



# Curriculum, Teaching and Learning Policy

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*ISI Reference 2a*

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## 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 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.

### Lower Prep Marking Policy

When we mark your work we will try to mark it with you so that we can discuss it with you. Sometimes we will write targets on your work for you to work towards or give you ideas to help you. We always expect you to try your best and this will be rewarded with stickers and good marks. At the end of each half term you will get The Terrington Award which will tell your parents how we think you are doing.

### 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 blue/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' - that excessive correction may be judged counterproductive.

### Writing

Teachers will encourage a cursive form of handwriting.

### Writing style

Slang will always be corrected.

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.'

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. The staff have adopted the bubble and block style of marking. The pupils will see a bubble when they have met the learning objective and a block around the comment with their targets for improvement.



## 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;

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 containing detailed planning. 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 Senior Mistress. 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 by the Senior Mistress 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 Director of Studies. 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 Director of Studies has a key role in monitoring the curriculum and maintaining standards. Hence all departments should inform and ask the Director of Studies 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 and Science; History, Geography and Religious Studies (Humanities).

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 Head of Special Needs feels that he/she needs to view pupil work.

## Tracking Pupil Progress & Controlled Assessment

INCAS ability tests are completed in Years 1 and 2 during September and October. CEM baseline tests are also undertaken with Reception aged children at the beginning and end of the school year. EYFS pupils are also actively tracked against the Early Years learning goals using the online journal 'Tapestry'.

NFER Cognitive Ability Tests are carried out every year during September and October in Years 3 to 8. They are carried out under test conditions and where possible, marked externally, and the scores are kept in a secure area on the school computer system. The scores are sent to ISI and the pupils' senior schools, and shared with students and parents in order to set appropriate targets.

The Common Entrance Examinations are taken every June and are invigilated by an external invigilator or Director of Studies. Each exam script is sent off to the candidates' proposed next school to be marked.

All subject Heads are regularly carrying out end of unit tests and these are all shown in the schemes of work and are marked accordingly.

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.

## 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
Year 1 – 5 to 6 year olds	Under 6 :	1 <sup>st</sup> September
Year 2 – 6 to 7 year olds	Under 7 :	1 <sup>st</sup> September
Year 3 – 7 to 8 year olds	Under 8 :	1 <sup>st</sup> September
Year 4 – 8 to 9 year olds	Under 9 :	1 <sup>st</sup> September
Year 5 – 9 to 10 year olds	Under 10:	1 <sup>st</sup> September



Year 6 – 10 to 11 year olds	Under 11:	1 <sup>st</sup> September
Year 7 – 11 to 12 year olds	Under 12:	1 <sup>st</sup> September
Year 8 – 12 to 13 year olds	Under 13:	1 <sup>st</sup> September

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 exceptional 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, the DOS, 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. As the school has grown this has necessitated splitting year groups – setting. Year groups are split at 18+, where feasible, and then this may only be for the core subjects (English, Maths and Science), plus ICT and 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.

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.



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 Headmaster, Director of Studies 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 mid year if deemed appropriate and following discussions with parents.

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.

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.

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.



## 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 years 7 and 8 attend evening lectures delivered by various professionals regarding their career choices.

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.

## Display

### Philosophy

Our whole school should be seen as one large display and a place that is cared for. Corridors should be tidy, stimulating places that display the learning that is taking place in our school from the minute you walk through the door. Displays should not limit themselves to display boards and should illustrate a broad and balanced curriculum. Displays should be child centred and reflect the achievements of all children so every child has the opportunity to display their work and where every child's work matters. Displays should celebrate and reflect the diverse cultures present in our school. Displays should encourage children to interact with them. Everyone should take responsibility for ensuring displays are looking their best at all times and any repairs should be seen to immediately by the person who sees it.

### Aims and objectives

In our school, display should be used:

- To create a stimulating and quality environment;
- To nurture pride in, and respect for, the school environment, the work produced and the children themselves;
- To inform and share with others;
- To celebrate achievement across all ability levels;
- To illustrate standards.

### Expectation of standards of display

**Overall feel:** Displays should be of a quality that **you** are proud of them and proud to call them yours.

**Labelling:** Children's work can be named but is not essential for a quality display. A range of labelling methods may be used to inform and enhance the value of display (lettering, word processed or hand written).



- Marking:** All work should be marked in line with the marking policy, with clear reference to the skill being worked on, and clear next steps.
- Types of display:** To focus attention, to stimulate, to 'show off', to be used interactively
- Borders and coverings:** All displays should be bordered with coordinated colours.
- Mounting:** This should be mounted and cut straight on a guillotine.
- Fabrics:** Are encouraged, but must be used with health and safety considerations.

#### Health and safety

- All guillotines should be guarded and stored in a safe place.
- Staples, blu tak and pins may be used to affix work,
- Ladders should be used correctly to affix high displays (see safe usage document). .
- Ensure sharp objects do not stick out of displays.
- Displays should not impede safe passage, or fire exits.
- All staples/pins should be removed from a wall when a display is taken down.

#### Display Boards around School

The following are responsible for display around school:

<b>Entrance – including computer screen:</b>	Head of Marketing
<b>Boarding house:</b>	Head of Boarding
<b>Middle School Hall:</b>	Head of Middle School
<b>Middle School classrooms:</b>	Years 3, 4 and 5 tutors
<b>Dining Hall:</b>	Art and Marketing
<b>Old classroom block corridor:</b>	Art , Heads of Games, Boarding and Deputy Head
<b>Old classroom block classrooms:</b>	Heads of Maths,



English and ICT

**New classroom block classrooms:**

Humanities, Latin and  
MFL. Head of English, Head of Learning  
Support (library)

**Pre-Prep**

Head of Pre-Prep to oversee allocation.

**Changing rooms and Sports Hall:**

Heads of Games



## Appendix 1: Schedule of Assessment

		Calendar of Assessment											
		September	October	November	December	January	February	March	April	May	June	July	
N/Rec	Summative	Reception (CEM) Baseline Assessment (1:1)										Early Years Foundation Stage Profile at the end of EYFS.	
	Formative and non-standardised summative	Weekly spelling tests in Rec in accordance with phonics grouping where deemed appropriate.											
Year 1	Summative	InCAS - Reading, Writing, Spelling, Mental										Year 1 phonics screening.	
	Formative and non-standardised summative	Weekly spelling, continual Maths assessment,											
Year 2	Summative	Phonics screening (repeat)	InCAS - Reading, Writing, Spelling, Mental									SATs in Reading/Sp&G/Maths	
	Formative and non-standardised summative	Weekly spelling and tables tests. Continual Maths assessment											
Year 3	Summative	CAT4										NFER Eng/ Read/ Spell/ Maths	
	Formative and non-standardised summative	Weekly spellings, tables tests and mental Maths. Half termly Testbase English & Maths											
Year 4	Summative	CAT4										NFER Eng/ Read/ Spell/ Maths	
	Formative and non-standardised summative	Weekly spellings, tables tests and mental Maths. Half termly Testbase English, Maths & Science											
Year 5	Summative	CAT4										NFER Eng/ Read/ Spell/ Maths	
	Formative and non-standardised summative	Weekly spelling, mental maths & Latin tests. Spanish tests: every two weeks. Half termly Testbase English, Maths & Science.										End of Year exams	
Year 6	Summative	CAT4										Group Reading Test; SWST	
	Formative and non-standardised summative	Weekly spelling, mental maths & Latin tests. Half termly maths tests										End of Year exams (incl. 11+ papers)	
Year 7	Summative	CAT4										Group Reading Test; SWST	
	Formative and non-standardised summative	Mental maths (lower ability set) and half termly Maths, English and Science assessments incorporating target setting.										End of Year exams	
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 summative	Regular assessments in maths, reading & writing and CE exam subjects											



## Appendix 2: Sample of Learning Maps Completed by Staff

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Autumn Term	<b>Ourselves:</b> Who am I? What makes you special?	<b>Nature and God:</b> The Creation Story Harvest Festival	<b>Hinduism:</b>	<b>Buddhism:</b>	<b>Islam:</b> Introducing Islam The Life of Muhammad The Qur'an Clothing The Mosque1 The Mosque 2 Prayer 1 Prayer 2 The Five Pillars Hajj 1 Hajj 2 Ramadan Id-ul-Fitr Id-ul-Adha	<b>Old Testament Texts:</b> Creation 1 Creation 2 The Garden of Eden	<b>New Testament Texts:</b> Zacchaeus The Paralysed Man The Calming of the Storm The Rich Young Man	<b>Revision:</b> Old and New Testament texts to be revised on rotation dependent on June & November papers.
	<b>Gifts and giving:</b> Is it better to give than to receive?	<b>Light and Dark:</b> Religious festivals around the world						
Spring Term	<b>Faith Stories:</b> Why are some books more special than others?	<b>Rules and Routines</b>	<b>Sikhism:</b>	<b>Christianity:</b>	<b>Judaism:</b> <b>Introducing</b> Judaism Abraham Moses Jewish Holy Books The synagogue 1 The synagogue 2 Shabbat Rosh Hashanah & Yom Kippur Sukkot Hannukkah Pesach 1 Pesach 2	<b>Old Testament Texts:</b> Cain & Abel The Near Sacrifice	<b>New Testament Texts:</b> The Woman & Simon the Pharisee The Good Samaritan	<b>Mock Exam:</b> Set by HoD in line with previous term's teaching. <b>Revision:</b> Possibility of new texts being introduced dependent on what is in January paper.
	<b>Surprises:</b> Is a surprise always good?	<b>Different places of worship</b>						
Summer Term	<b>Living in our world:</b> How can we keep the world a special place?	<b>The Christian Church</b>				<b>Old Testament Texts:</b> The Exodus & The Passover <b>EXAMINATION</b> The Ten Commandments	<b>New Testament Texts:</b> The Lost Son <b>EXAMINATION</b> The Sower	<b>Revision:</b> Continue with revision of selected texts <b>Exam Technique:</b> Practice papers under exam conditions <b>C.E. EXAMINATION</b>

