ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

CURRICULUM

Policy Owner:	Deputy Head Academic
ISSR Reference:	Part 1 – Quality of Education Provided
Date of review:	Spring 2026
Approved by:	Group Board (Education committee)
Date of next review	Spring 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Deputy Head Academic	Lent 2025	New template No material amendments necessary
Annual review	Deputy Head Academic	Lent 2026	Incorporation of previously separate related documents into the main policy document
November 2026	Deputy Head Academic	November 2026	RSE and PSHE curriculum appendices removed to individual policies following inspection feedback

1. Aims

St Dunstan's Education Group ('the Group') aims to ensure that parents / carers in contract with the Group:

- Are provided a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Our teaching practices reflect our belief that people learn best in different ways.

Through our teaching we aim:

- To encourage confidence from a young age, preparing children for the next stages of their own brilliant futures
- To meet the intellectual, physical and emotional needs of each child and embrace excellence across the curriculum
- To create an innovative and forward thinking curriculum underpinned by the Roots of Rosemead (Values)
- To inspire a thirst for learning, providing opportunities that extend far beyond our curriculum
- To work in close partnership with our parents and the wider community

This policy aims to give insight into the teaching and learning practices throughout the school. All practice is centred on ensuring every child progresses in their learning, with challenge geared towards their individual needs and in a way that motivates and engages them.
This is a whole school policy and applies also to the Early Years Foundation Stage.

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

2. Legislation

This policy is based on the expectations laid out by the Independent Schools Inspectorate (ISI) and references the Independent Schools Standards and Regulations (ISSRs).
Complaints relating to Early Years Foundation Stage (EYFS) provision can also be directed to Ofsted and by doing so operate on different timelines to the ones outlined in this policy.

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board (the 'Group Board') has ultimate responsibility for the management and control of its schools, but delegates day-to-day oversight to the Chief Executive Officer (CEO), who turn line manages the Heads of each school,

specifically the Head of Rosemead Preparatory School and Nursery, the Head of St Christopher the Hall, the Head of Westlodge, the Head of St Dunstan's Junior School and the Head of St Dunstan's Senior School. This policy reflects that structure.

The Local School Board has a duty to:

- Receive assurance that this policy is followed and that it adheres to the ISSRs

3.2 The Head of Rosemead

The Head of Rosemead ('the Head') has overall responsibility for the curriculum and how it is implemented at Rosemead. The Head delegates this responsibility to the Deputy Head Academic.

3.3 Detail all other key role holders and their duties

Deputy Head Academic is responsible for:

- ensuring all teaching and learning is in line with the policy
- ensuring assessment and tracking are taking place
- creating a forward thinking and innovative curriculum

3.4 Staff

Staff are responsible for:

- implementing the vision in their classrooms

3.4.1 Teachers

Class teachers are responsible for:

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

3.4.2 Subject coordinators

Subject coordinators are responsible for:

- taking a lead in policy development and the production of subject overviews designed to ensure progression and continuity in their subject throughout the school

- supporting colleagues by giving advice and guidance about the implementation of the subject
- monitoring progress through work scrutiny twice a year and advising the Senior Leadership Team
- taking responsibility for the purchase and organisation of central resources for their subjects
- keeping up to date through reading and attending relevant courses
- reviewing all departmental documentation
- Arranging CPD and leading TeachMeets as appropriate to their subject.

3.4.3 Assistant Heads of Key Stage

Assistant Heads of Key stage are responsible for:

- monitoring medium and short-term planning

3.5 Parents / carers and Pupils

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

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

Inviting parents to attend termly 'Look at Learning' mornings to review and celebrate their child's learning and progress.

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

- ensure that their child has a good attendance record.
- ensure that their child is punctual for the start of the school day.
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school.

- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.

4. Vision and Values

4.1 Vision

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

4.2 Values

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

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

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

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

4.3 British Values

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

5. The Curriculum

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

The curriculum should be planned to:

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

5.1 Effective Learning

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

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

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

5.2 Effective Teaching

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

- We make considerable use of subject specialist staff throughout the school, to enthuse colleagues and to develop subject skills at all levels.
- We have an effective staff review programme which is supported by a clear, structured and well financed CPD program.
- We encourage staff to take on extra responsibilities to broaden their professional skills and to enhance the overall provision.

- We establish an effective planning, assessment and review cycle which enables staff to reflect on pupil progress, individually and collectively.
- We allow teachers a degree of autonomy and value their individual strengths. We encourage teachers to take the initiative in developing excellent teaching strategies.
- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation of resources.

Staff will employ the following strategies:

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

5.3 Planning

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

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

5.4 Differentiation

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

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

Each Early Years and Pre-Prep (Year 1 and year 2) class benefit from teaching assistants whose role is to assist with the pastoral welfare and academic progress of the pupils. This affords the Form Teacher the flexibility to plan for supported and differentiated work within the classroom as necessary.

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

Pupils with identified learning difficulties and disabilities will receive specialised support. All teachers are made aware of the needs of these pupils and are given appropriate training

and advice for meeting their needs. This is all achieved through the specialist work with the Enrichment team. (See below)

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

6. Learning Support (SEND) and More Able Children

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

The school appreciates that some children may have a special, or specific educational need which requires a reasonable adjustment to be made to the curriculum, teaching or learning experiences for that child. We consider the needs of each child when planning and aim to provide a curriculum which is accessible to the individual needs of our children and learning experiences which will allow each child to continually strive to reach their full potential.

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

7. Inclusion

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

8. The Learning Environment

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

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

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

- Creative
- Inclusive
- Stimulating - promoting learning and reflection

- Positive – celebrating achievement and pupil self-esteem
- Physically comfortable
- Promoting independence
- In outside spaces as well as inside classrooms

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

9. Digital Learning

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

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

10. Use of Resources

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

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

11. Recognising Effort and Achievement

We celebrate the social, physical, creative, and academic achievements of our pupils in many ways and celebrate individual and collective effort and achievement. We reward our

children for their positive endeavours, be they related to academic achievement, progress, effort or acts of kindness and good citizenship.

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

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

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

12. Teaching Staff Structure

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

12.1 Early Years (Nursery and Reception)

Predominantly class-based teaching with specialist input in Music, Physical Education and MFL. There is a Nursery class with a Manager and one assistant The Reception group has a teacher and one assistant. There is also a flat assistant who will work acorss the Early Years classes. There is a Head of Early Years Phase and the Deputy Head Academic acts as the assessment coordinator, working closely with the Lead Practitioners of Pre-Prep classes on this. Each teacher has a curriculum responsibility.

12. 2 Pre-Prep (Year 1 and Year 2)

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

12.3 Prep (Years 3 – 6)

Predominantly class-based teaching with specialist input in Music, Sport, Art and MFL. Two classes per year group, subject to bulge years, each with a lead teacher. The key stage employs four teaching assistants,

13. Timetable and Lesson Structure

Timetable and Lesson Structure

13.1 Early Years

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

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

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

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

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

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

13.2 Pre-Prep classes

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

13.3 Prep classes

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

14. Balance of Studies

The balance of studies within the curriculum differs in each key stage. The balance is determined by many factors, largely the age and development of the children in each

section and, at specific age groups, the expectations of senior school entrance processes e.g. pre-testing.

14.1 Early Years

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

14.2 Pre-Prep

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

14.3 Prep

Period Allocation	Minutes
English	300
Library	30
Mathematics	300
VR/NVR	30/60

Science	90
Spanish	60
Humanities	120
Music	60
PSHEE	30
RS	30
Art	60
PE	30
Games	90
Swimming	90
Assembly	90
Total allocated	1410/1440

15. Schemes of Work and Curriculum Documentation

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

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

16. Assessment

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

16.1 Nationally benchmarked assessments

Rosemead Preparatory School and Nursery uses CAT4 assessments from Year 2. Such assessments enable comparison to an enormous sample of students from across the country. This helps provide nationally standardised age scores in various assessments and builds a clear picture of each learner when triangulating data. We also use the National

Group Reading Test (NGRT), which provides reading ages and standardised scores twice a year as well as a Progress Test in Maths (PTM) and Progress Test in English (PTE).

16.2 Internal Formal Summative Assessment

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

- results of individual assessments are made available to the parents concerned
- results are recorded in each individual child's records
- Tracking of Foundation subjects is monitored termly by the Deputy Head Academic via the 'Foundation Subjects Cohort Tracker'.

16.3 Formative assessment

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

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

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

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

Effective formative assessment mechanisms are a constant part of ongoing CPD for every teacher.
Please see the Assessment Policy for further information.

17. Feedback and Marking

At Rosemead Preparatory School and Nursery, we aim to ensure that pupils should be aware of their successes, know how to improve their work and achieve learning objectives. They will be enabled to become reflective learners. We aim to help them to close the gap between what they can currently do and what we would like them to be able to do. They

may also be challenged by questions which are designed to interest and extend them. We aim to raise self-esteem, inspire and motivate the children to reach their potential.
For further detail please refer to the Marking and Feedback Policy

18. Homework

Homework will be a balance of online tasks set via Google Classroom and book-based tasks. This is for two main reasons, to reduce paper waste and to increase the children's digital capabilities at home.
Homework is considered to be a valuable element of the teaching and learning process so:

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

Prep Homework Timetable

	Monday		Tuesday		Wednesday		Thursday		Friday	
Year 3	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins
	English Basic Skills	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins
	Reading	10 mins	*Reading*	10 mins	*Reading*	10 mins	*Reading*	10mins	*Topic*	20 mins
									Reading	10 mins
Year 4	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins
	English Basic Skills	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins
	Main English: Comp or Creative Writing – due Wed	20 mins	*Reading*	10 mins	*Main Maths: Problem Solving – due Fri*	20 mins	*Read*	10 mins	*Topic*	20 mins
	Reading	10 mins			*Reading*	10 mins			*Reading*	10 mins
Year 5	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins
	English Basic Skills	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins
	Main English: Comp or Creative Writing– due Wed	20 mins	*Reading*	10 mins	*Main Maths: Problem Solving – due Fri*	20 mins	*11+ Focus/NVR/ VR*	20 mins	*Topic*	20 mins
	Reading	10 mins			*Reading*	10 mins	*Reading*	10 mins	*Reading*	10 mins
Year 6	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins	*Maths Basic Skills*	10 mins
	English Basic Skills	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins	*English Basic Skills*	10 mins
	Main English: Comp or Creative Writing– due Wed	20 mins	*Reading*	10 mins	*Main Maths: Problem Solving – due Fri*	20 mins	*11+ Focus/NVR/ VR*	20 mins	*Topic*	20mins
	Reading	10 mins			*Reading*	10 mins	*Reading*	10 mins	*Reading*	10mins

Basic Skills can include Century Tech, EdShed, and Schofield and Sims workbooks. Main tasks must be book-based.

18.1 Early Years

In Early Years the children in Reception take home a wordless book to share with their parents/carer. We encourage the parents/carer to model communication and language

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

18.2 Pre-Prep classes

Each evening the children may be set a small amount of homework. We start very slowly and gradually increase the quantity and difficulty. Year 1 & 2 children read to an adult almost every day and take home a reading book every day. Spellings are practised according to our spelling and phonics programme. The children may be given a homework task such as a question relating to their topic. This is homework for the weekend and encourages discussion and pre-learning for that topic.

18.3 Prep classes

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

19. Reporting

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

19.1 Early Years specific

Reporting Mechanism	Frequency	Purpose
Short Written report	End of Autumn Term	Reception only, to share information about the first term, and targets.

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

19.2 Years 1-6

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

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

- reports should ensure that parents are made aware of how their child is performing in relation to expected standards, both nationally and within their cohort of peers

at Rosemead, with a contextualised explanation of levels given when these lie outside normal expectations
- information within reports should include whether the child is working within, below or above the Rosemead Expected Level, how secure the child's understanding is of concepts taught, and what extension or support opportunities have been provided
- reports should detail realistic, specific learning targets which parents / carers can both understand and support, so that achievement is celebrated, and specific action taken where learning is less secure.

20. Co-Curricular Activities

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

21. Continuing Professional Development (CPD)

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

21.1 Strategies for Ensuring Progress and Continuity

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

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

22. Monitoring

This policy will be reviewed by the Deputy Head Academic, annually.

At every review, the policy will be approved by the St Dunstan's Executive Team

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

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

23. Links with other policies

This Curriculum policy links to the following policies:

- Transition Policy
- Assessment Policy

23.1 Personal Social Health and Economic Education (PSHE)

Refer to the school's separate PSHE policy.

23.2 SMSC

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

23.3 Relationships and sex education (RSE)

Refer to the school's separate RSE Policy

Appendix A – Assessment

4.1 Assessment Should

- Be both formative and summative
- Impact on teaching and learning
- Involve the child at all stages
- Communicate the individual child's achievements and progress to parents / carers

4.2 Why do we assess?

- To define each child's ability: what the child knows, understands and can apply.
- To reveal each child's strengths and weaknesses.
- To ensure early identification of children with SEND
- To identify potentially more advanced learners
- To inform future planning and target setting: to ensure continuity and progression in our work with the children.
- To communicate accurate information about the child that is useful to teachers, children, parents / carers, and other educational agencies.
- To comply with statutory requirements.
- To ascertain each child's attitude to learning.

4.3 We use four methods of assessment to achieve our aim

- Formative: ongoing accumulative interpretation and analysis of what is happening in the classroom all the time;
- Summative: a snapshot of achievement at a point in time using a range of standardised and curriculum-focused tests;
- Diagnostic: identifying the progress of a child, group, class or year group to inform initial and future planning;
- Ipsetive: child perceived; encouraging children to take responsibility for their own learning as they become critical evaluators of their work.

4.4 Success Criteria

The success of our assessment procedures will be measured by:

- progressive development and improvement in our curriculum planning and provision for children;
- relevance and usefulness of information compiled;

- ease with which information is recorded and managed;
- clear progression and continuity from one year to the next, across year groups and through key stages;
- effective clear reporting to parents;
- success in gaining places at senior school, independent and maintained, for all our Year 6 children at 11+.

4.7 Strategies for Assessment

- Marks are recorded on the Cohort Assessment Spreadsheet found on Google Drive (CAT4A, reading (NGRT), phonics (EY and PP), mathematics (PTM), writing and English (PTE)) and class mark book/electronic mark book on the Drive (mental arithmetic and spellings tests).
- Observation - watching the children on task.
- Questioning/discussion with the children.
- Photographing/videoing/audio-taping work in progress.
- Assessing children's written work.
- Time for child self/ peer evaluation integrated into planning.
- Marking children's work, according to the marking policy.
- Teacher devised tests for areas such as spelling and tables.
- End of Unit Maths tests are sat at the end of each block of teaching for a Gap Analysis of what has been covered.
- Nursery and Reception assessments, National Group Reading Test (NGRT) at Years 2-6, twice a year, and once a year in Year 1
- EYFS profile is completed at the end of Reception year to assess whether each child has achieved (Expected) or is working towards (Emerging) the statutory level of attainment in 17 Early Learning Goals. This data is reported to Lambeth and to parents / carers.
- CAT4A assessment for Years 2-6 are taken at the beginning of the Autumn Term.
- Writing is assessed using comparative judgement (No More Marking).

4.8 Teaching and Learning

4.8.1 Management

- The class teacher/keyperson is responsible for the day-to-day assessment of children in her/his class/group.
- The subject co-ordinators, alongside the Deputy Head Academic are responsible for the overview of assessment in their subject.
- The SENCO and class teachers are jointly responsible for liaising over the assessment of children with IEPs/ PEPs and target-setting for them.

- The Year Group Leaders, the Deputy Head Academic and the Head are responsible for the overseeing of assessment.

4.8.2 Planning for assessment

Assessment begins at the planning stage in establishing learning objectives, which are shared with the children. In KS2, feedback on these objectives may form the plenary part of the lesson, it may take the form of peer or self-evaluation, and it may be through dialogue or marking.

Weekly plans make reference to assessment focus, formative assessment activities and questioning that will inform the teacher of children's existing knowledge. This information is used to plan next steps and adapt following lessons. Future plans, lessons and individual/ group discussions with children reflect teachers' observations in class, on children who have found the learning objective demanding and need to revisit the topic. Additionally, those who have achieved learning objectives with ease and need to be given further challenges are extended. Planning is shared with all teachers via the school Drive to enable the collective overseeing of planning and assessment.

Shared learning objectives encourage a child's involvement and children are asked to reflect on their learning during the plenary session. Planning also focuses on time for self-evaluation. Children are supported to evaluate their own and peers' achievements against the learning objective and success criteria.

Summative assessment is built into planning and takes place both during each topic/half term's work and at the end of a topic. See assessment timetable (Appendix 1)

4.8.3 Record keeping

Nursery and Reception complete records based on the EYFS curriculum. In the EYFS, staff fulfilling the 'keyperson' role will keep an electronic Learning Journey record for each child in their 'keygroup'. This contains observations and photographs linked to and demonstrating the children's learning. Child-initiated and adult-led work completed by the children will be used to inform assessments. The child's voice when appropriate will be included to add depth and meaning to the learning. All members of staff who are in contact with the children can contribute to a child's Learning Journey. Parents / carers are encouraged to contribute learning observed outside of school. This can help build a picture of the 'whole child' whilst developing a parent / carer partnership.

Class teachers, in KS1 and KS2, are responsible for filling in mark books, informal notes used to assist filling in school records, annotated planning, plus full formal academic reports at the end of the Autumn and Summer terms.

The Deputy Head Academic completes the Cohort Data Spreadsheet for the staff in KS1 and KS2 after each assessment block.

4.8.4 EAL record keeping

Separate records are kept for children with EAL. Staff working with children who have English as an additional language fill in these records, in consultation with the Head of Enrichment.

4.8.5 Moderation

Regular moderation takes place each term. Cross-phase groups analyse children's work against Rosemead's Expected Level descriptors. This is done with support from the relevant subject co-ordinators and the Deputy Head Academic.

Teachers' planning, mark books and assessment data should be available at all times to the Head, Deputy Head Academic

4.8.6 Samples of work

Subject co-ordinators are building up folders of work. These are used to illustrate school judgements of attainment. The folders will contain evidence of work collected from all classes from Year 1 to Year 6. The folder will also be used as a tool to reflect on continuity and progression within school.

Each year the Subject Coordinators complete a Subject Review where planning, volume of work and samples of books are looked at and evaluated. The information found during this informs the target setting in their subject for the next academic year. Each subject coordinator then completes a Subject Action Plan for their subject to highlight targets and areas for focus for the following academic year.

4.8.7 Enrichment

Assessment should reflect the school policy on SEND.

To support expected progress, children may be invited to enrichment group sessions during the school day or before school. Children who display exceptional potential, or with specific learning differences or disabilities, may require more specialised support at times. Each child receiving one-to-one support from the Enrichment department will have a Personal Education Plan (PEP), devised in consultation with parents / carers, child and teachers.

The child's PEP provides a framework for regular evaluation and re-assessment of provision. Children with EHC Plans have targets set on an IEP. As with a PEP, the IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets and agreed strategies. IEPs are reviewed termly in partnership with parents / carers, teachers, the child, Head of Pre Prep or Head, and SENCO. They are informed by advice from outside professionals where applicable. An annual review of the statement is conducted in conjunction with any external agencies such as LEA and support services.

4.8.8 Target setting

Analysis of assessment data is made by the Deputy Head Academic and senior leadership team in consultation with the Assistant Heads of key stage hase co-ordinators.

Teachers, Assistnat Heads of Key Stages and the Deputy Head Academic liaise, where necessary, at the end of each term to review children's current English and Mathematics levels, to ascertain if the children are making sufficient progress. Focus groups are identified to help highlight children who may need more support and additional intervention to achieve the Rosemead Expected Standard. Children who are achieving above average will be identified to ensure that they are being fully challenged and extended. Individual targets are set for English and Mathematics each term.

The child's targets are the next steps he/she needs to achieve to progress his/her learning. At Rosemead, we feel it is vital that parents / carers and children are aware of the current targets that they are working towards to ensure that all children continue to achieve their potential.

Targets children are working towards are stuck into the front of their English and mathematics exercise books and are reviewed at the end of each unit of work. When it is evident that the child has met his/her target in a piece of work, it will be acknowledged and dated by the teacher and child. As soon as the child, together with the teacher, feels confident that the targets have been successfully achieved and are embedded within his/her learning, new targets are set.

4.9 Reporting to Parents / Carers

Parents / carers of children from Nursery to Year 6 are invited to attend a parents' / carers' consultation evening twice a year at which staff discuss progress and targets for their child. Teachers will communicate with parents / carers between these evenings if required. Informally, Nursery and Reception staff have daily contact with parents / carers at the beginning and end of the school day and a Home School Communication Book for written communications. (do we still use these books?)

In the Autumn and Summer terms parents receive a full written report on their child's progress. These reports will include children's targets for the following term/year. From Year 1 parents / carers receive their child's formal assessment results together with general and some subject specific skill assessments. From Year 1 onwards children's ability in relation to Rosemead's Expected Standard is indicated as Working Towards National Average, Working at National Average, Working Within Rosemead Expectations, Working Ahead of Rosemead Expectations, Working at Greater Depth.

Assessment Timetable

Year Group	Autumn Term	Spring Term	Summer Term
Reception	Baseline Assessment Phonics Screening	Phonics Screening	Phonics Screening
Year 1	Phonics Screening English (PTE) Maths (PTM) Writing (NMM)	Phonics Screening Writing (NMM)	Phonics Screening Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM)
Year 2	Cognitive Ability Tests (CAT4) Phonics Screening Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM)	Phonics Screening Reading (NGRT) Writing (NMM)	Phonics Screening Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM)

Year 3	Cognitive Ability Tests (CAT4) Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM) Dyslexia Screening	Reading (NGRT) Writing (NMM)	Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM)
Year 4	Cognitive Ability Tests (CAT4) Reading (NGRT) English (PTE) Maths (PTM)	Reading (NGRT) Writing (NMM)	Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM)
Year 5	Cognitive Ability Tests (CAT4) Reading (NGRT) English (PTE) Maths (PTM) Future Schools Meeting with parents	Reading (NGRT) Writing (NMM) Data check-in for St Dunstan's Pathway	Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM) St Dunstan's Assessments and Panel
Year 6	Cognitive Ability Tests (CAT4) Reading (NGRT) English (PTE) Maths (PTM) Mock ISEB Beginning of Autumn Term ISEB assessments end of Autumn Term	Reading (NGRT) Writing (NMM)	Reading (NGRT) English (PTE) Maths (PTM) Writing (NMM) Project-based learning

Appendix B – Co-Curricular

1. Rosemead provides an ambitious and forward-thinking co-curricular programme to enrich the educational experience, instil our Roots of Rosemead and contribute to the personal development of each individual.
2. Rosemead seeks to provide a diverse range of opportunities for pupils to encounter new experiences and acquire new skills, whilst developing confidence, courage, compassion, curiosity and creativity.
3. All pupils are encouraged to participate in the co-curricular activities. Staff may suggest certain activities, for example in music or art, but also they should be encouraged to pursue their own interests.
4. All teaching staff are expected to contribute fully to the co-curricular programme. The contribution of external providers brings additional variety.
5. Trips and visits are an essential part of the co-curriculum. All year groups and departments are expected to offer a range of trips and visits.
6. House competitions are an essential part of the co-curriculum. The programme is led by the Heads of House. All staff and pupils are expected to make a full contribution to the programme.
7. Rosemead seeks to promote this policy through an active partnership with parents and the pupil voice through Rosemead School Council.

Appendix C – Marking and Feedback

In the Early Years Foundation Stage (EYFS) children's progress is secured through daily observations and teacher assessment/instant verbal feedback. Children will be exposed to the marking policy used in Key Stage 1, but will not be expected to use it independently. Across EYFS, the work is marked with (i) for independent and (s) for supported, with any comments or conversations recorded on the work. The work is clearly marked (ci) for work produced during child- initiated time or (td) for work produced during teacher-directed sessions. Children's progress is tracked against the seven EYFS Learning Goals:

- communication and language
- personal, social and emotional development
- physical development
- literacy
- mathematics
- understanding the world
- expressive arts and design

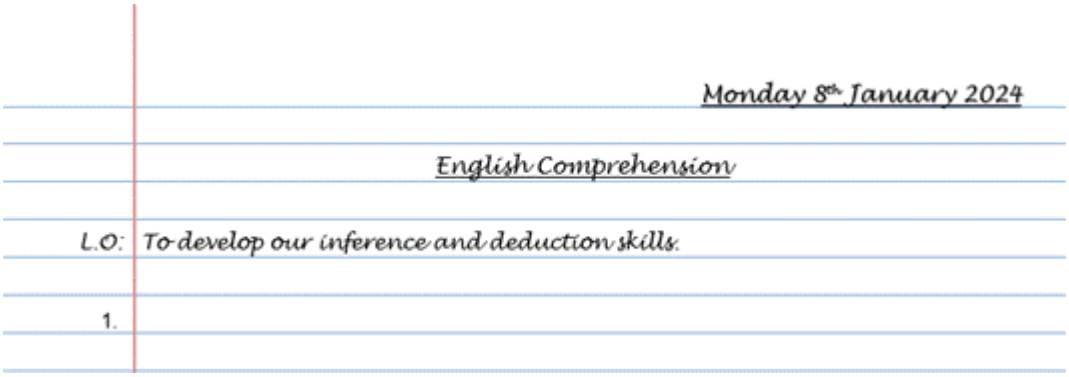
KS1 and KS2

Type of marking	What does it look like?
Immediate Marking - in the moment. (at the point of teaching and this is mainly verbal)	- Teacher gathering feedback from teaching and takes place in lessons with individuals or small groups. - E.g. small group feedback/1:1 feedback/higher order thinking/closed or open questioning. - May involve a teaching assistant to provide support or further challenge. - May re-direct the focus of teaching or the task and may include highlighting/annotations.
Improvement Marking (at the end of a lesson/task which can be written or verbal)	- Takes place at the end of a lesson or activity. - Involves whole groups (whole class feedback). - Provides an opportunity for evaluation of learning in the lesson (by pupils and teachers referenced to the Learning Objective). - May take form of self- or peer- assessment against an agreed set of criteria or outcomes.
Review Marking – learning cknowledgement (away from the point of teaching and mainly written comments)	- May involve written comments/annotations for pupils to read / respond to (initial/answer). - Provides opportunity for assessment of understanding. - May lead to adaptation of future lessons/target setting. - Graded work should be accompanied with a comment for future learning or improvement.

Basic Marking Requirements for Work

The following agreed strategies will be adopted by all teachers:

1. Date – on the right-hand side of the page underlined using a ruler.
2. The line underneath the date is left blank.
3. Title in the middle of the page and underlined with a ruler.
4. The line underneath the title is left blank.
5. Learning Objective written next to the margin.
6. The line underneath the LO is left blank.
7. Begin your work next to the margin line and use all of the space up to the right-hand side of the page.
8. For extended writing use an indent or leave a line to show a new paragraph; this indicates a change in subject, place, time, or speaker.
9. When answering questions, put the number of the question inside the margin.
10. In Pre-Prep, headings may be printed out with the goal of encouraging pupils to gradually, become responsible for this.



Insist on high standards and the correct use of punctuation across all subjects as pertains to the age-appropriate expectations of a given year group:

1. Capital letters.
2. Full Stops
3. Commas
4. Question marks
5. Apostrophes
6. Paragraphs
7. Speech Marks

MARKING CODE	
	Spelling Mistake
CIRCLED/CORRECTED	Grammar mistake
CIRCLED OR CORRECTED	Punctuaon mistake
//	Paragraph needed
. _____ . Underlined	Unclear phrasing or point made (WITH COMMENT)
√	Well writen answer
√√	Imaginave/excellent idea or wring.
	Target/Focus for Improvement
TA (+ TA INITIALS)	Competed with additional assistance

Pupil Response:

- Pupil response to feedback will be completed in books. This could take the form of correcting mistakes, responding to a question or prompt, editing, and improving them
- Pupils' contribution to the marking and feedback process will be in purple pen.
- Children are encouraged to evaluate their own work regularly using success criteria checklists, RAG (traffic light) systems, '2 stars and a wish', or an alternative strategy adopted by the teacher.
- Pupils will be given time during lessons or as starter work to read, reflect and respond to marking and feedback.

English:

- Teachers will use a green pen, 'green for growth'. when making comments.
- Pupils will use a purple pen, 'purple for progress', to acknowledge where required next steps need completing, with a focus on corrections, suggestions for improvement and/or a challenge or extension.
- For exceptional work, which goes beyond the expected success criteria, teachers can use two green ticks and/or a comment to show the particular strengths, award house tokens, or in exceptional circumstances, a 'Headmaster's Award'.

- Comments should link to a specific success criteria or language of learning which may be stuck in books or additional resources developed, and the suggested improvements should be small, achievable steps.
- Teachers may use their own professional judgment in deciding the number of spelling or grammar corrections highlighted in each pupil's work. The decision should reflect the age and ability, or educational needs of each pupil to encourage progress and improvement moving forward.
- Corrected spellings may be written out by the pupil three times (ideally used within a sentence).

Mathematics:

- Teachers will use a highlighter to note a pupil's level of understanding against the learning objective and success criteria. A fully-highlighted learning objective indicates that the pupil has met the learning requirements for that lesson. A partially-highlighted learning objective indicates that there are a few steps that need to be revisited before learning is secure. A learning objective that has not been highlighted indicates that the pupil's learning is not secure and they should form part of a support group with the teacher or teaching assisstant in the subsequent lesson.
- Green pen may be used by teachers for marking, written comments to identify next steps and to assist pupils in identifying areas for improvement.
- Purple pen should be used by pupils when responding to comments, correcting errors, or completing next steps for learning or challenges.
- Marking should be regular and focused on the specific skills demonstrated, language of learning or areas for development.
- Feedback will take many forms and be age-appropriate. Written comments should be brief, but targeted towards areas for development and next steps for learning.
- Where verbal feedback is given or work is supported by an adult, this should be indicated in books using the marking code above.
-

All subjects:

- A stamp in isolation is not satisfactory marking practice. If used, this should be accompanied by specific acknowledgement of work, in relation to the set work and success criteria, or targets for improvement.
- Where a pupil has completed work with additional support or assistance from a teaching assistant or other adult, this should be noted next to the work, as per the marking code.
- Teachers will use a green pen, when making comments to identify next steps and assist pupils in identifying areas for improvement.
- Purple pen should be used by pupils when responding to comments, correcting errors, or completing next steps for learning or challenges.
- Feedback may be given using one or more of the options above (e.g., verbal feedback/peer or self-marking) against given outcomes or success criteria and teachers are encouraged to plan for this aspect of the lesson.

- Peer and self-assessment are used progressively against clear, given outcomes or success criteria, through KS2 as children are gradually taught how to feed back on their own work and the work of others.
- Spelling, grammar, or punctuation errors should continue to be corrected.

The **quantity** of feedback should not be confused with the **quality.**

Record Keeping

It is the responsibility of the class/set teacher to keep an accurate record of work that is graded in any way, through the term.

These grades will also be used to inform end of term effort grades, in addition to end-of-unit assessments and standardised assessments, where appropriate.

A teacher may keep a record in a written mark book or electronically, but these must be accessible upon request.

Conclusion

Teachers at Rosemead are urged to have great confidence that their students are called to be leaders by 'Inspiring Brilliant Futures'. By encouraging the formation of a whole through a broad and engaging curriculum, we strive to achieve this. Staff are committed to delivering high quality teaching and learning