leadership Team monitor and evaluate progress across the curriculum, and parents receive regular updates through reports and meeting. These meetings are held to track and evaluate pupil achievement and attainment. Data from the GL assessments, including CAT4, Progress in English (PTE), Progress in Maths (PTM), PASS, NGRT, and unit Maths assessments, is reviewed alongside evidence from classwork.

### 4.5.2 Formative and Summative Assessments

Assessment is a continuous and integral part of teaching and learning, led by the class teacher. It is purposeful and designed to identify pupils' levels of attainment, inform planning, and ensure progress. Using a range of formative and summative assessments—including those evaluating pupil attitudes—teachers gain a comprehensive understanding of each child's achievement and can tailor lessons to meet all learners' needs.

Formative and summative assessments serve distinct but complementary purposes within the School's assessment framework.

- Formative assessment is ongoing and integral to daily teaching, providing Class Teachers with timely information about pupils' understanding and progress. It informs lesson planning, supports responsive teaching and helps pupils identify next steps in their learning.
- Summative assessment, by contrast, takes place at key points to evaluate pupils' attainment against expected standards. It provides a snapshot of progress over time in English, Maths and Science and supports reporting, tracking and transition. Together, formative and summative assessments ensure a balanced, meaningful approach to monitoring progress and supporting each pupil's development. Our schedule for summative assessments includes:

Updated September 2025								
	Autumn Term		Spring Term		Summer Term			
	September	September	March / April	March / April	May	May	May	May
	English	Maths	English	CAT 4	English	Maths	Science	CAT 4
<b>YEAR 2</b>	NGRT Form A		NGRT Form B	LEVEL X (or Sum1)	NGRT FORM C PTE (7B)	PTM (7B)		LEVEL X (or Spring 2)
<b>YEAR 3</b>	NGRT FORM A PTE (7A)	PTM (7A)	NGRT Form B		NGRT FORM C PTE (8B)	PTM (8B)	PTS (8B)	LEVEL Pre-A
<b>YEAR 4</b>	NGRT FORM A PTE (8A)	PTM (8A)	NGRT Form B		NGRT FORM C PTE (9B)	PTM (9B)	PTS (9B)	
<b>YEAR 5</b>	NGRT FORM A PTE (9A)	PTM (9A)	NGRT Form B		NGRT FORM C PTE (10B)	PTM (10B)	PTS (10B)	LEVEL B
<b>YEAR 6</b>	NGRT FORM A PTE (10A)	PTM (10A)	NGRT Form B		NGRT FORM C PTE (11B)	PTM (11B)	PTS (11B)	

#### 4.5.3 Subject Assessment Trackers

Assessment tracking grids are used for Foundation and Specialist subjects and PSHE to monitor pupils' progress against learning objectives, especially where written evidence is limited. Completed each term, they record strengths, areas for development, and inform mid- and end-of-year reports. Attainment is assessed using three grades: WT (Working Towards), WA (Working At), and WGD (Working in Greater Depth) from Reception to Year 6.

#### 4.5.4 Subject Evidence Folders

Evidence folders capture pupils' work and progress in lessons where there is limited physical output. Learning is documented through photos and videos that demonstrate how lesson objectives have been achieved. These folders are used for Specialist subjects, including MFL, Music, Drama, PE, and Computing, and also store examples of Equality, Diversity, and Inclusion (EDI) across the curriculum.

#### **4.5.5 Assessment in the Early Years**

Assessment takes place throughout the year to monitor attainment and progress. In Reception, a baseline assessment is carried out at the start of the academic year to establish each child's starting point. At the end of each term in Preschool, the class teacher completes a summary of each child's development across the areas of learning, which is added to the Early Learning Journey. Reception children are assessed against the Early Learning Goals at the end of the year and are judged as either Emerging or Exceeding across the seven areas of learning. In addition, Reception children receive a mid-year report in the Spring Term, and both Preschool and Reception children receive a full written report at the end of the academic year.

#### **4.5.6 PASS Assessments (Pupils Attitude to Self and School)**

At St Christopher's, pupils in Years 2–6 complete the PASS (Pupil Attitude to Self and School) assessment to evaluate their attitudes, engagement, and well-being at school. Assessments are carried out in October, with follow-up assessments in May for pupils who score lower in particular areas. This allows staff to monitor progress, identify needs, and provide targeted support to help every child thrive both academically and personally.

#### **4.5.7 Moderation**

Moderation is an essential process to ensure consistency, fairness, and accuracy in assessment across the Prep School. Teachers work collaboratively to review samples of student work, align judgments with agreed standards, and confirm that assessment outcomes are reliable and equitable. Through regular moderation meetings - both within year groups and across phases - the school maintains a shared understanding of expectations, supports professional dialogue, and upholds high-quality, evidence-based assessment.

#### **4.5.8 Recording and Reporting to Parents**

Accurate and timely recording of pupils' progress underpins effective communication with parents and supports each child's ongoing learning journey. Teachers maintain clear and consistent records of attainment, effort, and personal development, using these to inform regular updates to families. The school provides structured opportunities for dialogue through termly parents' evenings, where teachers and parents discuss progress, next steps, and any pastoral considerations. In addition, a mid-year report is issued in February, offering an overview of academic achievement and personal development to date. At the end of the academic year, parents receive a comprehensive written report that includes teacher grades, subject-specific comments, and reflections on broader achievements. This approach ensures parents are well-informed, actively involved, and able to support their child's development throughout the year. The above is summarised below:

### Formal Teacher to Parent Communication Points:

- *Autumn 1*
  - Year Group Welcome Meeting
  - 5-minute Remote Parent Meetings (Reception – Year 6)
  - Parents' Evening (Year 6 only)
- *Autumn 2* - Parents' Evening (Reception – Year 6)
- *Spring 1* – Mid Year Report (EYFS – Year 6)
- *Spring 2* – Parents' Evening (EYFS – Year 5)
- *Summer 2* – End of Year Report (EYFS – Year 6)

## 4.6 Curriculum Monitoring & Evaluation

### 4.6.1 Subject Monitoring

The School closely monitors the effectiveness of procedures set out to enhance pupils' learning, and develop teachers' professional practice, using the following methods:

- **Observations** - Provide the Senior Leadership Team and Subject Leaders with direct insight into classroom practice. They are conducted sensitively to support professional development and school improvement. These are part of the Professional Review appraisal system for staff.
- **Drop-ins / Walkarounds** - Offer a snapshot of teaching and learning across the school. Staff receive immediate verbal feedback, often focused on specific areas such as differentiation or questioning.
- **Book Scrutiny (Book Looks)** - Helps the Senior Leadership Team and Subject Leaders identify strengths and areas for development, check that work reflects curriculum intent, ensure incremental skill development, monitor progress, support professional development, verify policy impact, and ensure marking consistency.
- **Planning Scrutiny (Planning Looks)** - Enhances lesson delivery, ensures curriculum alignment, improves resource management, supports diverse learning styles, identifies gaps early, promotes accountability, and allows flexibility to adapt lessons.
- **Pupil Interviews** - Gather pupils' perspectives on their learning, understanding of targets, and self-perception. These insights support meaningful improvements, academic outcomes, and a sense of empowerment and inclusion.
- **Data Analysis** - Following formal assessments, the Deputy Head and Director of Studies, along with the Subject Leaders for Maths and English, analyse pupil data to identify whole-school trends, monitor individual and group progress, and inform curriculum planning and intervention strategies.

#### **4.6.2 Monitoring: Next Steps**

Findings from observations, assessments, book and planning scrutiny, and pupil feedback are used to inform action plans and identify priorities for staff development. These insights guide targeted training, support, and professional development, ensuring teaching practice continues to improve, pupil progress is maximised, and the curriculum is delivered effectively across the school.

#### **4.7 Parental Partnership & Community Links**

St Christopher's values strong partnerships with parents and the wider community, recognising that collaboration enhances pupils' learning, well-being, and holistic development. Regular curriculum workshops and Parent Partnership sessions help parents understand what their children are learning, how it is taught, and how to support their learning at home, including the 11+ process, while also providing guidance on wider societal topics such as mental health and online safety. Educational visits, trips, and opportunities to contribute to school life, including leading assemblies, sharing expertise, or supporting events - deepen pupils' understanding and connect learning to the real world.

Open mornings allow current parents to explore classrooms, view children's work, and celebrate progress, fostering an inclusive, welcoming school community.

### **5. Policy Monitoring**

This policy will be reviewed by the Deputy Head and the Director of Studies annually. At every review, the policy will be approved by the Education Committee.

### **6. Links with other policies**

This Curriculum policy links to the following policies:

- Pastoral Care
- Individual Pupil Need