



St Dunstan's College

JUNIOR

PART OF
ST DUNSTAN'S EDUCATION GROUP

CURRICULUM

Policy Owner:	Head of Junior School
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Version control information

Reason for Amendment	Role	Date	Main changes
New template	Junior School Deputy Head Pastoral	Summer 2026	Transfer to new template - content for RSE, PSHE, Careers, Scholarships and Bursaries and Work Experience removed from the Curriculum policy, into standalone policies

1. Aims

This policy is applicable to staff, pupils and parents / carers of St Dunstan's College Junior School ('the school') and aims to ensure all parties are clear on the school curriculum and the mechanism by which each aspect is delivered.

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
- SEND Code of Practice 2015
- Equality Act 2010
- Duty to Prevent 2015
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2025
- Keeping Children Safe in Education 2026

3. Roles and Responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who in turn delegates the responsibility to the Head of the Junior School.

The Local School Board has a duty to:

- Approve this policy annually
- Ensure the school follows the framework set out in this policy.

3.2 The Head of Junior School

The Head of the Junior School are responsible for this policy is implemented. This includes:

- 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

3.3 Deputy Head Academic of Junior School

The Deputy Head Academic of the Junior School is responsible for the planning of the curriculum and school structure.

3.4 Heads of Subject and Subject Coordinators

Heads of Subject and Subject Coordinators are responsible for the creation, and ensuring successful implementation, of Schemes of Learning and Assessments across Pre-School - Year 6.

3.4 Staff

Staff are responsible for understanding this policy and their role in delivering the curriculum in line with the Schemes of Learning and Assessments provided.

3.5 Pupils and parents/carers

Pupils and parents /carers are responsible for engaging with the school curriculum.

4. Introduction to the Junior School curriculum

The Junior School is academically ambitious and forward-thinking in its approach to education. Our values of confidence, curiosity, courage, compassion, and creativity support healthy aspiration and provide a platform for success in its broadest context, including academic success.

We are a community of learners who enjoy and benefit from academic rigour, intellectual challenge, and a breadth of subjects through a heuristic approach to teaching. The school seeks to inspire and nurture academic ambition through a vibrant and through-school culture of learning and teaching, underpinned and informed by meaningful assessment. Via the development and delivery of our curriculum, we help pupils to gain the knowledge, skills, and interests to make realistic and exciting choices about their futures as individuals.

St Dunstan's College provides a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education.

The curriculum provision enables pupils to acquire skills in Speaking, Listening, Literacy and Numeracy.

The curriculum enables all pupils to have the opportunity to learn and make progress, including those with special educational needs or disabilities (SEND, and including any with an EHC Plan), those for whom English is an additional language (EAL) and the most able. For pupils whose home language is not English, the school takes reasonable steps to provide opportunities for children to develop. Please see our Policies on Individual Pupil Need, which includes English as an Additional Language (EAL), and Scholarship and Exhibitions for further details.

The curriculum's provision includes the preparation of pupils for the opportunities, responsibilities, and experiences of adult life in a manner that is age appropriate. The curriculum ensures that pupils cover the key elements of the National Curriculum and are also provided with enhanced choice and opportunity beyond it. All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each school year, including any pupils with a statement of SEND whose needs are reviewed annually. Our curriculum provision enables all pupils to have the opportunity to learn and make progress including, as relevant, those with protected characteristics as set out in the Equality Act 2010, namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. We embrace our wider role in preparing pupils for their adult life beyond formal education including the opportunities, responsibilities, and experiences of life in British society. Part of our role in that preparation is ensuring that we actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We take our Prevent duties seriously, and challenge extremist opinions or behaviours if these occur.

We aim to develop, in every young person, the values, skills and behaviours they need to achieve in life. All pupils should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

5. The School Curriculum

5.1 Structure of the curriculum

The school structures its education around four curricula, they are:

- The **Hecker Curriculum**. This is our core academic curriculum with timetabled subject lessons, with subjects available outlined later in this policy and prospectus.
- The **Stuart Additional Curriculum**. This curriculum strand features PSHE (including Relationships and Sex Education) and follows the Kapow Scheme of Learning and Assessment. Please see our policies on PSHE (Stuart), and Relationships and Sex Education for further details.
- The **Forder Co-Curricular Programme**. Based around the development of character, further details can be found in our Co-Curricular policy.
- The **Usherwood Pastoral Programme**, focusing on developing positive mental health, compassion, and an understanding of neurodiversity. Further information can be found in our Pastoral Care policy.

5.2 PSHE and the Stuart additional curriculum

The curriculum ensures that pupils receive Personal, Social, Health and Economic education which reflects the school's aim and ethos and encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Equality Act(a).

Personal, Social, Health, and Economic education takes place within the Junior School curriculum in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHE delivered mainly through the Stuart Additional Curriculum and Form time. This is enhanced by a wide range of opportunities and activities that include

assemblies, Co-Curricular and academic clubs, charity and community engagement, guest speakers and school visits. Further detail may be found in our PSHE and Relationships and Sex Education policies.

5.3 Junior School careers

Up to date, accurate and impartially presented Careers information and guidance is provided at St Dunstan's College. It supports informed choices about a broad range of career options to encourage pupils to fulfil their potential and ambitions. It is presented in an impartial way, showing no bias or favouritism towards a particular education or work option. The intention of our guidance is to assist pupils to 'know themselves' and understand their current and developing strengths, weaknesses and interests in relation to the world of work. Staff work to prevent any stereotyping in the advice and guidance they provide to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers.

Aims

A planned programme of information and guidance is delivered across the full age range of the school. This supports and enables pupils to understand the world of work, careers, and to make realistic and informed decisions about their futures. Our aims are to ensure that pupils:

- Have access to quality careers information at all stages of their schooling.
- Are able to learn about and experience the world of work in an age-appropriate manner.
- Have meaningful interactions with employers throughout their school experience.
- Are informed of opportunities which suit their developing skills, qualifications and aspirations as and when they arise.
- Are encouraged to explore a variety of options when considering further education, work learning or career pathways.

Programme Specifics

The Junior School Stuart Programme enables pupils to develop their understanding of how a career directly supports the way in which one lives. Pupils are taught about the part money plays in their (and others') lives, including how to earn and manage money and become a critical consumer. They are also taught about enterprise and the skills that make someone 'enterprising'. The programme teaches pupils how to investigate and explore what it is like in the working world and promotes skills-based assessment which develops an ability to acknowledge how their talents and skillsets are an advantage in the working world. Much of this programme is reinforced through the 'Albam Exorna' curriculum (which teaches skills such as public speaking, financial literacy and community engagement), school 'themes of the week' and assembly foci (such as the Politics and Responsibility, Futures and the Enterprise and Careers Week). Parents and Carers are also welcomed and are encouraged to share their expertise in

relevant areas that link to pupil learning, often in the International Primary Curriculum.

5.4 Physical education & games

Pupils participate in both the PE & Games curricula. These lessons present an opportunity to encourage pupils to enjoy and achieve their potential not just in sport and outdoor activity, but when they go back into the classroom. Breadth, balance, a phased approach to physical development and careful management of competition are features of the PE curriculum, with pupils accessing a range of activities to support them to find sports that they enjoy, and to promote lifelong enjoyment and involvement in physical activity.

The PE curriculum is supported by an extensive Co-Curricular programme. The weekly Games programme focuses on development of, and competition in, the core sports in rotation, and other sports as appropriate, championing a gender-neutral approach.

5.5 Curriculum structure by section

5.5.1 Early Years Foundation Stage (EYFS) - Pre-School and Reception

In the EYFS, the form teacher, supported by teaching assistants, is responsible for the delivery of most curriculum areas. For those pupils below compulsory school age in the EYFS setting, provision is made for giving pupils experience in each of the following: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World, and Expressive Arts and Design. The programme of activities is appropriate to their educational needs, particularly in relation to personal, social, emotional, and physical development and communication and language skills. Pupils in EYFS also receive specialist teaching in PE & games, swimming (Reception only), Spanish, and music.

5.5.2 Pre-Prep – Key Stage 1 (Nursery to Year 2)

In the Pre-Prep, the form teacher, supported by teaching assistants, is responsible for the delivery of most curriculum areas. Some subjects such as music, Spanish, computing, art, PE and games, including swimming, are taught by subject specialist staff. From Reception, the humanities and science are taught through an immersive thematic approach, which becomes the International Primary Curriculum (IPC) from Year 1.

5.5.3 Prep - Key Stage 2 (Years 3 to 6)

In the Prep, the form teachers remain responsible, for the most part, for the delivery of core subjects and the Stuart Additional Curriculum (PSHE and RSE). As pupils progress through Prep, they are taught by an increasing number of teachers. Specialist teachers deliver the curriculum for art, music, drama, modern foreign languages (MFL), computing, and PE and games (including swimming). From the Michaelmas term of Year 5, children are set for maths. From Year 3, pupils are taught one lesson per week of French and one lesson of Spanish. The humanities and science continue to be taught through the International Primary Curriculum (IPC).

Timings of the school day can be found in Appendix I.

5.6 Digital education

High levels of digital literacy are promoted by the availability of laptops, desktop computers, tablets and other computing technology in the Junior School, so that digital learning is embedded most effectively according to the need of use of individual subjects.

Pupils across the school, understand that technology can be found everywhere and not just in the Computing Suite at school. They are familiar with a broad range of digital skills and technology and how they encounter them in everyday life.

In Years 1 to 6 digital literacy is taught as part of the computing curriculum, but application of digital skills is evident across all subject areas, where it has a positive impact on the learning of the children.

6 Homework

Appropriate homework is set across all ages. Its purposes include:

- Providing an opportunity for pupils to consolidate and develop their understanding of lesson work.
- Providing an opportunity for pupils to demonstrate understanding and/or misunderstandings of curriculum content.
- Providing an opportunity for feedback in response to pupil understanding or misunderstandings of curriculum content.
- Providing an opportunity for pupils to encounter information prior to a lesson, in order to enhance the pace and nature of learning in that subsequent lesson ("flipped learning").
- Enriching the curriculum by providing an opportunity for curious pupils to go beyond the curriculum.
- Promoting independent study skills, organization, and self-discipline.

Homework activities are broad in type and may be used to review prior learning, prepare for future learning or to prepare for an assessment.

6.1 Setting and time allocation of homework

Homework is most effective on pupil learning where it forms an integral part of learning, rather than an "add-on". At St Dunstan's, homework is set using well-designed activities that are linked to classroom learning.

6.2 Junior School Homework Specifics

EYFS

In Nursery and Reception, pupils have an 'All About Me' book, which celebrates their learning and experiences at home. They will share these with the class and their friends. This is sent between home and school on a weekly basis and is non-compulsory but encouraged.

In Reception, the children are given a reading book every other day. The expectation is that the children will read or share a book at home every day and that parents will record that they have done this in their Reading Record.

EYFS	Homework (compulsory)	Enrichment Opportunities (non-compulsory)
	Daily reading (10 minutes)	Weekly completion of <i>All About Me</i> book

Key Stage 1

In Years 1 and 2 pupils are expected to read with an adult for 10 minutes per day. This should be recorded in a pupil's Reading Record. The children focus on phonic/spelling patterns each week. Pupils practise these rules either through a written task or using an assigned task on an online platform. Weekly mental arithmetic tasks, linked to class learning, are set using a maths specific online platform. Pupils are encouraged to engage in the IPC enrichment activities set out by the teacher at the start of each topic, but this is not compulsory.

Key Stage 1	Homework (compulsory)	Enrichment Opportunities (non-compulsory)
	Daily reading (10 mins minimum)	IPC enrichment activities for each topic
	Weekly Spellings	
	Weekly Handwriting	
	Weekly Mental Arithmetic	

Key Stage 2

For English homework, pupils in Years 3 to 6 are expected to read with an adult or on their own for a minimum of 15 minutes per day. Pupils are also expected to learn a spelling pattern that has been taught in lessons using an online platform. Alongside this, they are given a weekly English homework that will either be in the form of comprehension, punctuation and grammar exercises or writing homework (this is given twice a week in Years 5 and 6). In mathematics, pupils are given tasks to complete as either a written task or using an online platform, linking to their learning from that week. Pupils are encouraged to engage in the IPC enrichment activities set out by the Form Teacher at the start of each topic, as well as the enrichment activities set out by the specialist teachers.

Key Stage 2	Homework (compulsory)	Enrichment Opportunities (non-compulsory)
	Daily reading (15 mins minimum)	IPC enrichment activities for each topic
	Weekly Spellings	Art Enrichment Activities
	Weekly English (x 2 for Years 5 & 6)	Computing Enrichment Activities
	Weekly Maths x 2	MFL Enrichment Activities
		Music Enrichment Activities
		Sport/PE Enrichment Activities
		Drama Enrichment Activities

6.3 Enrichment opportunities

All subjects set centralised enrichment tasks for pupils. Enrichment tasks are designed to challenge or extend learning beyond the requirements of the curriculum. They should encourage and support curiosity, ambition and interest in pupils' independent learning.

7 Enrichment

St Dunstan's College is an academically selective school and as such all our pupils are expected to achieve highly, in line with their potential. Lessons are planned by teachers across the school to include a range of more able pupils and optional enrichment tasks are set by all subjects to give pupils the opportunity to engage beyond the curriculum in their areas of interest. The school is proud of the enrichment opportunities that are available for pupils, and we ensure and celebrate this enrichment alongside differentiated lessons where all pupils are challenged and stretched.

7.1 Enrichment within the classroom

The staff outlined above ensure enrichment of learning occurs within the classroom through a variety of methods, including (but not limited to):

- Setting suitable personalised learning challenges
- Effective assessment for learning
- Learning activities in the classroom which offer additional stretch through a combination of acceleration, enrichment and extension
- Opportunities for independent learning

- Learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills
- Providing support in specific areas, for example through language support or mentoring, alongside increased challenge in areas of strength.
- Setting a variety of outcomes for presenting work; maps, diagrams, creative work, oral work, written work
- Allowing pupils to work in a range of situations; paired work, group work, fieldwork.
- Targeted questioning
- Adaptive teaching strategies
- Leadership/reflective roles within paired or group tasks.
- Extension activity performance is also recognised and supported, with the development of 'higher order thinking skills' rather than not 'more of the same' such as:
 - Information processing skills
 - Reasoning
 - Enquiry
 - Creative thinking
 - Evaluation
 - Synthesis
 - Analysis.

7.2 Enrichment beyond the classroom

The following are typical of the sorts of programmes that the school provides to support all pupils access enrichment opportunities, in particular our more able pupils:

- Curriculum design that is broad and flexible
- Optional extension homework (Enrichment Tasks)
- Cross phase opportunities e.g. Masterclasses for Junior school pupils in the Senior school
- Internal and external competitions
- Visits
- Productions
- Field trips
- Meeting visiting experts
- Wide range of co-curricular opportunities in the Forder programme
- Business and/or community project
- Mini-enterprises, and enterprise days and events.

More Able Pupil Programme (MAPP)

The More Able Pupil Programme is a programme of study to stretch and extend our most able pupils in any given subject. Staff identify pupils who show great aptitude, attainment or passion for a particular subject area and invite them to additional opportunities that sit outside of the curriculum to further develop them in this area. Pupils are selected based on merit and additional opportunities may take place within year groups, sections or across the school.

Opportunities include workshops, enrichment sessions after school, guest speakers, trips and visits, concerts, specialist coaching.

8 Monitoring

This policy will be reviewed by the Junior School Deputy Head Academic annually. At every review, the policy will be approved by the Local board.

9 Links with other policies

This Curriculum policy links to the following policies:

- Pastoral Care
- Individual Pupil Need
- PSHE
- RSE
- IT
- Careers
- Co-curricular
- Scholarship and Exhibitions
- Examinations

For further details regarding implementation, please refer to the following overview documents:

- Promoting St Dunstan's Values in the curriculum
- Promoting British Values (SMSC) Guidance
- Digital and IT use in the curriculum

Appendix I – Timings of the School Day

EYFS

Time	Activity
	EYFS
0820-0835	AM Registration
0835-0850	Form Time
0850-0910	Assembly (where appropriate)
0850-0945	Lessons
1145-1250	Lunch
1250-1510-1515	Lessons
1510-1515	Dismissal (1510 Pre-School / 1515 Reception)

*Form Teachers build in break times in the morning and afternoon at an appropriate time.

Pre-Prep

Time	Activity
	Pre-Prep
0820-0835	AM Registration
0835-0850	Form Time
0850-0910	Assembly
0910-1010	Lessons
1010-1030	Break
1030-1150	Lessons
1150-1250	Lunch
1250-1530	Lessons
1535	Dismissal

Prep

Time	Activity
	Prep
Time	Activity
0820-0835	AM Registration
0835-0850	Form Time
0850-0910	Assembly
0910-0950	Lessons
0950-1010	Break
1010-1210	Lessons
1210-1310	Lunch
1310-1530	Lessons
1535	Dismissal

Appendix II – Literacy

Literacy

Statement of Principle

All members of staff who communicate with pupils at the school are teachers of literacy. We believe that high standards of literacy should be at the centre of pupils' learning. Pupils should be taught how literacy is an essential skill in all areas of life and how their attainment in school and potential to achieve is directly related to their ability to match their reading, writing, speaking, and listening skills to suit a range of contexts.

Improving and empowering literacy can lead to learning that has a positive impact on self-esteem, motivation, and behaviour and helps pupils to become effective independent learners.

The Aims of our Literacy Policy

- To support all staff in identifying, developing, maintaining and improving standards of pupil literacy;
- To support the transfer of pupil knowledge, skills and understanding between subjects by promoting consistency of practice including strategies, vocabulary and meta-language;
- To identify and encourage opportunities for collaboration between different departments
- To raise an awareness and appreciation in staff and pupils that literacy contributes and draws from many subjects and aspects of the curriculum and is an important key skill in lifelong learning.
- To support pupil awareness of the different dialects and registers they encounter in school, at home and on the street and enable them to choose the most appropriate in diverse situations.

Objectives for Pupils

Pupils should aim to develop their own literacy and to communicate to the best of their ability at all times. They should develop their skills in (amongst others) reading, writing, speaking, spelling, punctuation and grammar so they can become effective communicators able to adapt their spoken and written language to any given context. They should proofread all written work and try to use an appropriate register in all interactions.

Objectives for Teachers

Specific literacy demands in each subject will vary but all subjects require pupils to read, write, speak, and listen effectively. They need to be able to respond to higher order questions that encourage the development of thinking skills and enquiry and be taught the language that helps them to reflect, revise and evaluate the things that have been said, written or done. They should be supported in the development of vocabulary, expression and organisational control to cope with the cognitive demands of their subjects.

All teachers must be aware of the need to model high standards of literacy in any situation in which they are communicating with pupils whether spoken or written and regardless of the formality of the context. It is recognised that, in certain circumstances, teachers may need to simplify their language in order to communicate effectively with younger children.

Specific guidance is given on the different aspects of literacy in the sections below.

Reading

We aim to support pupils in developing a level of literacy that enables them to access the full range of opportunities available in every subject. In a digital age being able to understand text-based communication is an essential skill that will allow pupils to develop the knowledge and understanding that will allow them to succeed.

- In the Junior School, pupils are taught how to read through regular phonics lessons in EYFS and Key Stage 1 and are heard read at least once a week by an adult. Where appropriate, there should be opportunities for pupils to develop their phonetic decoding and comprehension skills in every subject.
- As their reading develops during their time at the school, pupils should be introduced to challenging, high quality texts in all subjects to prepare them for increasingly complex texts as they progress through the College. Where appropriate, teachers should teach the strategies of scanning, skimming, and reading for meaning.
- To help pupils read with greater understanding teachers should help pupils to develop appropriate strategies to locate information in a text; follow an argument; synthesise information; and to make effective notes. In the Junior School, a teacher may find it useful to read out a passage and have the pupils follow in order to aid understanding of what has been read and model appropriate fluency and expression.
- Teachers should direct pupils to use all available resources, including the existing LRC and Junior School Library resources, to encourage reading in their subjects.
- In the Junior School, the Head of English and Form Teachers are responsible for encouraging pupils to read for pleasure. All Form Teachers are encouraged to read stories to their class during Form Time, where appropriate. All Key Stage 2 Form Teachers are encouraged to visit the library with their form on a regular basis and every form room has its own library with age-appropriate fiction and non-fiction. Pupils are given opportunities across the week for independent reading, as well as whole class reading. All pupils in KS1 and the EYFS have a reading record which parents are required to fill in for all reading that is done at home.
- Events organised by the Junior School Head of English such as House Reading events, Poetry by Heart, World Book Day and Book Week further the profile of reading for enjoyment.

Writing

Enjoyment of and proficiency in writing is recognised as a key life skill for all. In addition, public examinations in all subjects are assessed to some degree through writing. It is therefore essential that pupils are equipped with the appropriate writing skills to communicate effectively in their subject and where appropriate the conventions of writing are made explicit to pupils.

Teachers should provide opportunities for a wide range of writing. This includes extended writing that helps to sustain and order thought, is adapted to context and audience or ensures high levels of technical accuracy and may be under timed conditions.

Teachers should model high standards of written literacy in all forms of written communication with pupils.

Some strategies to promote writing that can be used are:

- identification of explicit *Key words* and concepts. This may be through word banks, glossaries, wall-displays, or other subject-specific approaches. Pupils should be encouraged to use these words appropriately in all forms of communication, and spell them correctly in writing.
- revisiting key terminology regularly.
- giving pupils models of excellence in writing;
- using the *modelling* process to make explicit to pupils how to write;
- ensuring that the *conventions* of different forms of writing are taught explicitly to pupils;
- being clear about the importance of *audience* and *purpose* in all writing;
- teaching the concept of *register* and ensuring that pupils produce writing that is appropriate to the context.

There should be co-ordination across subjects to recognise and reinforce written literacy. Curriculum Maps may be used to assist this.

Speaking and Listening

Pupils' usage of spoken language in the classroom has a direct impact on the quality of their written communication. If pupils are encouraged to express ideas precisely and coherently in spoken language this will help them to develop the vocabulary, expression and control necessary to support higher order thinking. Teachers should model such high levels of spoken language through all communication with pupils.

They should be able to listen to others, and to respond and build on their ideas and views constructively.

Teachers should use appropriate strategies to teach pupils how to participate in group discussion including: -

- using talk to *develop* and *clarify ideas*;
- *identifying the main points* that arise from the discussion;
- *listening for a specific purpose; discussion*;

- *evaluation.*

Spelling Punctuation and Grammar

All teachers are responsible for:

- teaching learning strategies which will help pupils to commit spellings and meanings of subject-specific key words to memory;
- supporting pupils by identifying major errors in spelling, punctuation, and grammar in their writing and using appropriate marking codes including, where appropriate, spelling, punctuation, and grammar targets within WWW/EBI/SDC marking and allowing pupils time to correct errors.

It is acknowledged that in some pieces of writing it may be appropriate not to mark the grammatical or spelling mistakes if the focus is content. When appropriate, pupils should be encouraged to identify all spelling or grammatical errors themselves and correct them, instead of teachers identifying them for them. Pupils are expected to proof-read their work before they submit it for marking.

Marking Codes

In Key Stage 2 and above, the following marking codes should be used: -

Sp	Spelling error
P	Punctuation error
G	Grammatical mistake *
^	Word or letter is missing
C	Capital letter is missing
//	New paragraph
Exp	Check your expression *

* indicates only used in the Senior School

In the Junior School, teachers may indicate the above errors by highlighting a letter, word, phrase or punctuation mark. The colours used are 'Green for Great' and 'Pink for Think'. This transcends all subjects taught.

Objectives for Junior School Heads of Subject and Subject Co-ordinators

To ensure that Schemes of Learning and Assessment (SoLAs) in the Junior School are audited and reviewed to develop opportunities for literacy-based activities. This includes recognising barriers to literacy learning and strategies being put in place to remove them.

- Curriculum Maps may be used to assist in the coordination of literacy development across departments.
- To include literacy development in Subject Development Plans, if appropriate.
- To monitor, evaluate and review the quality of teaching and learning across the subject area to ensure that there is excellent coverage and opportunity to develop literacy.
- To monitor the quality of marking for literacy through book scrutiny and department meetings.
- To use specific language, notation, conventions and techniques relating to their own subject and support department staff to use these correctly to support pupils.

- To monitor barriers to literacy and misconceptions that are typically experienced by pupils in their subject lessons and liaise with specialists, when appropriate, to overcome these difficulties.
- To suggest resources and ideas from other subjects for teachers to use if appropriate.

Objectives for the SEND Team

- In collaboration with Form Teachers and the Head of English, to identify, suggest and offer strategies, assessment and monitoring of pupils with specific literacy needs associated with Individual Pupil Needs, including SEND, EAL, or More Able. Scholars.
- To contribute to the lesson planning, differentiation and staff training to meet the individual needs of pupils.

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- To ensure that each subject area has an appropriate range of literacy skills embedded within the SoLAs and that the quality of literacy teaching and learning is of a high standard, through monitoring of SoLAs, focused learning walks and lesson observations.
- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the literacy needs of all pupils within the school are met through the curriculum and to keep abreast of successful, innovative current practice to improve the literacy skills of pupils at every attainment level.
- To allocate time when possible (in the afternoon tutorial, for instance) for the development of literacy
- To review this policy on a regular basis.

Objective for the Junior School Deputy Head Academic

To ensure that each subject area has an appropriate range of literacy skills embedded within the SoLAs and that the quality of literacy teaching and learning is of a high standard, through monitoring of SoLAs, focused learning walks and lesson observations.

- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the literacy needs of all pupils within the College are met through the curriculum and to keep abreast of successful, innovative current practice to improve the literacy skills of pupils at every attainment level.
- To allocate time when possible (in form times, for instance) for the development of literacy
- To review this policy on a regular basis.

Aspects of Literacy

When working with literacy, and reviewing departmental Schemes of Learning and Assessment and Schemes of Learning, staff should be aware of the following list of aspects of literacy, and seek to promote them: -

- Reading
- Writing

- Speaking
- Listening
- Spelling
- Punctuation
- Grammar

Appendix III – Numeracy

We are committed to raising the standards of numeracy for all pupils, so that they develop and extend their ability to transfer and use numeracy skills effectively in every area of the curriculum and into the world of work and everyday life. The numeracy development of pupils is a responsibility that we all share and it is not the exclusive preserve of any one department. We recognise all staff are teachers of numeracy and, where appropriate, it should be reinforced in all subject areas.

Numeracy is a proficiency which involves confidence and competence with numbers. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring and presented in graphs, diagrams, charts and tables, as well as an understanding of geometry.

The Aims of our Numeracy Policy

- To raise an awareness and appreciation in staff and pupils that numeracy contributes and draws from many subjects and aspects of the curriculum and is an important key skill in lifelong learning.
- To support all staff in identifying, developing, maintaining and improving standards of pupil numeracy.
- To support the transfer of pupil knowledge, skills and understanding between subjects by promoting consistency of practice including methods, vocabulary and notation.
- To identify opportunities and encourage collaboration between different departments and the Junior and Senior Schools.
- To develop an understanding of real-life application of numerical skills.

Objectives for Pupils

Pupils should aim to develop their own numeracy at all opportunities. They will need support to develop confidence and competence with numbers and measures. Pupils should aim to develop an understanding of the number system, a repertoire of numerical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Pupils need to know how data are gathered, and how data are presented in graphs, diagrams, charts and tables and how to apply and explain their findings.

Objectives for All Teachers

- To be fully committed to raising numeracy skills in all subject areas.
- To be effective role models for pupils by consistently demonstrating high standards of numeracy.
- To be able to identify and promote key numeracy skills within their subject area and individual lessons.
- To understand and support the whole school numeracy policy ensuring there is consistency in methods and vocabulary.
- To be aware of key misconceptions that can occur in their subject areas and how these barriers to learning can be alleviated.

- To liaise with the Junior School Head of Mathematics when they are unsure of the particular numerical skills needing to be taught as a part of their own curriculum.
- Where appropriate, to support learning through displays explaining specific mathematical terminology which can be used to support learning in all subjects.

Objectives for Teachers of Mathematics

Form Teachers, led by the Junior School Head of Mathematics take an active lead in the development of numeracy in the College.

- To identify individual pupils' numeracy needs through normal teaching interaction and the administration of mathematics tests where appropriate.
- Junior School Head of Mathematics will advise teachers of opportunities in other subjects when appropriate.
- To suggest or share mathematical resources that may be used to assist the teaching and learning of a concept or topic.
- The Junior School mathematics teachers should try to relate questions to other subject areas such as science and humanities, as well as include opportunities for pupils to develop their numerical skills in those subjects.

Objectives for Junior School Heads of Subject

- To promote teaching and learning of numeracy across their subject area.
- To ensure that Schemes of Learning and Assessment (SoLAs) and Schemes of Learning (SoLs) are audited and reviewed to develop opportunities for numeracy-based activities. This includes recognising appropriate differentiated activities considered for those pupils who have identified learning needs linked to numeracy. This can be done in collaboration with the Junior School Head of Mathematics
- To include numeracy development in department Development Planning if appropriate.
- To liaise with other departments and coordinate the use of numeracy in different subjects. Curriculum Maps may be used to assist in the coordination of numeracy development across departments.
- To use mathematical language, notation, conventions and techniques that are appropriate to their own subject and where possible coordinate these with those used in other subjects.
- To monitor and address numerical skills difficulties and misconceptions that are typically experienced by pupils in their subject lessons and liaise with Mathematics teachers, when appropriate, to overcome these difficulties.
- To suggest resources and ideas from other subjects, for Mathematics teachers to use if appropriate.

Objectives for the SEND Team

- In collaboration with the Junior School Head of Mathematics, to identify, suggest and offer strategies, assessment and monitoring of pupils with specific numeracy needs associated with Individual Pupil Needs, including SEND, EAL, or More Able.
- To contribute to the lesson planning, differentiation and staff training to meet the individual needs of pupils.
- To put in place appropriate in-class support from Teaching Assistants or Learning Support Assistants when there is an identified SEND relating to numeracy.

St Dunstan's Education Group

- To ensure that each subject area has an appropriate range of numeracy skills embedded within the SoLAs and that the quality of numeracy teaching and learning is of a high standard, through monitoring of SoLAs, focused learning walks and lesson observations.
- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the numeracy needs of all pupils within the school are met through the curriculum and to keep abreast of successful, innovative current practice to improve the numeracy skills of pupils at every attainment level.
- To review this policy on a regular basis.

Objectives for the Junior School Deputy Head Academic

- To ensure that each subject area has an appropriate range of numeracy skills embedded within the Schemes of Learning and Assessment (SoLAs) and Schemes of Learning (SoLs), and that the quality of numeracy teaching and learning is of a high standard, through (amongst others) focused learning walks, book scrutiny and lesson observations.
- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the numeracy needs of all pupils within the school are met through the curriculum and to keep abreast of successful, innovative current practice to improve the numeracy skills of pupils at all levels.

Aspects of Numeracy

Staff should be aware of the following aspects of numeracy and, where appropriate, seek to promote them:

- Place value: e.g. ordering numbers, including positive and negative numbers.
- Measuring: e.g. time, lengths, angles, temperature, mass, direction, position etc.
- Calculating: e.g. addition, subtraction, multiplication, division, percentages, fractions, decimals, averages, time, etc.
- Estimating: e.g. rounding numbers to 1 significant figure to check order of magnitude of calculations.
- Representing data: e.g. drawing tables or plotting graphs.
- Formulae: e.g. correctly applying formulae, substitution, rearranging etc.
- Analysing Results: e.g. making conclusions based on statistics gathered, recognising bias and misleading data.
- Interpretations of graphs, charts and tables: e.g. comparing different data samples, looking for trends, etc.

- Using and applying: e.g. applying mathematics to problems set in financial or other real life situations.
- Reasoning: e.g. choosing the correct course of action and thinking through multiple step problems.
- Geometry: e.g. understanding and applying knowledge of shape, space, position, direction and angles.

Appendix IV – Teaching and Learning

Pedagogy

At St Dunstan's College we enjoy teaching, and care about its quality, development, and impact on pupils' learning. This document should be read in conjunction with our guidance on Learning. The school takes seriously its responsibility, on behalf of pupils and families, to promote excellence in the classroom by supporting, developing, and scrutinising teaching and scholarship across the school.

Our teachers value pupil self-esteem, motivation, ambition and individuality. Learning activities are planned to be appropriate to the age-related educational needs of all in relation to personal, social, emotional and physical development, and communication and language skills. Teachers use and develop their subject expertise and appropriate school resources to foster intellectual curiosity and the ambitious acquisition of knowledge and skills by all, challenging them to think for themselves and to aspire.

Our teachers and their teaching will reinforce fundamental British values and will not promote partisan political views, in line with our responsibilities under the Prevent strategy, and will not discriminate against pupils on the basis of the protected characteristics as set out in the 2010 Equality Act. Further details of our approach to educational inclusion and wider social responsibility can be found across our policies including, but not exhaustively, those related to Learning, SEND (including for children with EHCPs), Scholarship, Enrichment and the More Able, EAL, PSHEE, Feedback, Homework, and Careers.

The College's 'Teaching Excellence Criteria'

We use our Teaching Excellence Criteria to help steer teacher recruitment, scrutiny, support, and an active, ongoing culture of Continued Professional Learning. Excellence is a collective and individual responsibility and requires both professional autonomy and accountability. No single style of teaching is expected, but there is a school understanding of the principles and responsibilities that underpin teaching and teacher excellence.

Characteristics of Excellent Teaching	Could be demonstrated by...
Understanding the content	• Teacher communicates deep understanding of the content • Curriculum sequencing within the lesson is logical and where relevant links to other areas made clear to pupils • Explanations are delivered with clarity • Teacher uses appropriate activities and language

	• Teacher plans for common pupil misconceptions
Creating a supportive environment	• Teacher promotes positive interactions and relationships with all pupils • Teacher promotes a positive climate of pupil-pupil relationships • Teacher creates a climate of high expectations, high challenge and high trust • Teacher demonstrates knowledge of pupil needs including LSPs, and adapts the lesson to meet these • Praise and positive reinforcement are used appropriately to acknowledge and encourage desired behaviour
Maximizing opportunity to learn	• Time and resources are managed efficiently. • Rules, expectations and consequences for behaviour (both positive and negative) are explicit, clear and consistently applied, and follow the College behaviour policy in relation to reward and sanction. • Preventing, anticipating and responding to potentially disruptive incidents appropriately • Technology, where used, is chosen appropriately in order to enhance learning • Adaptive teaching strategies are carefully and skillfully executed
Activating hard thinking	• Resources are suitable and offer challenge, even for academically able pupils • Teacher questioning is strong and assessment for learning informs teacher action • Teacher plans and uses appropriate strategies, including scaffolds, to embed pupil learning • Tasks are designed to embed and reinforce learning – pupils practice and revisit content until learning is fluent and secure • Pupils are encouraged to work well independently within the lesson and are equipped to take ownership of their learning both within and outside the lesson • Pupils are encouraged to make meaningful connections across the curriculum
Use of Actionable Feedback	• Teacher gives pupils actionable feedback to guide their learning • Pupils act on the feedback they are given, to improve their understanding

Line management

All teachers are supported and scrutinised by their line manager. Support and scrutiny should be ongoing and rewarding for all, and not restricted to within the frameworks of Probation or Appraisal. Its aim is to enhance the enjoyment, quality, and impact of both the teaching and learning experience for all.

Performance Development and Continued Professional Learning

All teachers are learners at all points in their careers. To that end, the development and active sharing of best practice is part of the teaching culture of the school. Our commitment to a programme of ambitious and forward-thinking Performance Development and Continued Professional Learning does not stop following successful Probation and is not restricted to the process of annual Appraisal.

Successful learning and personal development is an entitlement for all pupils in the school, across the full ability range and irrespective of social background, specific educational need, or any protected characteristic as outlined in the Equality Act 2010. For information about how the school seeks to stretch and challenge pupils showing more ability, please see our guidance on Scholarship and Enrichment. For information about how we support and respond to pupils for whom securing progress is the challenge, please refer to our policy on SEND Learning Support and on Academic Transition.

The purpose of the curriculum and the teaching of it is to stimulate an enjoyment of learning. Progression through the school develops pupils' confidence, resilience, problem solving, and decision-making skills. It enhances understanding of their own strengths and weaknesses for the purpose of making informed choices about their learning and futures, including careers and higher education. Pupils of all ages receive regular feedback and support to understand and develop the strength of their approach to learning via Learning Scores. The championing of this framework for understanding and developing individual learning potential is central to our inclusive and ambitious learning ethos.

Learning Scores

Pupil attainment and achievement are tracked at subject and cohort levels routinely (as set out in our guidance on Assessment and Tracking). At the heart of the school's approach to learning, however, are the Learning Scores. These are a means to review and promote strong learning choices and behaviour amongst pupils of all ages, and their ownership of their learning. Focusing children and teachers on the development of strong Learning Scores will be beneficial in all of the following ways:

- To academic attainment, as a result of having ever stronger approaches to study.
- To mental health, as a result of focusing on daily or weekly choices about study that pupils can influence and control rather than on anxieties about perceived judgments associated with future testing. We want them to focus on *improving* what they can do, not just proving what they can do.
- To pupils' capacity to thrive in future educational and employment contexts beyond school. Learning Scores are designed to foster self-awareness over how to achieve progress in any environment that requires *engagement* with complex information, positive responses to *feedback*, *collaboration* with others, creative review of approaches to study and *organisation*, and the ability to work *independently* and celebrate individual success. We strive to support the pupils to know what to do when they do not know what to do.

Junior School Learning Scores

Learning Scores in the Junior School arise from the same educational thinking and purpose. The Junior School use a range of categories to assess learning behaviour and they are differentiated by section to ensure that the expectations for pupils of differing ages are achievable whilst still challenging. The five categories are:

- Subject Engagement
- Response to Feedback
- Organisation
- Independence and Collaboration.

Through regular communication with both parents and pupils about the progression of expectation, pupils can celebrate and recognise their achievements whilst still being able to set aspirational goals. Learning Scores are shared at three points in the year. In KS2, at each of these points, teachers have 1:1 conversations with the pupils to discuss their Learning Scores and set targets with them that are pupil-led to be reviewed when the next set of Learning Scores is awarded.

Continued on next page...

Learning Scores – Key Stage 1	
Subject Engagement*	
4	- You show excellent focus in lessons, when working on your own or with others - You are always engaged in both practical and written activities - You listen really well to your teacher, teaching assistant and classmates
3	- You show good focus in class, when working on your own or with others - You are usually engaged in both practical and written activities - You usually listen well to your teacher, teaching assistant and classmates
2	- You can lose focus in lessons sometimes - You are often slow to start your work and can be distracted quite easily - Your level of engagement often results in you not meeting the learning intentions
1	- You need regular reminding to stay focused during lessons - You are slow to begin activities and stop working on them if you find them hard - You can be disruptive in lessons
Response to feedback*	
4	- You improve your work by responding to feedback from your teacher - You try to apply your next steps to your future work - You are always looking to improve
3	- You sometimes improve your work by responding to feedback from your teacher - You occasionally try to apply your next steps to your future work - You are always looking to improve, but need support to do this
2	- You listen to feedback, and respond occasionally - You need to be reminded of your next steps by your teacher regularly - Your teacher will often have to help you respond to your feedback
1	- You find it difficult to listen to and respond to feedback - Your teacher has to help you respond to your feedback
Organisation*	
4	- You take pride in the layout and presentation of your work - You use suitable equipment or strategies to support your learning - You manage your learning time well in class
3	- You put a lot of effort into the layout and presentation of your work - You select appropriate equipment or strategies to use in class - You usually manage your learning time well in class
2	- You need to further improve the layout and presentation of your work - You can sometimes select the appropriate equipment, but other times require support - You require some help managing your learning time effectively
1	- You need to work on the layout and presentation of your work - You need support to select the appropriate equipment - You find it tricky to manage your learning time effectively
Independence*	
4	- You always try something first before asking for help - You regularly challenge yourself and you learn from your mistakes - You move between tasks quickly and independently
3	- You usually try something first before asking for help - You challenge yourself on occasions and you often learn from your mistakes - You usually move between tasks quickly and independently

2	- You will rarely begin a task without prompting - You often need support from an adult to help with your learning - You are slow to move between tasks and often get distracted when doing so
1	- You need support from an adult to begin a task - You need support from an adult during lessons - You need support from an adult to move between tasks
Collaboration*	
4	- You work really well as part of a group or pair - You make good contributions in whole-class, group, or paired work - You enjoy helping others in class and small groups
3	- You try really hard when working as part of a group or pair - You sometimes make good contributions in whole-class, group, or paired work - You like to help others in class on occasions
2	- You listen to others but do not share your ideas with your class, group or partner regularly - Your teamwork can still be improved - You find it tricky to communicate and help others when working as part of a team
1	- You are reluctant to listen to or share ideas with your teachers or classmates - You find it tricky to work as part of a team - You rarely communicate and help other when working as part of a team
What is the key difference between each colour?*	
 Means you routinely go above and beyond what is expected of you.  Means your approach is normally and consistently good.  Means your approach is good sometimes, but not consistently, which holds you back.  Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.	
*In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.	

Learning Scores – Lower Key Stage 2

Subject Engagement*

4	- You are clearly engaged in all lessons and tasks, demonstrating a strong desire to improve - You aim to get the most out of every lesson by having sustained focus during all activities - You engage with the subject outside of the classroom setting
3	- You show good focus in class, when working on your own or with others - You are usually engaged in both practical and written activities - You usually listen well to your teacher, teaching assistant and classmates
2	- You can lose focus in lessons sometimes - You are often slow to start your work and can be distracted quite easily - Your level of engagement often results in you not meeting the learning intentions
1	- You need regular reminding to stay focused during lessons - You are slow to begin activities and stop working on them if you find them hard - You can be disruptive in lessons

Response to feedback*

4	- You improve your learning outcomes by immediately acting on feedback from your teacher - You regularly try to incorporate feedback into follow up tasks - Your follow up actions to feedback have a sustained and positive impact on your learning
3	- You usually act upon verbal and written feedback and it has a positive effect on your learning - You try to apply the feedback given to follow up tasks, but sometimes need reminding - Your follow up actions to the feedback generally have a positive impact upon your learning
2	- You listen to and read your feedback, responding occasionally - The quality of your follow up actions based on this feedback is inconsistent
1	- You are reluctant to reflect on your own learning, and tend not to act on feedback given - You see feedback from teachers and peers as a negative, rather than an opportunity to improve

Organisation*

4	- You organise your workspace, possessions and equipment very well for each lesson - The organisational structure of your work and its presentation, is always of the highest standard - You always submit the required homework on time and you take pride in its quality - You manage your time effectively and purposefully in and out of class.
3	- You usually organise your workspace, possessions and equipment well for each lesson - The organisation of your work is usually of a high standard, but quality in structure or presentation can occasionally be missing - You usually submit the required homework on time and it is usually of a good standard - You usually manage your time effectively but can still make improvements
2	- The organisation of your workspace, possessions and equipment is inconsistent - The organisation of your work is inconsistent in its structure and/or presentation

	- Your homework can be good but its quality and punctuality often vary - Your time management skills are developing but require improvement
1	- The organisation of your workspace, possessions and equipment requires improvement - The organisation of your work requires improvement in both its structure and its presentation - You struggle to meet homework deadlines and/or expectations on a regular basis - You struggle to manage your time in lessons
Independence*	
4	- You always try something first before asking for help and regularly succeed with your efforts - You regularly challenge yourself, you are resilient and you learn from your mistakes - You independently assess, edit and improve your work
3	- You usually try something first before asking for help and often succeed with your efforts - You challenge yourself on occasions and learn from your mistakes - You are beginning to independently assess, edit and improve your work
2	- You are starting to form opinions and ideas for yourself - You prefer to seek help when working independently - You can self-assess your work but are less keen to edit and improve it
1	- You regularly need support during a task and are slow to get started - You tend not to engage with independent tasks - You are unwilling to self-asses your work and rarely edit and improve it
Collaboration*	
4	- You relish sharing information, ideas and suggestions in whole class and group scenarios - You receive feedback from group/team members with an open-mind - Your contributions to group work will often help others develop their learning further
3	- You are happy to share information, ideas and suggestions with others in the group/class - You usually receive feedback from group/team members with an open-mind - You collaborate well with others when working as part of a group/team
2	- You tend not to share ideas with group members, preferring to listen to others - You can be quite passive in your approach to group work, as well as whole-class discussion - You can be reluctant to contribute to group work and whole-class discussions
1	- You prefer to take things in your own direction, rather than support the group decision - You see advice from classmates as criticism, rather than an idea that can be worked on - You are reluctant to contribute to group work and whole-class discussions
What is the key difference between each colour?*	
 Means you routinely go above and beyond what is expected of you.  Means your approach is normally and consistently good.  Means your approach is good sometimes, but not consistently, which holds you back.  Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.	

*In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.

Learning Scores – Upper Key Stage 2	
Subject Engagement*	
4	- You engage in all activities with purpose and get the most out of every lesson, meeting or exceeding the learning intentions - You are ambitious about your progress in the subject and do everything you can to improve - You show curiosity and drive to do well in the subject at school and at home
3	- Your engagement during lessons is good and you are eager to achieve well in most activities, meeting the learning intentions as a result - You are keen to make progress and as a result you engage well in the subject during lessons
2	- Your focus during lessons can be good but you are easily distracted or slow to settle into activities when asked - The work produced in lessons can sometimes be less than you are capable of producing - Your desire to make progress in the subject is apparent in some lessons, but inconsistent
1	- You need regular reminding to stay focused in class and tend not to approach work with motivation - You are often slow to begin activities and tend to lose focus if they are challenging - Your lack of engagement means that you find it difficult to meet many of the learning intentions
Response to feedback*	
4	- Your learning progresses as a result of your detailed and well-thought through responses to both verbal and written feedback from both teachers and peers - You respond to feedback well during and after each piece of work and always try to incorporate it in follow up tasks as well - You relish feedback and it has a sustained and positive impact on your learning over time
3	- Your learning usually progresses as a result of your follow up actions to both verbal and written feedback, but they could be more thorough and detailed - You usually respond to feedback during and after each piece of work but don't always apply the feedback given to follow up tasks - You consistently seek to act upon feedback given from your teachers and peers
2	- You listen to and read your feedback, responding occasionally - The quality of your follow up actions based on this feedback is inconsistent
1	- You are reluctant to reflect on your own learning, and tend not to act on feedback given - You see feedback from teachers and peers as a criticism, rather than an opportunity to improve
Organisation*	
4	- You organise your workspace, possessions and equipment very well for each lesson - The organisational structure of your work and its presentation, is always of the highest standard - You always submit the required homework on time and you take pride in its quality - You manage your time effectively and purposefully in and out of class.

3	- You usually organise your workspace, possessions and equipment well for each lesson - The organisation of your work is usually of a high standard, but quality in structure or presentation can occasionally be missing - You usually submit the required homework on time and it is usually of a good standard - You usually manage your time effectively but can still make improvements
2	- The organisation of your workspace, possessions and equipment is inconsistent - The organisation of your work is inconsistent in its structure and/or presentation - Your homework can be good but its quality and punctuality often vary - Your time management skills are developing but require improvement
1	- The organisation of your workspace, possessions and equipment requires improvement - The organisation of your work requires improvement in both its structure and its presentation - You struggle to meet homework deadlines and/or expectations on a regular basis - Poor time management is a regular feature of your approach to lessons
Independence*	
4	- Your approach to activities shows creativity and results in you taking intellectual risks in lessons - You are resilient, enjoy solving problems and willingly take part in subject-related enrichment activities offered in school and at home - Automatic self-assessment, as well as editing and improving your work, is part of your approach
3	- You always approach activities with a positive mindset before asking for help - You challenge yourself on occasions by taking intellectual risks but you are little uncomfortable in doing this - You are becoming more resilient and frequently self-assess, edit and improve your work - You take part in subject-related enrichment opportunities on occasions but not always
2	- You show some academic curiosity and a willingness to form opinions and ideas for yourself - You look for help when you are unsure what to do and are reluctant to try to identify strategies to address difficulties for yourself - You tend not to take part in subject-related enrichment opportunities
1	- You regularly need support from an adult during a task and are slow to get started - You are reluctant to investigate or explore topics independently - You are unwilling to take intellectual risks
Collaboration*	
4	- You share insightful information, ideas and suggestions in a tactful and thoughtful manner - You receive feedback and act upon ideas from group members with an open-mind - You are able to generate a good atmosphere when working together with others - Your contributions to group work will often help others develop their learning further
3	- You are happy to share information, ideas and suggestions with others in the group/class - You usually receive feedback from group/team members with an open-mind - You collaborate well with others when working as part of a group/team
2	You tend not to share ideas with group members, preferring to listen to others

	- You can be quite passive in your approach to group work, as well whole-class discussion - You tend to be reluctant to contribute to group work and whole-class discussion
1	- You are reluctant to share ideas and lack engagement in group activities - You take feedback from peers as a criticism, rather than an idea that can be worked on - Your feedback to others can often be misguided or abrupt
What is the key difference between each colour?* - Means you routinely go above and beyond what is expected of you. - Means your approach is normally and consistently good. - Means your approach is good sometimes, but not consistently, which holds you back. - Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.	
In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.	

Appendix V – Pupil Tracking Pupil Progress including Reporting and assessment

The assessment and tracking of pupils' attainment, progress, and approach to learning is important in order to help pupils understand, develop, and fulfil their academic ambitions. Successful teaching and learning are underpinned using educational data to inform reflection, dialogue, planning, and intervention.

The regular measurement of pupil learning and attainment in Years 1 to 6 involves Academic and Pastoral staff via **PPR (Pupil Progress Reviews)**.

EYFS specifics

In the EYFS, Tapestry (the online learning journal) is used to assist with the tracking of pupil progress and attainment against the Early Learning Goals. This is used alongside paper-based one-to-one assessment.

For Years 1 to 6, PPRs are overseen and coordinated by the Junior School Deputy Head Academic, in partnership with the Heads of Section, Junior School SENDCo, and Heads of English and maths. The achievement and progress of pupils of all abilities and learning needs is monitored and reviewed to support the fulfilment of potential.

Pupils in Years 3-6 complete termly assessments in English and maths. In the Michaelmas and Trinity terms, these are computerised assessments using the GL Assessment Progress Tests, appropriate for their age group. In the Lent term, pupils complete paper-based assessments, using NFER papers in Year 5 and 6, and internally generated assessments in Years 3 and 4. Years 1 and 2 complete assessments in the Trinity term using the GL Assessment Progress Tests (computerised for Year 2, paper-based for Year 1). In Years 3-6, pupils also complete a Cognitive Ability Test (CAT) in the Trinity term using the online GL Assessment platform.

Pastoral leaders, Heads of English and Maths, Form Teachers and the JS SENDCo, coordinate and support academic and pastoral interventions where pupils are performing below an expected standard, where there is negative progress, and especially when transition thresholds are at risk of not being met. The Junior School Deputy Head Academic facilitates this analysis and shares this with leadership teams and year groups through PPRMs (Pupil Progress Review Meetings). Intervention and booster groups are planned for following thorough analysis of the data.

St Dunstan's College's Junior School Assessment Cycle Summary

Term	Year Group						
	EYFS	1	2	3	4	5	6
Michaelmas 1	Baseline Assessment Tapestry	Parents' Evening					
Michaelmas 2	Tapestry			GL Assessment Progress Tests (Computerised)			
		Michaelmas Report					
Lent 1	Parents' Evening						
Lent 2	Tapestry	Learning Scores					
Trinity 1	Tapestry	GL Progress Test (Paper)	GL Assessment Progress Tests (Computerised)				
Trinity 2	BASE Assessment Tapestry	End of Year Report, including written comments, in-class achievement grades, standardised assessment scores (Y3-6) for English and maths, skills checklist for foundation subjects and Learning Scores for all subjects					

It is our strong belief that an open and honest dialogue with parents is the best way to support children. Whilst we do have multiple points throughout the year whereby parents will receive a report or attend Parents' Evening, staff will also be proactive in speaking to parents if they have any academic or pastoral concerns. Our reports released at Michaelmas and Trinity are designed to provide parents with a comprehensive summary of a child's achievement shared through written comments, an In Class Achievement grade, Assessment Score, and a summary of their learning behaviours through Learning Scores.

'Achievements and Targets' Written Comments - Subject teachers write the Achievements & Targets section of the report. The aim of this comment is to outline specifically what has been achieved by each child in the subject this academic year, as well as their individual targets moving forward. In the End of Year reports, skills checklists will be provided for IPC and specialist subjects and pupils attainment in each skill will be graded as working towards expectation, working at expectation or working at greater depth.

In Class Achievement Grade

In order to form a grading for a pupil's In Class Achievement, teachers use a variety of sources of information to assist them in making their judgements and review a pupil's attainment across the entire term. This includes how well a pupil has accessed the intended learning outcomes of lessons; whether they require support or challenge; their effort and the quality of their homework (if applicable).

Assessment Score

The Assessment Score indicates how a pupil has performed in their most recent formal assessment in relation to St Dunstan's expectations in a particular area. St Dunstan's expectation is higher than that of the national average. This is a numerical value whereby 100 is national average and 141 the highest possible score and takes into account a child's raw score and their age in years and months.

Learning Scores

All children in Years 1 to 6 are given a Learning Score in every term. It is out of 20, and comprised of five smaller scores out of 4. The Learning Score categories are Subject Engagement, Response to Feedback, Organisation, Independence and Collaboration. Children shape their Learning Scores through the choices they make, week by week, in and between lessons. They are not assessment results, but reflections of how they approach their learning. Strong scores sustained over time will lead to more chance of your child achieving their potential. It will also mean that they enjoy the subject more.

Parents Evening

An opportunity for Parents and Carers to meet with Form Teachers (and maths teachers if different in Year 5 and 6) to discuss a pupil's progress to date. These take place in the Michaelmas and Lent terms.

St Dunstan's College's Junior School Assessment

Across the school year all pupils in the Junior School take internal assessments. In Years 3-6 these will be computerised standardised assessments using the online GL Assessment platform in the Michaelmas and Trinity terms and paper-based NFER (Year 5 and 6) or internally generated paper-based assessments in the Lent term (Years 3 and 4); in Year 2 the online GL Assessment platform in the Trinity term; in Year 1, these are paper-based assessments using GL Assessment (Trinity term only); and in Reception, pupils complete Early Years baseline assessments (Michaelmas and Trinity term).

Assessments are an important part of school life; they allow pupils to show what they have learnt in a more formal setting for internal assessments and provide the academic stepping stone for pupils as they move to a senior school setting.

Access Arrangements

- All access arrangements are put in place for a pupil's normal way of working as determined by the Junior School SENDCo. Ensuring there is appropriate evidence for a pupil's access arrangement is the responsibility of the Junior School SENDCo.
- Rooming of access arrangement pupils will be arranged by the Junior School Deputy Head Academic.
- Invigilation and support for access arrangements pupils, will be organised by the Junior School Deputy Head Academic.
- Access arrangements are reviewed on a termly basis by the Junior School SENDCo and Junior School Deputy Head Academic and are subject to change. Parents are informed of these in advance of any assessments.

Internal Assessments

These are taken by all pupils throughout the year, pupils will take a selection of the below.

- Online Assessments (provided by GL)
- Paper-based assessments (provided by NFER or internally generated)
- Baseline assessments (EYFS only)

The above assessments must all adhere to the expectations including, but are not exclusive to:

- Access arrangements: pupils are to follow the access arrangements as detailed by the Junior School SENDCo. These could include:
 - 25% extra time
 - Laptop (SPaG disabled)
 - Modified papers (coloured papers)
 - Overlays
 - Rest breaks
 - Prompts
 - Reading pen
 - Additional Room
 - Live Speaker
- Assessment conditions - pupils should be silent and always facing the front during an assessment
- Seating - care should be taken to seat pupils separately where possible.
- Malpractice – all incidents of malpractice should be reported to Junior School Deputy Head Academic. Parents should be informed, and an appropriate sanction should be issued to the pupil.
- Invigilation – All assessments are supervised by teaching and teaching support staff. It is the responsibility of the supervising member of staff to ensure all assessment procedures are followed and adhered to.
- Feedback and Follow-up – the Junior School Deputy Head Academic will feedback to form and subject teachers upon completion and analysis of assessment results. These are shared with parents in Years 3-6 in the Michaelmas and Trinity reports, with the exception of Year 5 Trinity results, as these relate to transition.

Staff Responsibilities for Internal Assessments

Junior School Deputy Head Academic

- Plan assessments with appropriate time for pupils to complete, including those with access arrangements.
- Oversee the Head of MIS and Data in ensure reporting cycles and data entries are correct and organised.
- Work with the appropriate Head of Section to ensure the assessment integrity is maintained by all pupils. This includes intervening when malpractice is reported.
- Manage the administration of internal assessment timetables for all year groups. To include:
 - Creating the assessment timetable
 - Distribute papers to staff and ensure pupils are given the correct papers.
- Ensure pupils and parents are informed of and understand the aspects of internal assessment.
- Report any malpractice reported from staff to the appropriate Head of Section.
- Ensure assessments set are appropriate for the cohort and enable students to be able to access the highest grades.
- Provide guidance to staff on the content to be assessed in each

Form Teachers

- Ensure all pupils are aware of the assessment protocols and procedures as outlined by the Junior School Deputy Head Academic.

Appendix VI – Feedback

The school follows the evidence basis on the impact of formative feedback on pupil progress. Immediate and interactive feedback is a routine of teaching and learning. The guidance below sets out our common expectations across ages and subject disciplines. Further age appropriate and subject appropriate feedback conventions and expectations are encouraged within the framework below.

We recognise feedback in the broadest terms, acknowledging that a wide range of feedback mechanism is beneficial, including:

- Spoken - teacher to pupil, on a whole-class, small group or one-to-one basis
- Spoken – peer-to-peer
- Written – self-marking, peer-marking
- Written – teacher marking (see below)

The format below is used regularly in relation to written teacher marking of classwork and/or homework:

- WWW (What Went Well) - This is a specific recognition of an aspect of subject understanding, progress, learning approach or intellectual skill that has been demonstrated with strength.
- EBI (Even Better If) - This is feedback that identifies a specific aspect of approach, knowledge, or skill that should be developed in order to promote progress. In the Junior School this can take the form of an additional extension challenge to develop a child's understanding of a concept further.

Typically, pupils will receive a WWW and an EBI. This format is used as frequently as possible and at least once every half term in all subject areas and for all year groups. Teachers are expected to tailor formative feedback to each individual child's needs to maximise the impact of it.

Pupil response to all forms of feedback informs the awarding of Learning Scores.

Conventions for supporting literacy and numeracy development via marking and feedback are outlined in our Literacy and Numeracy Policy.

EYFS Feedback Specifics

Immediate feedback is given during focused tasks and teachers record pupil progress or next steps in their tracking documents. In addition, Reception books are marked as IW for independent work, when needed, and left without comment if children are supported.

Junior School Feedback Specifics

In the Junior School, feedback occurs at one of four common stages in the learning process:

- Immediate Feedback – at the point of teaching – (usually verbally from teacher or peer).

- Summary Feedback – at the end of a lesson/activity (usually verbally from teacher or peer).
- Next lesson 'Feedforward' – further teaching enabling the pupils to identify and improve for themselves areas of development identified by the teacher upon review of work after a previous lesson had finished.
- Summative feedback – tasks planned to give teachers definitive feedback about whether a pupil has securely mastered the material under study.

In Years 3-6, pupils are given the opportunity to respond to feedback at an appropriate time in the school day, where children can read through and give a written response to feedback given.

In the Junior School, marking codes WWW and EBI may be replaced with green highlighter and pink highlighter respectively, to give pupils a visual aid to the achievements in their work and areas for development.