



# Curriculum, Teaching and Learning Policy

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Contents

Introduction

Policy Aims

Teaching and Learning

Presentation and Marking of Written Work

Terrington Hall's Curriculum

Assessment, recording and reporting

Future Schools & Transition to Senior Schools

Appendix 1: Schedule of Assessment

Appendix 2: Sample of Learning Map (RS and TPR)



## Introduction

The curriculum should be as wide, balanced and as varied as possible and of a nature which challenges all children and gives them the opportunity to learn and make progress. This includes a rich extra-curricular programme. Cultural activity, which includes sport, music, art and drama, is an important part of the curriculum and all pupils have extensive opportunities to participate.

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning and to develop the skills, attitudes, knowledge and understanding that are necessary for their self-fulfilment and their eventual development into active, responsible and caring members of our community. We aim to make provision for both academic achievement and the spiritual, social, moral, cultural, physical and creative development of our children. Thus, pupils are prepared for the opportunities, responsibilities and experiences of adult life. We believe that intelligence is multi-faceted, and children learn in different ways; both the content and delivery of the curriculum must support this. Terrington Hall provides an academic curriculum supplemented by a generous provision of time for sport, performing and creative arts, as well personal, social and health education, and extra-curricular activities.

The planning, content and delivery of the curriculum at Terrington Hall, as well as the extra-curricular opportunities that we offer, ensures that all pupils make good progress according to their ability.

## Policy Aims

Through the operation of this policy we aim to:

- Provide a thorough and broad curriculum with a wide variety of learning experiences that engage, excite and challenge our pupils to the best of their ability;
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Enable children to be creative and to develop their own independent thinking;
- Encourage pupils to take an active part in their learning process and develop independent learning skills;
- Promote British values, while recognising, appreciating and valuing the contribution made by all groups in our multi-cultural society and grow up committed to equal opportunities for all;
- Enable pupils to be positive citizens;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others;
- Prepare pupils for entrance examinations, and transition to their next schools and for adult life;
- Provide a planned and monitored curriculum which ensures that learning is continuous and that the pupils make good progress;
- Help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life;



- Provide opportunities for children to experience the Christian faith amongst other faiths, enabling them to build their own values towards life, making responsible and informed choices;
- Develop sound work habits and a lifelong, positive attitude towards learning.



## Teaching and Learning

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical. They forge positive professional relationships and work with parents in the best interests of their pupils.

A teacher must set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set prep and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)



### Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language or those with disabilities. Be able to use and evaluate distinctive teaching approaches to engage and support them

### Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

### Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues



- Communicate effectively with parents with regard to pupils' achievements and well-being



## Presentation and Marking of Written Work

### Aim

The first aim of this policy document is to maintain and improve the high standard of academic work already produced by the pupils of Terrington Hall Preparatory School.

The second aim is as a guide to both pupils and parents as to what standards are expected in written work and to how pupils might achieve higher grades.

The third aim is that of co-ordination – to produce a uniform system of marking, across all subjects, with the objective of emphasising good practice.

### The scope of the policy

For pupils and teachers of Years 6 to 8 this policy forms the basis on which written work is produced and marked. In the Lower and Pre Prep the policy should be regarded as aspirational and will only be adhered to where teachers judge it is appropriate to pupil needs.

In the Pre-Prep department, children are taught how to use correct letter formation and are encouraged to sit in an appropriate position to ensure their best writing is produced. Children are always encouraged to make their presentation neat and be proud of their work. Written work will be completed in pencil, with the opportunity to use other writing implements in the EYFS and rollerball handwriting pens for advanced writers in Year 2; where cursive writing is being displayed. The department also adopts the bubble and block marking medium, marking alongside the child wherever possible. In Lower Prep, staff will try to mark work with the child so that it can be discussed, agreed targets noted or ideas for progression. Teachers always expect children to try their best and this will be rewarded with stickers and dojos.

### Presentation

For the vast majority of pupils from Year 4 upward, work will always be written in fountain or cartridge pen and in blue or black ink. In a very few cases, teachers may allow work to be written with a rollerball pen with the intention that such an exception would be a temporary arrangement designed to improve presentation and handwriting.

All new pieces of work should be titled and dated both being underlined with a ruler.

### Spelling

It will be normal practice for incorrect spellings to be underlined or circled with the correct spelling listed in the margin or at the end of each piece of work. It will however be left up to teachers to decide how many times a corrected spelling is to be copied.



The correction of spelling will not however take precedence over other considerations. Teachers may judge that excessive marking of incorrect spellings could get in the way of praise for overall understanding or might be damaging to confidence. In such cases they will limit corrections to a level they think appropriate.

#### Punctuation and grammar

Punctuation and grammar will be corrected but again with the same caveat as 'spelling'; excessive correction may be judged counterproductive.

#### Handwriting

Teachers will encourage a cursive form of handwriting. Please see the School's Handwriting Policy for further information.

#### Writing style

Unless used in the correct medium (e.g. dialogue in creative writing), pupils will be encouraged to write in the third person. Hence, 'I heated the beaker' should read 'the beaker was heated' and 'you ploughed in winter and spring' should be written 'they ploughed in winter and spring.'

Outside dialogue, conversational English will be discouraged. Words such as 'didn't, couldn't and shouldn't' therefore will be corrected and extended to 'did not, could not and should not.'

Slang will be corrected where appropriate.

Lazy habits such as the use of the ampersand (&) or the plus sign (+) instead of the full words, or proportions and small figures in numbers rather than written out fully (3<sup>rd</sup> and 3, for instance, instead of a third and three) will be discouraged.

#### Diagrams and drawings

All diagrams and drawings should be titled, with the title underlined, and labelled where appropriate.

#### Overall presentation

Neat presentation, good handwriting and general tidiness in written work will be continually emphasised by teachers. In order to keep work tidy if corrections are necessary pupils will be encouraged to cross out only once. Similarly, ink erasers will not be used without the express permission of a teacher.

#### Subject conventions

This policy is not all-inclusive and pupils should be aware it might be that teachers would also insist on the presentational conventions, which are relevant to their particular subject. For example, in religious studies God will always be spelt with a capital 'G' and the words He or Him or His should have



capitals when these words refer to God or Jesus. Technical subjects such as mathematics and in some areas of science, pencil may be more appropriate for calculations.

The marking medium

Teachers may choose the colour of ink or use pencil to mark written work. A brief comment and, where applicable, a target for improvement will be noted.



## Terrington Hall's Curriculum

There are 7 areas of the EYFS. The prime areas are:

Communication and language; including listening and attention, understanding and speaking;

Physical development;

Personal, Social and Emotional development.

The specific areas are:

Literacy Development;

Mathematics;

Understanding the world, including technology;

Expressive art and design.

The curriculum in years 1 to 6 broadly reflects and enhances the National Curriculum. We take into account the aptitudes and needs of all pupils, and further details of this can be found in our Inclusion Policy which covers EAL, SEN and More Able pupils.

At no time does the curriculum undermine Fundamental British Values. We hope that, through a broad and balanced and a detailed PSHCE policy, we enhance pupils' understanding of Fundamental British Values (please see PSHCE Policy for further details).

In addition, in Years 7 and 8 the curriculum prepares all pupils for the requirement of the ISEB Common Entrance Examination. It prepares some children for the ISEB Common Scholarship examination and specific entrance exams to schools into which we feed. The School's curriculum provides for full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

Please see Appendix 2 for an example of a Learning Map completed by staff.

## Planning

Curriculum planning is undertaken by the Subject Heads of Department in collaboration with the SMT and any alterations to the agreed curriculum take place after consultation. The Head of Department is responsible for maintaining an up to date handbook. These are to be found in the shared area of the school network, filed under 'Staff' and then 'Departmental Handbooks'. Planning should ensure that the subject matter taught is appropriate for the ages and aptitudes of the pupils, including children with particular educational needs. These children should be offered support where necessary.

## Review of Planning and Book Scrutiny

Book scrutiny is undertaken by the Deputy Head Pastoral. Twice a term pupil exercise books, either full class sets or named examples, will be called in, or will be viewed in class, in order to



check them against the criteria set out in points above. Monitoring of exercise books will be completed or may form part of a departmental meeting. Heads of Departments are free to inspect the exercise books of members of their department at any time, though they are advised to follow the recommendation below:

Weekly planning is submitted to the server, checked weekly by the Deputy Head Academic. It is checked informally at any point in the year and is referred to before formal lesson observations, and in conjunction with the book scrutiny.

### Standards and Monitoring

The Deputy Head Academic has a key role in monitoring the curriculum and maintaining standards. Hence all departments should inform and ask the Deputy Head Academic to be present at appropriate departmental meetings.

Departmental Meetings should be held once a term. The groupings of these meetings should reduce the amount of meetings and hopefully increase their efficacy. Examples of such grouping might be Maths, English, ICT, Science, or may be by school stage, for instance Lower Prep.

Marking needs to be monitored to see that it is up to date (or at least not more than 48 hours behind) and that it follows the Marking Policy.

All teachers need to follow closely their schemes of work while at the same time continuing to develop them in the light of experience.

A member of SMT will observe every member of staff annually and SMT will meet and discuss the teaching and learning within the classroom.

- a) Cross-curricular/departmental observations should be carried out regularly.
- b) Lesson plans given, standard school observation forms filled in and feedback meeting arranged.
- c) Observation record to be held by both parties and Director of Studies.

It will be normal practice for notice to be given before a classroom visit and a date for when books might be seen: three days for a visit and three days before books are viewed is recommended. Though the option is there for 'spot checks', staff are advised to show respect for colleagues and to give the notice indicated on this policy. However, when a child is having difficulties and the object of viewing exercise books is that of pupil support, no notice will be given if the Learning Support Coordinator feels that he/she needs to view pupil work.



## Year Groups.

In general pupils at Terrington Hall School will be placed in the year group appropriate to their age. As the school uses the nationally recognised groupings this means –

Year N - 3 to 4 year olds

Year R – 4 to 5 year olds	Under 5 :	1 <sup>st</sup> September 2015
Year 1 – 5 to 6 year olds	Under 6 :	1 <sup>st</sup> September 2014
Year 2 – 6 to 7 year olds	Under 7 :	1 <sup>st</sup> September 2013
Year 3 – 7 to 8 year olds	Under 8 :	1 <sup>st</sup> September 2012
Year 4 – 8 to 9 year olds	Under 9 :	1 <sup>st</sup> September 2011
Year 5 – 9 to 10 year olds	Under 10:	1 <sup>st</sup> September 2010
Year 6 – 10 to 11 year olds	Under 11:	1 <sup>st</sup> September 2009
Year 7 – 11 to 12 year olds	Under 12:	1 <sup>st</sup> September 2008
Year 8 – 12 to 13 year olds	Under 13:	1 <sup>st</sup> September 2007

However if a child has difficulties keeping up with the work he / she may be moved down a year group. Conversely if he / she is very able and is judged to be able to cope both intellectually and socially such a pupil may be moved up a year group. It will however be highly unusual to move a child into an older age group. In most instances the needs of the highly able are better coped with by the pupil being given extension work within his / her actual year group.

It has to be recognised that moving children out of their normal year group can cause difficulties, that parents always want the best for their children but can have unrealistic expectations and that pupils themselves, particularly those who are less able, often have problems with self-esteem and confidence.

It is therefore essential that procedures set out below are followed and that sensitivity is shown when dealing with this problem.

- ◆ Any member of the teaching staff can initiate discussion with regard to whether a pupil should be moved from one year group to another.
- ◆ However that member of staff must involve his / her HOD or the senior teacher who is in charge of the department, and if appropriate the Head of Special Needs. **These discussions must be confidential.**
- ◆ Once this is done the SMT should make a decision as to whether to go to the next stage and consult the pupil's parents.



- ◆ Only following parental agreement will the pupil be informed of what has been discussed and even at this stage his or her views will be taken into account before the pupil is moved year groups.

### Class Sizes & Setting

Terrington Hall has a policy to maintain small teaching groups. Year groups are split at 18+ (although this is entirely at the discretion of the Headmaster) where feasible, and then this may only be for the core subjects (English, Maths and Science), plus art for reason of classroom size. The school reserves the right to judge which way to split a year group based on its assessment of the needs of that year group and in which set to place individual pupils. Years 7 and 8 will be setted by ability in English, Maths, Science and languages where numbers allow. Occasionally, Year 6 may also be set, and this is determined by the breadth of ability in the year group.

Setting by ability can take a number of forms. Sets can be based on ability, be mixed ability or be based on factors such as whether the child has previously been taught Latin/MFL. For mental maths, years 3 to 7 are vertically set, determined by pupil ability, and will change as and when it is deemed appropriate on an individual basis. Swimming, Games and PSHCE may be organised by gender in older year groups.

It is however recognised that setting is another difficult issue that again involves pupil self-esteem and confidence and should be judged using tact and sensitivity. The fact that the school reserves the right to choose the mode of splitting and in which set to put individual pupils does not mean that the SMT and staff will be deaf to the views of parents.

Decisions about which pupils will go into which sets will be made after the end of year exams. However, it should be made clear that though the exams are important, they will not be the sole criteria for deciding which child goes into which set. Students may also be moved between sets at any point in the year if deemed appropriate. Parents will be kept informed when this happens.

The procedure for setting should be –

- ◆ **Confidential** discussions with all staff.
- ◆ Consultation with the pupils involved.
- ◆ Finally a staff decision as to how the year group is to be split and into which sets individual pupils will be placed.

N.B. Following a year group split the same procedure is to be followed if the staff feel that an individual pupil should be moved from one set to another.

In the Pre-Prep department, children are set according to ability in Read, Write Inc lessons which cover reading, writing, spelling, punctuation and grammar activities.



## Differentiation

The school classes are grouped by age criteria, September 1st to August 31st. This is not a rigid policy and allows for some differentiation, depending upon the maturity and intellectual attainment of the individual child. Early assessment after entry enables staff to evaluate what children know, understand and can do. Subsequently a range of teaching styles and approaches are employed which builds upon this knowledge. Teaching is also designed to ensure tasks are matched to the child's ability and their needs. Teaching methods will be used to inform future learning strategies, curriculum and resource planning and assessment.

Strategies which could be employed include:

1. Common Tasks which are open ended sufficiently to allow children to make observations within their ability and maturity range - either written, drawn or spoken.
2. Stepped Tasks beginning with an activity which all children can accomplish and subsequently extending these to three or four further activities, some of which will only be accomplished by some children.
3. Group Tasks (grouping may be ability based). A range of tasks, geared to an area or concept of learning, designed to meet the needs of each ability group and each individual pupil.
4. Whole Class Tasks (use of different resources). Children conduct the same work or activity but resources are used to extend learning and initiative related to the relative ability range of each group.
5. Whole Class Tasks (use of teacher support). All children regardless of ability, carry out the same activity or learning programme and are supported either by group or individually by the class teacher. The teacher/TA adopts his/her level of support by careful questioning, probing, guidance and suggestion depending upon the needs of the group or individual. It is inevitable that more support may be required for slower or weaker children.

This differentiation strategy can be used alongside others. It is recognised that there is no lone single definitive method of effective teaching and learning. A variety of strategies will be employed to establish what children know, understand and can do; to promote attainment and progress and to inform future planning.



## **Guide to Assessment, Recording and Reporting**

We see the value in standardised assessments but also take a great deal of credence from teacher professional opinion. Accordingly, we have implemented new assessment practices across school that aim to provide baselines for each year group and continuity between years. Appropriate staff then have frameworks of knowledge of the children in their care from which to build the most appropriate learning opportunities, and may use this to support or qualify their concerns of individuals when seeking assistance from SMT or the SEN department.

The following information should be read in conjunction with the 'calendar of assessment' and the Curriculum Policy.

### EYFS

Learning Journeys and Early Learning Goals: the results of these get sent to NYCC at the end of the year. We also record the Learning Journeys online using Tapestry which all parents may review regularly. Phonics assessments are carried out every 6 weeks to determine children's ability grouping. Year 1 complete the Dfe Phonics Screening test during the Summer term. Records are passed on to the Y1 teacher once the EYFS stage has finished.

Reception students take the Durham CEM Baseline Entry assessments on entry to the year group. The Reception teacher would organise this and forward results to the Director of Studies for collation. Any very significant deviances from the norm would be noted and discussed at this time.

The transition between EYFS and Y1 is carried out through teacher meetings and discussions. Although this takes place every day in such a small department, teachers would formally conduct studies of Early Learning Goal and/Next Steps, and looking at Learning Journeys.

### Year 1 & 2

In Y1, standardised assessment is through InCAS, and in Y2 we use CAT4 assessments. These give appropriate continuity from the Reception baselines in addition to enabling staff to spot issues and provide early intervention. Results are collated by the Head of Pre Prep and Deputy Head Academic and discussed with other members of the SMT as appropriate. The Learning Support department would be informed of any concerns. Identifying children who need support or extension would predominantly be by each class teacher though, as this is seen as much more relevant at this stage than standardised scores. Work or additional support would then be prescribed as needed. Differentiated phonics groups across Pre Prep (mixed ages) is set to enable optimum individual learning. The phonics assessments are taken at the appropriate time in the summer term. The transition between Y1 and Y2 is through teacher discussions.

The transition between Y2 and Y3 takes place through some taster sessions and activities with Y3 children and staff, in particular the 'moving up day' in the summer term. Younger children also have 'buddies' who will meet to read books or other fun activities across the year. From January, the strongest Y2 children join the (year 3) A test group weekly to take part in the mental maths sessions. Teachers would also meet formally to pass on information late in the academic year.



## Main school

### Summative assessment

Assessment has recently become more consistent across the whole school, with standardised scores for specific aspects of learning becoming the main source of summative (and thus longitudinal) data.

After approximately a month of the academic year commencing, all students take the CAT4 assessments. Wherever possible, these are conducted online, with results and feedback being available within the week. The Deputy Head Academic takes the lead in the organisation and subsequent collation of this data. Results are initially discussed with class and subject teachers and SMT, patterns looked for, and specific issues pertaining to individuals highlighted. Where these issues are already known, the scores may provide updated information for the SEN department and register. Where the information is surprising or acts as a qualifier of teacher subjective judgement, further investigation would take place. In all cases, the standardised scores would be entered into the school tracker (spreadsheet), which is capable of reporting trends over the cohort and individual students' school lifetimes. This is currently used as the medium of reporting back to the Teaching and Learning sub-committee of the Board of Governors.

Standardised scores are also obtained at the end of the academic year in maths and English up to Y6, the results being used in the same manner as above.

Year 8 students: The Common Entrance Examinations are taken every June and are invigilated by an external invigilator or Deputy Head Academic. Each exam script is sent off to the candidates' proposed next school to be marked.

### Formative assessment

Teachers monitor and assess through the use of observation and question and answer sessions across the day in all subjects. Bookwork, other class activities and prep is marked, reviewed and fed back to the children. Students also take weekly vertically set mental mathematics, the scores of which are collated by the Head of Mathematics and used to form judgement regarding appropriate placement alongside class teacher judgement.

Subject Heads regularly carry out end of unit tests and these are all shown in the schemes of work and are marked accordingly.

All students moving into main school or joining new are screened for academic issues through the spelling and reading intervention programme. They are also assessed for the need for overlays.

## Tracking Pupil Progress

Through regular reporting, teaching and learning are monitored and evaluated. Pupil progress is recorded through the school grading and assessment procedure, and supported by the Form Tutors.

Please see Appendix 1 for the Schedule of Assessment.



## Future Schools & Transition to Senior School

The Headmaster conducts an informal 'cv' interview with all of Year 8 individually during the Autumn Term and regularly meets with parents to discuss future schools. Every two years the schools to whom we feed pupils attend an 'Exhibition of Senior Schools' held at Terrington Hall. This gives all our pupils and parents an opportunity to meet representatives from these schools and arrange visits.

Advice regarding the transition to future schools forms the beginning of careers advice; careers are discussed with pupils informally and impartially in the lower years. In years 7 and 8, they attend evening lectures delivered by various professionals regarding possible career choices and additionally address it through PSHCE and Form Time. All careers advice is given impartially.

In addition, the PSHCE curriculum in Year 8 covers transition guidance and the Year 8 tutor provides support and advice in Circle Time. Please see separate PSHCE Policy.



## Appendix 1: Schedule of Assessment



## Calendar of Assessment

0		September	October	November	December	January	February	March	April	May	June	July	
N/Rec	Summative	Reception (CEM) Baseline Assessment											
	Formative and non-standardised	Weekly spelling tests in Rec in accordance with phonics grouping where deemed appropriate.											
Year 1	Summative	InCAS - Reading, Writing, Spelling, Mental											
	Formative and non-standardised	Weekly spelling, continual Maths assessment.											
Year 2	Summative	CAT4 X Phonics screening (repeat)								SATs in Reading/Sp&G/Maths			
	Formative and non-standardised	Weekly spelling and tables tests. Continual Maths assessment											
Year 3	Summative	CAT4											
	Formative and non-standardised	Weekly spellings, tables tests and mental Maths. Half termly Testbase English & Maths											
Year 4	Summative	CAT4											
	Formative and non-standardised	Weekly spellings, tables tests and mental Maths. Half termly Testbase English, Maths & Science											
Year 5	Summative	CAT4											
	Formative and non-standardised	Weekly spelling, mental maths & Latin tests. Spanish tests: every two weeks. Half termly Testbase English, Maths & Science.											
Year 6	Summative	CAT4											
	Formative and non-standardised	Weekly spelling, mental maths & Latin tests. Half termly maths tests											
Year 7	Summative	CAT4											
	Formative and non-standardised	Mental maths (lower ability set) and half termly Maths, English and Science assessments incorporating target setting.											
Year 8	Summative	Group Reading Test for new students				Entrance Exams to senior schools		Mock CE (week after 1/2 term)	CE Examinations in all academic subjects				
	Formative and non-standardised	Regular assessments in maths, reading & writing and CE exam subjects											
<b>NB: CAT4 Assessments (online for year 4 and above) include sections on Verbal, Non-verbal, Spatial and Quantitative</b>													



## Appendix 2: Sample of Learning Maps Completed by Staff (RS and TPR)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>Autumn Term</b>	<b>Ourselves:</b> Who am I? What makes you special?	<b>Nature and God:</b> Creation story Harvest Sukkot	<b>Judaism</b> <b>The basic beliefs and celebrations</b>	<b>Buddhism:</b> Origins Beginnings and basic beliefs The celebrations and festivals Worship Respect Around the world	<b>Islam:</b> Introducing Islam The Life of Muhammad The Qur'an Clothing The Mosque 1 The Mosque 2 Prayer 1 Prayer 2 The Five Pillars Hajj 1 Hajj 2 Ramadan Ceremonies	<b>Buddhist Beliefs &amp; Teaching:</b> The Buddha; Dharma: 3 marks of existence; Dharma: 4 Noble Truths; Ethical teachings.	<b>God's Relationship with the World:</b> Creation; The Call of Moses; Passover: Exodus; Crossing the Sea; Elijah: at Zarephath; Elijah: at Carmel	<b>Human Responses to God</b> Adam & Eve; Cain & Able; Abraham; David; Call of Disciples; Good Samaritan;
	<b>Gifts and giving:</b> Is it better to give than to receive?	<b>Light and Dark:</b> Diwali Hannukah Advent Christmas						
<b>Spring Term</b>	<b>Faith Stories:</b> Why are some books more special than others? Story of Moses.	<b>Rules and Routines</b>	<b>Moses and Joseph and their role as leaders</b>	<b>Christianity:</b> <b>Intro to Christianity</b> Easter Story Jesus' Life – including miracles and parables <b>Stories from the Old Testament:</b> Adam & Eve Noah Abraham & Isaac Joseph 10 Commandments	<b>Judaism:</b> <b>Introducing Judaism</b> Abraham Moses Jewish Holy Books The synagogue 1 The synagogue 2 Shabbat Rosh Hashanah & Yom Kippur Sukkot Hannukah Pesach 1 Pesach 2	<b>Hindu Beliefs and Teaching:</b> Brahman; Atman; Samsara; Karma; Dharma; Moksha; Manifestations of the divine.	<b>God's Relationship with the World:</b> Paralysed Man; Calming of the Storm; Feeding of the 5000; Transfiguration; Crucifixion; Resurrection.	<b>Human Responses to God</b> Lost Son; Zacchaeus; Centurion; Rich Young Man. <b>Ethics</b> Life & death Punishment Prejudice, discrimination & Freedom The environment
	<b>Surprises:</b> Is a surprise always good? Learning about Easter.	<b>Beginnings and Endings</b>						
<b>Summer Term</b>	<b>Living in our world:</b> How can we keep the world a special place?	<b>Ceremonies</b>	Different religious figures and the word they spread/believe			<b>Sikh Beliefs and Teaching:</b> God's nature; Service to others.	<b>Great Thinkers and Their Ideas:</b> Plato David Hume John Stuart Mill Martin Luther-King	<b>Revision</b>
	<b>People and worship:</b> Do you need to go to a religious building to worship?	<b>Places of Worship</b>						