

# **STROUD SCHOOL: CURRICULUM TEACHING AND LEARNING POLICY**

This policy is applicable to all pupils including those in the EYFS

## **Introduction**

At Stroud School our aim is to create an environment in which children feel confident, cared for and have the freedom to enjoy learning. Our curriculum is designed to provide an education of the highest quality, in which children are challenged and encouraged to achieve their potential in all areas - academic, social and moral. All children experience a breadth of opportunities and are encouraged to make the most of their talents and abilities. Children are valued as individuals and provided with a stimulating, caring and disciplined environment.

Our curriculum actively seeks to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, abilities and beliefs. Visiting speakers are checked with a google search and are required to complete a self-declaration form to ensure a safe learning environment, free from extremist views, for our pupils.

All subjects are taught in such a way as to encourage creativity and independence and also ensure proper development of the skills of listening, speaking, literacy and numeracy. Additionally there are detailed schemes of work which develop the level of knowledge, understanding and skills as pupils progress through the School.

The curriculum is subject to regular review, and changes are made when we see opportunities to improve pupils' experience. Most changes are made on our own initiative, rather than in response to external influences, as we try to ensure that our curriculum continues to meet the needs of our pupils and to prepare them not just for the immediate, but also a longer-term future. This is a major advantage of our independent status.

All children of compulsory school age receive a full-time supervised education intended to provide them with knowledge and experience in linguistic, mathematical, aesthetic, scientific and technological areas, to help them discover and develop their creative, physical and social skills and to explore the impact of their own human actions and those of others. We believe that our curriculum prepares pupils fully for the opportunities, responsibilities and experiences of life in British society.

## **Content**

Our expectation is that all pupils participate fully in every aspect of the curriculum. The curriculum is balanced, broadly based and is centred on the Early Years Foundation Stage (EYFS) in Nursery and Reception, and the National Curriculum from Key Stage 1 upwards. Stroud's EYFS curriculum promotes the characteristics of effective learning as well as the 7 Areas of Learning. From Year 1 upwards the core subjects of English, Mathematics, Science and ICT are given priority and feature strongly, but we enable pupils to experience great success and broaden their experience through the humanities, drama, art, design, music and sport and outside learning. Pupils also learn French from Reception upwards and can take up Spanish in Year 6.

## **The School Day**

The length of day and number of hours teaching gradually increases as a child progresses through different parts of school. Each day has a provision for registration, break time, lunch time, and each week has a number of form times and departmental as well as whole school assemblies. In EYFS and KS1 there is a cross curricular approach to teaching meaning that the weekly timetable is less discrete than in Middle and Senior School. As a result the number of sessions spent teaching each subject can vary from week to week, although the timetable is still structured around the core subjects.

In Middle and Senior School subjects are taught on a more discrete basis, although cross curricular links are always encouraged. The number of sessions assigned to an academic area are indicative and not absolute such that the school can retain an amount of flexibility within the week to allow for greater creativity. See Addendum 1 for specific details.

The general curricular ethos and organisation of each different department is listed below.

## **Learning and Development in the Early Years**

Every child entering the Foundation Stage brings a wide range of different experiences. Children will have acquired many skills and developed a variety of interests before they come to school. We extend and enrich these experiences through a broad and balanced curriculum shaped by the educational programme set out in the learning and development requirements of the EYFS.

The three prime areas of: Communication and Language, Physical Development, and Personal, Social and Emotional development, are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and for building relationships, therefore these areas are embedded in our day to day provision. These prime areas are enriched and supported by the four specific areas of development; literacy, mathematics, understanding of the world and expressive arts and design. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

Each area of learning is developed through a careful balance of purposeful pre-planned adult led activities, and a more flexible, responsive style of planning that involves staff engaging fully with the children during each session and allowing spontaneous child-led 'activities' to develop. Through both these planning approaches, children are provided access to learning that extends their interests and excites their imaginations. This is achieved through a balance of adult-led and child-initiated activities.

Our extensive and diverse surroundings provide exciting and challenging opportunities for all children to develop and learn creatively both indoors and outside. It is often outside where children develop confidence, take risks and challenge themselves physically and intellectually. Children in Nursery are introduced to 'Forest School' and Reception children attend a session for one afternoon each week. Based on a Scandinavian idea, the Forest Schools ethos is to work with children in the woodland, exploring, playing and learning,

using a range of activities designed to build a high sense of independence, self-esteem and teamwork. They are able to learn about risk taking in a safe environment, learning numerous skills, and learning about the outdoors within the safe setting of their own school grounds.

Children learn and progress in very different and individual ways. We reflect on their individuality and characteristics of learning. We observe and guide the children through; playing and exploring, active learning and creating and thinking critically.

Parents receive regular updates on their child's learning and development through electronic observations emailed by the class teacher. Parents therefore understand any interests their child may be developing and can support / extend them at home as necessary.

## **Key Stage 1**

In Key Stage 1 the curriculum is designed to teach the children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential. It includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities that the department organises in order to enrich the experience of the children. We also attach great importance to the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

Within the department, the children are taught English, mathematics, science, history, geography, French, art, music, design technology, PE, RS, ICT and PSHEE. We teach a number of these subjects through half termly, cross-curricular topics exploiting natural links where they occur. RS is taught with Christianity being the main religious focus, though we do include stories and celebrations from other faiths and religions. French, ICT, PE, games, creative dance and music are taught by specialist teachers. Children in Key Stage 1 also go to Forest School on a weekly basis and Beach School on a rotational basis, where they continue to learn about the woodland, coast and environment, developing the skills learnt in EYFS.

Work is differentiated to cater for the children's different needs, be it for extension or consolidation. Much learning takes place through challenges and investigations, which enable the children to extend their thinking, organisational and social skills as well as their academic knowledge. The children's learning is enhanced by educational visits as well as visitors coming into school. Every half term, a curriculum newsletter is sent to parents explaining what their child shall be learning in class, and how to extend and consolidate this learning at home.

## **Middle School**

During the Middle School years at Stroud, we work hard to keep alive our pupils' sense of wonder, to share with them an excitement for learning and create an ethos of valuing determination and achievement. We understand that people learn best in different ways therefore we provide varied learning opportunities, adopting a variety of teaching styles, through which a broad, balanced and relevant curriculum is delivered. Children are taught by a mixture of form tutors and specialist staff.

Children are engaged in their own learning, and as they develop their learning styles and preferences, so the curriculum and related experiences are tailored to enable them to achieve their full potential. Lessons are designed to provide plenty of scope for pupils to tackle a range of tasks and activities that best match the breadth and depth of their abilities and then extend them. We help every pupil to fulfil their potential through dedicated and enthusiastic teaching, setting a high standard for all. Middle School continues to reinforce our school aim to develop a happy, honest and respectful young person who has the confidence and learning skills to do well and cope with the demands of the future.

Alongside classroom-based learning, we recognise the important foundations that have been established in Key Stage 1 and Early Years, in making the best use of our superb school grounds. Our belief is that learning should not be exclusive to the classroom and so we encourage pupils to develop their understanding of the world and themselves, beyond the confines of the classroom.

Academically, this will be the first time that the children are set (Y4 upwards) in English and mathematics enabling greater differentiation and a more personalised learning experience. There is fluidity between sets if it is deemed appropriate, but only after careful consideration and discussion with all interested parties.

Pastorally, the children are encouraged to be more independent in both their personal organisation and learning skills so that they will be ready to tackle the challenges of Senior School from Year 6.

Homework is introduced in Middle School and as the children progress through Year 3 they can choose to stay to 'prep' where they can complete any tasks in a quiet and industrious environment. They can also take part in a wide variety of after school clubs such as art, cookery, language, gym and dance, tennis, football, hockey, cricket or netball to name some examples. In Years 4 and 5 the children also go on their first residential trips where the main emphasis, as well as the academic learning, is on developing the social skills and independence needed to succeed in life.

## **Senior School**

Years 6, 7 and 8 form the Senior School at Stroud and we aim to provide a balanced range of academic, creative and physical activities over the course of the school week. Children are taught entirely by subject specialist staff.

Children are placed into mixed ability tutor groups for registration and form teachers play a large part in the pastoral care of pupils in their form. Children are set by ability for English and mathematics in Years 6, 7 and 8 where again, as in Middle School, there is fluidity between sets where appropriate. They are also set in other subjects where possible, enabling lessons to go at an appropriate pace, and support to be targeted efficiently where it is needed. Wednesday afternoons are sports activity afternoons whereby children may play in matches or participate in various sports clubs or creative activities.

All children in Senior School are set an hour's English and maths prep, with half an hour for other subjects, on a weekly timetable. Prep consolidates what has been taught during the week and it is an expectation that it is completed, although the timetable can be altered on an individual basis where other regular external commitments affect a child's ability to complete it.

In Years 7 and 8 children are taught the full range of subjects offered in the lower years of a secondary school. In Year 6 and 8 the children sit entrance exams to King Edward VI school or take the entrance exams, including Common Entrance, to a range of senior independent and state schools. For the children who are working towards these various entrance examinations, any preparation takes place primarily during lesson and prep times. However, we strive to ensure that it does not dominate the vital teaching of skills and knowledge and has minimal impact on the wider curriculum and other activities a child may take part in that play such a vital role in developing the whole child. Future school preparation guidelines can be found in Addendum 2.

Trips and visits serve to enrich the Senior School curriculum. Trips range from residential trips to France and Barcelona to day trips to theme parks and museums.

In Senior School French and Spanish lessons are offered to all pupils, however, for a small number of pupils for whom a second language is not appropriate, study skills will be offered instead of French in Years 7 and 8. This will be subject to discussions with all relevant parties such as staff, parents and the Learning Support department.

ICT is taught as a discrete subject, however we aim to incorporate it into lessons across all curriculum subjects. Children have access to a wide range of ICT equipment, such as iPads, laptops, cameras, interactive whiteboards and computer suites, that all helps to improve their access to the curriculum, as well as promote creativity in how they present any work produced.

### **Delivery of the curriculum**

The teaching staff have high expectations of every child and lessons are carefully planned to ensure that children have every opportunity to succeed.

Teachers are expected to work to the learning objectives that form the key component in the medium term plans and are encouraged to use their own professional judgement in planning activities that will best deliver these objectives.

Short term planning is a requirement in all subjects but the precise format used can be adapted to suit individual teachers' needs.

It is expected that a variety of educational approaches and teaching methods are used. Children will often be taught as a whole class, but opportunities should be created for children to work collaboratively with partners and in groups. On other occasions children should work independently. As teachers we strive to employ the best techniques for each learning experience.

### **Monitoring of the Curriculum**

Monitoring and evaluation is about development, continuous improvement and recognising achievement – without it we stand still.

Each curriculum area is planned and monitored by a team which normally includes a member of staff from the different Key Stages. This is to ensure continuity and progression throughout the Key Stages in each subject area. Every member of staff is a member of a Curriculum Team, whose responsibility is to prepare and review the Long and Medium

Term Plans as well as keep abreast of current developments and changes to the National Curriculum that may have an implication within school.

Curriculum teams are able to meet on regularly scheduled INSET time slots, however, every 3 years each curriculum area is offered some additional time to comprehensively monitor their subject area over a 2 term period. This focused time is designed to give the opportunity to review, evaluate and improve the teaching and learning of each curriculum area. This can be achieved by;

- Reviewing and improving Long and Medium term plans
- Analysing the most current initiatives and ideas about each subject.
- Identifying INSET requirements and the development of staff.
- Interviewing groups of pupils
- Scrutiny of pupils work
- Reviewing assessment data

Teams then fill in a monitoring planning sheet and feed it back to the Deputy Head (Academic). Teams will arrange their own timetable to visit year groups and complete tasks and return it to Deputy Head (Academic), but must ensure monitoring times are distributed evenly across 2 terms.

Additionally, the management team will complete a regular work scrutiny in the core subjects of English, mathematics and science that is completed with the head of that curriculum area. In other subject areas, work scrutiny is carried out by curriculum teams as part of the monitoring cycle and relevant feedback is given to the management team.

## **Teaching and Learning**

At Stroud we aim to provide an education of the highest quality, in which the children are challenged and encouraged to achieve their potential in all areas – academic, social, spiritual and moral.

In order to have the most effective teaching, we recognise that the partnership between home and school is a vital element in the success of every pupil.

The characteristics of excellent teaching and learning are set out in Addendum 3.

## **Prep**

We believe that learning outside of the classroom is an essential part of a good education. An appropriate, well managed prep programme helps our pupils to develop the key skills and attitudes they need for successful lifelong learning. Tasks set might reinforce skills and understanding that has happened in the classroom, broaden and deepen a child's knowledge of a topic, provide an opportunity for independently lead study or enable a child to read ahead of a topic and provide an opportunity to experience 'flipped learning'.

The guidelines for the amounts and days on which prep should be set can be found in the department handbooks, as well as the staff handbook and an additional guide can be found in Addendum 4.

## **Assessment of Children's progress**

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Most assessment throughout the school is carried out within the classroom setting, either with the whole class, in groups or with individual children. Form teachers or subject specialist staff are responsible for planning and implementing assessment.

The Special Needs Co-ordinator undertakes specific testing/screening/monitoring as appropriate or requested by the Headmaster, class teacher or the parents.

Not all assessment is recorded, nor is each child expected to provide written evidence for each given task. This is particularly relevant to younger pupils.

An important, though less formal aspect of assessment, is the on-going observation of children both within and outside the classroom. Class teachers use the computer software 'Classroom Monitor' to assess pupils in an ongoing process throughout the year. This information can then be accessed by other colleagues and pupil learning targets can be created. At regularly held departmental or whole staff meetings, important issues may be discussed concerning particular children.

Some written records will be of use only to the class teacher, although some records will be passed on to the next teacher, such as the previous use of Classroom Monitor.

Some assessment activities in the core subjects are planned across the year group so that an agreed National Curriculum attainment judgment can be recorded and tracked for English, mathematics and Science.

Assessment will be measured against National Curriculum statements. Teachers in the Senior School will also be aware of the criteria laid down by Common Entrance requirements, Scholarship exams and Entrance exams to schools such as King Edward VI.

Children are encouraged to talk about their work and assess its strengths and weaknesses, as well as be involved when appropriate with setting and evaluating their own targets.

## **Reporting**

Presentation Evenings are held at the beginning of the academic year. Parents from each year group are invited to come along and meet the staff who will be teaching their child in that academic year. The presentation section contains information relating to both academic and general pastoral information that is specific to particular year groups and the evening also presents an opportunity for parents to ask questions and briefly discuss matters with staff on a one to one basis.

Parents' evenings are currently held at least twice a year across the school, but parents may make an appointment to see a teacher, Head of Department, Deputy Head (Academic), Deputy Head (Pastoral) or the Headmaster at any time during the school year.

In the EYFS assessment and target setting is on-going and regularly fed back to parents using a home school book, emailed observations or in person.

In Key Stage 1 and Middle School targets for each pupil in English and maths, along with a short personal and social comment will be written and sent to parents at the end of the Autumn term, following parents' evenings.

Senior School achievement and effort grades for all areas of the curriculum (using "best fit" against National Curriculum criteria) will be sent home at the end of the Autumn term, along with a personal and social comment for all pupils in Y6 – 8.

A comprehensive written annual report is produced at the end of each academic year for the parents of every pupil. The report contains information about academic achievement and effort in all areas of the curriculum and includes comments about personal and social development. Parents are invited to make a written response to the report and can make an appointment to discuss any issues arising.

### **Providing for children's individual needs**

Stroud School aims to provide an education suited to the individual needs of all children attending the school. There is a separate policy for Special Educational Needs, which provides details of the provision made in this area. The SEND policy details the process of making a referral for an Education, Health and Care Plan. Where pupils have an EHC plan, the education they receive will be matched to the requirements of the plan.

We have a dedicated team of LSA's managed by the school SENCO who work across the school to support children not only academically, but also with their social and emotional learning, to ensure all pupils can fulfil their potential.

### **Accessibility**

The school recognises its duties under the Special Education Needs and Disability Act 2001 towards pupils who have a disability and the Equality Act 2010. Full details are available in the Accessibility Plan.

### **English as an Additional Language**

Full details are provided in the related policy.

### **More Able and Passionate Students**

The school aims to provide a stimulating, enriching, challenging and appropriate education for all children, including the more able. This will include access to opportunities to develop specific skills and talents or work at a higher cognitive level, whilst retaining concern for the whole child's development. We aim to celebrate ability, maintain high levels of motivation and involve the child in their own learning. We identify more able children as those who are attaining Exceeding or Exceeding+ in teacher assessments (which takes into account a range of different assessment and AfL data) in the different subject areas.

*It is important to note that this may include students who are subject to a barrier of learning, such as dyslexia, Asperger's Syndrome, or a physical disability.*

It is important to remember that more able pupils can also be:



- of high ability but of low motivation;
- of good verbal ability but have poor writing skills;
- very able but with a short attention span;
- very able with poor social skills; and/or keen to disguise their abilities.

### **Identification of More Able students:**

The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.

- More able students are identified by making a judgement based on a variety of sources of information. This makes use of quantitative and qualitative assessments.
- Data from scholarship programmes, CAT's test and test scores
- Teacher observations based on classroom performance, scrutiny of work and discussions with students
- General observations by others – school staff, peripatetic teachers, parents and peers

Teachers will:

- Identify pupils who may be more able;
- Plan work for pupils to extend and enrich their learning
- Focus questioning on challenging and extending more able children's thinking
- Liaise with MAPS Coordinator to develop challenges for more able pupils
- Identify and address underachievement.

There will be no official 'list' but those achieving Exceeding or Exceeding+ will be known to subject teachers at the start of each year and will form part of the Class Progress Record.

### **Identification of Passionate students:**

We believe that children's passions should be valued, celebrated and used to increase engagement and progress for children. By identifying those children with specific passions, it enables staff to form strong bonds and gives opportunities to plan activities, which really inspire individuals. It may be particularly beneficial for those children who find some areas of school life more challenging.

Those identified as having a specific passion need not necessarily be children that are 'more able'.

Examples of initiatives and opportunities to extend the more able / passionate learners include:

- Local and national maths competitions
- More Able Sports Programme
- Digital Leaders + Conference
- Language and Culture Day
- Musical concerts and performances

- School Rock band
- Drama productions
- Creative Writing Competitions
- Weekly 'Quills' Writing Club
- Tailored online learning maths and literacy programmes such as 'Spellzone' and 'My Maths'
- A range of competitions across the curriculum and the age range of the school, held half termly.
- Science Trips and visits

## **Personal, Social, Health and Economic Education**

Personal, Social, Health and Economic Education is an area of study for developing knowledge and understanding; reflecting the School's vision and ethos, and encouraging respect for other people, paying particular regards to age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

There is a separate policy for PSHEE, which provides details of the provision made in this area. This work is further supported through other subjects (e.g. environmental issues in geography), whole school assemblies, events and activities (e.g. eco themed creative week), residential trips, charity fundraising and involving pupils in maintaining the school's on-going green flag status.

Our broad and balanced curriculum allows pupils to develop their knowledge and understanding alongside key 'Stroud Spirit' skills such as 'Independence' and 'Collaboration'. We want to ensure that pupils are provided with learning opportunities that not only challenge them academically, but promote underlying learning habits that will support them for years to come.

## **Careers Preparation**

Children throughout the school are prepared for the world of work in age appropriate ways. In KS1 children have a number of visitors from the community including members of the police and NHS staff. Children are prepared for 'next school' interviews within lessons and also as part of Speech and Drama sessions and the Prepared Talks and Public Speaking competitions help children with communication and public speaking as well as presenting to a large audience. Senior school pupils discuss career goals in PSHEE and the development of a #StroudSpirit blog will allow pupils to keep a log of the skills they are developing that will enable them to be effective within, and beyond, the world of time education. In addition there is a programme of Friday Lectures where parents and ex-pupils of the school are invited in to talk about their professions and wider achievements.

Senior School pupils are also invited for mock interviews with a member of SMT in the Autumn term, in preparation for their future school interviews.

## **Games**

Children throughout the School have a number of periods devoted to Games each week. There are extensive facilities available on site, including a Sports Hall, playing fields, hard play areas and assault course as well as access to King Edward VI hard play and astro

surfaces off site at Wellington Sports Ground. Full details are included in the Stroud Sports Handbook.

## **Learning Outside the Classroom (LOTC)**

At Stroud we are committed to the philosophy of 'Learning Outside the Classroom' (LOTC) and have a dedicated LOTC Coordinator. As a school, we are fortunate to have a multi-faceted resource for learning outside the classroom within our own site and grounds.

The immediate surroundings of our school, including the Early Years Setting are an easily-accessible and convenient resource for learning outside the classroom. Areas for LOTC activities at our school include:

Play areas — for problem-solving/team-building games and activities.

Habitats such as playing fields, hedges, meadows and ponds — for field study and science school garden and growing areas — for science, sustainability and food education.

Whole site — for orienteering, outdoor literacy (e.g. storytelling) and practical numeracy activities, visual and performing arts (e.g. murals, sculptures, filming, music and drama).

Paved areas— for D.T. and outdoor experiments.

Wooded areas— for Forest School activities.

Playing fields — overnight camping experiences.

Playground equipment — for adventurous activities.

In addition to our site and grounds, pupils have copious opportunities to attend inspiring school trips, residential and hear visiting speakers as part of assemblies and creative days. Visiting speakers have included:

People from local business

Scientists

Entrepreneurs

Historians

Artists

Authors

Engineers

Naturalists

## **Related policies**

English as an Additional Language Policy

Special Educational Needs Policy

PSHEE Policy

Accessibility Policy

Learning Outside the Classroom Policy

Assessment Policy

Departmental Handbooks (including the Sports Handbook)

Relationships and Sex Education Policy

## Addendum 1: Curriculum allocation

### Year 3 and 4

Subject	30 min Sessions	Subject	30 min Sessions
English	11	ICT	2
Mathematics	10	Art	2
Games	6	Design Technology	2
Science	5	PSHEE	1
History/Geography/RE	8	Drama	1
Music	3	PE	1
French	2		

### Year 5

Subject	30 min Sessions	Subject	30 min Sessions
English	10	French	2
Mathematics	10	ICT	2
Science	6	Art	2
History/Geography/RE	7	Design Technology	2
Weds Activities	4	PSHEE	1
Games	4	Drama	1
Music	2	PE	1

### Year 6

Subject	30 min Sessions	Subject	30 min Sessions
English	10	Music	2
Mathematics	10	Art	2
Science	6	Design Technology	2
MFL	5	Religious Studies	2
Weds Activities	4	ICT	1
Games	4	PSHEE	1
Geography	2	Drama	1
History	2	PE	1

### Years 7 and 8

Subject	30 min Sessions	Subject	30 min Sessions
English	8	Art	2

Mathematics	8	Design Technology	2
Science	6	Religious Studies	2
MFL/Study skills	6	PSHEE	1
Games	6	Drama	1
Weds Activities	4	ICT	1
History	3		
Geography	2		
Music	2		

## **Addendum 2: Future Schools Preparation Guidelines**

Stroud School prides itself on providing creative, inspiring and enjoyable lessons that help give children the confidence and motivation to be lifelong learners.

Children at Stroud School move on to a wide variety of secondary schools at the end of year 6 and year 8. Many of these schools have entrance examinations or require Common Entrance (CE) papers to be sat and part of our role is to ensure that children are prepared for these exams. As such, the following guidance relates to the time allocation to preparing for exams and is for the use of staff to help ensure that, particularly at peak times, the demands made upon the children are both manageable and appropriate.

### **Curriculum**

During term time teaching should be as per the Medium Term plans for each subject area and teaching should not be tailored just towards entrance examinations. Sometimes it is not possible to cover all of the topics that appear in CE or entrance exams and staff should not feel a pressure to do so.

### **Supporting in lessons**

Practice entrance type papers can be administered under timed conditions as this would form a part of helping to teach the children examination technique as well as reinforcing curriculum learning.

Provision of 3 practice papers per term given under exam conditions is strongly advised.

Feedback and support on how to answer questions could also form a part of lesson teaching.

### **Supporting in Prep**

Common Entrance questions may be given as prep, so long as this is within the standard prep guidelines of 30 minute sessions.

### **Support during the holidays**

There is no expectation that children must complete extra examination practice during their holiday time if they choose not to. However, where a child wishes to the following applies;

Assuming that a child is taking exams in English, mathematics, science and MFL they may reasonably be given a **maximum** of 1 hour of exam practise over a half term holiday in each of those subjects. Over the longer holiday periods of Christmas, Easter and Summer, this may be increased to a **maximum** of 2 hours per subject.

If a child is taking a full set of papers then all of the above times are to be halved.

### **Extra tuition**

Regular preparation outside of the guidelines stated above is strongly discouraged, as is the tutoring of Stroud School pupils by Stroud School staff.

## **Addendum 3: Characteristics of Excellent Teaching and Learning**

We believe that the characteristics of excellent [teaching](#) at Stroud are:

A. Effective pupil management and behaviour through:

- maintaining a purposeful, positive, disciplined learning environment where clear boundaries and expectations are set
- being consistent in implementing the school's agreed Behaviour Policy
- establishing positive relationships which foster self esteem and mutual respect

B. Effective planning and organisation through:

- planning well structured lessons with clear, shared learning objectives ensuring pace and progression
- using a variety of teaching and learning styles and to meet the needs of all children through differentiation
- evaluating and reviewing lessons and plans, adjusting them according to children's needs.
- using a good range of appropriate resources

C. Good use of assessment procedures by:

- adhering to the school assessment policy
- using the results of assessment to inform planning
- providing meaningful feedback to children, parents and staff
- using realistic success criteria to motivate all children to progress and to evaluate their own performance

D. The celebration of children's achievements through:

- positive encouragement
- rewarding children with stickers, stars, colours etc. according to the school policy
- recognition of success (academic, social, spiritual, moral,) both individually and within the whole school community
- the recognition of all children's successes

We believe that the characteristics of effective learning at Stroud are:

A. Good use of classroom and inside space through:

- creating a welcoming safe and comfortable environment
- organising the space appropriately for individual lessons, meeting the needs of all children
- providing opportunities for independent learning
- using a variety of displays to stimulate, inform and involve the children
- using displays to celebrate achievement and promote self esteem

B. Good use of outside space through:

- extending learning opportunities in a safe and well maintained environment
- providing a variety of well resourced areas suitable for different age groups and purposes
- respecting and caring for the environment

C. Good management of resources through:

- making sure that they are appropriate and used effectively to support learning
- ensuring that they are accessible and organised, to promote independent learning
- carrying out regular audits

D. Good use of support staff through:

- ensuring that they have a clear understanding of their role
- sharing with them the success criteria of each lesson

## Addendum 4: Guidelines on Prep

**Year 3** – Children are encouraged to read on a regular basis and record in their reading record. Every week, children are expected to complete the following activities (for no longer than 20 minutes for each activity): Spend some time continuing their SpellZone Course Pathway, Practise

their times tables twice a week and complete their VLE Stroud Spirit blogging. Children will also be set a half hour English/Maths or Topic based activity.

**Year 4** – Children are encouraged to read on a regular basis and record in their reading record twice (at least) a week. Each week, pupils are also encouraged to spend some time continuing their SpellZone Course Pathway (20 minutes) and practise their times tables twice a week. An English Homework will be set – usually Reading Comprehension/Grammar work (one half hour slot) and a Maths homework (one half hour slot).

**Year 5** – Children are encouraged to read on a regular basis and record in their reading record twice (at least) a week. Children are also expected to spend some time continuing their SpellZone Course Pathway (20 minutes) throughout the week. A topic or Science homework will be set which will involve some research and presentation. (two half hour slots). An English Homework will be set – usually Reading Comprehension/Grammar work (one half hour slot) and a Maths homework (one half hour slot).

**Year 6** – There are **seven half hour slots** per week. Four days have two preps per night, and one night a week has none. All core subjects and most foundation subjects are set each week.

**Years 7 and 8** – There are **eight half hour slots** per week, two per night. All core subjects and most foundation subjects are set each week.

All children who are attending prep will have a light snack and a drink in the dining hall as soon as they are dismissed from class.

**Holiday Prep** – Pupils will not be set specific holiday prep. Where exam preparation is set in Y6 or Y8, it should be optional. Holiday competitions e.g. reading competitions, should also be optional.

### **Junior Prep**

The Year 3 and Year 4 children will be based in the H6 on a Monday and the Library on Tuesday to Friday from 1645 – 1745. The first 30 minutes will revolve around the children completing their prep in a quiet working environment. If one, some or even all of the children do not have any prep set (or to be finished), then they can quietly read and record in reading logs or complete some of the subject based activities that will be in the box – examples would include times tables reinforcement sheets, handwriting practises, etc. It is important that this first half an hour is treated in the same way as it is in normal full prep as this new room represents part of the transition to normal full prep where there is a silent working environment.

In the second 30 minutes (when the children have completed their allocated 30 min slot of normal prep) the children will be allowed to play a variety of games/puzzles. During this time, talking and being sociable will be encouraged, although the atmosphere must remain calm and noise levels should not become too. There will be a Junior Prep Curver box kept in the library that will contain suitable games and puzzles.

### **Senior Prep**



Children from Year 5 and Senior School will report to either the Dining Room, the IT room or H2 where they are able to stay for either one or both half hour sessions. All children should be completing prep in this time and the working environment should be quiet and industrious.

Review Key
2018-19