

Curriculum Policy Whole School Policy including EYFS

'We will enable each child to thrive personally, socially and academically, preparing them for the future by creating an environment that promotes wellbeing, encourages curiosity and celebrates individual success.'

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1. Introduction

The School's curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It offers 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. The curriculum enables pupils to acquire speaking, listening, literacy and numeracy skills. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum, the National Curriculum and the ISEB Common Entrance syllabus and the Pre-Senior Baccalaureate framework, but also the various extra-curricular activities that the School organises in order to enrich the pupils' experience. It also includes the 'hidden curriculum' – what the pupils learn from the way they are treated and how they are expected to behave. The School wants pupils to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. Above all, we believe in making learning fun.

2. Values

The School values:

- Pupils uniqueness, listening to their views, and promoting respect for diverse cultures
- The spiritual, moral intellectual and physical development of each pupil
- The importance of each person in our community, and organise the curriculum to promote inclusion, co-operation and understanding
- The rights enjoyed by each person in our society respecting each pupil for who they are, treating them with fairness and honesty
- A strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.

3. Aims and Objectives

The aims of the school curriculum are:

- To enable pupils to learn, and develop their skills, to the best of their ability
- To enable all children to make good progress according to their ability
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach pupils the basic skills of literacy, numeracy and Computing
- To enable pupils the opportunity to acquire speaking and listening skills
- To enable children to challenge themselves physically in a wide range of sports
- To enable pupils to be creative and to develop their own thinking
- To teach pupils about the developing world, including how their environment and society have changed over time
- To fulfil our obligation to actively promote fundamental British values, as well as spiritual awareness in all pupils
- To enable pupils to be positive citizens respecting the contribution made by other cultures
- To teach pupils to be aware of their spiritual development, distinguishing right from wrong
- To help pupils understand the importance of truth and fairness
- To enable pupils to develop self-esteem, and to live and work co-operatively with others.

4. Organisation and Planning

The curriculum is planned in three phases:

- 4.1. A scheme of work is agreed for each year group indicating the topics to be taught each term, and to which pupils. This scheme of work is reviewed regularly.
- 4.2. Medium-term plans are produced giving clear guidance on the objectives and teaching strategies for each topic.
- 4.3. Short-term plans are those that academic staff write on a weekly or daily basis. These set out the learning objectives for each session, and identify what resources and activities are needed. There is no common format for the short-term planning as it is viewed that, as professionals, teachers should use a format that suits their own style of planning and delivery.

In the Early Years Foundation Stage and up to Year 2, pupils are taught by a class teacher with subject specialist teaching in French, Computing, Music, PE/Games, and Think Tank.

In Year 3 pupils are taught by a class teacher with subject specialist teaching in Art, French, Computing, Music, PE/Games and Think Tank.

From Year 4 upwards, pupils are taught by specialist teachers in all subjects. Where practical two teachers are sometimes timetabled together to enable small group work to take place.

5. The Curriculum and Inclusion

The school curriculum is designed to be accessed by all of our pupils. If pupils have special educational needs, the school endeavours to meet these individual needs, with reasonable adjustments under the Equality Act 2010 and Special Needs and Disability Act 2001.

The School fulfils its obligations for SEND in accordance with the SEND Code of Practice, January 2015 in providing for children with identified special needs. The school is committed to providing an environment that allows children with a variety of disabilities full access to all areas of learning. In order to support children who have SEND, the school adopts a graduated response that recognises there is a continuum of special educational needs. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised. The Head of Learning Support works with the staff in determining the adjustments and teaching which would be most effective for the pupil.

The School provides an Individual Learning Profile for pupils who require SEN support. This sets out the nature of the special need, and outlines how the School will aim to address it. It also informs staff about any specialist support or therapies the pupil is undergoing as well as providing strategies and recommendations for each individual pupil.

The School is committed to meeting the needs of any gifted or talented pupils within the School, planning extension activities as appropriate.

Please see the SEND Policy for greater detail.

6. Personal, Social, Health & Economic Education (PSHE)

Personal, Social, Health and Economic Education is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and well-being. We aim to equip the children with the knowledge and skills, including decision making, resilience and self-understanding in order to lead confident, safe, healthy and independent lives.

We aim to help them understand how they are developing personally and socially to foster positive relationships and tackle many of the moral, social and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding,

therefore, developing a secure sense of identity in order to function well in the world.

Pupils are encouraged to take part in a range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and the wider world.

Pupils learn to recognise their own worth, collaborate with others and become increasingly responsible for their own learning, understanding that the decisions they make are determinants of their own success and well-being.

We aim to develop pupils' spiritual understanding and appreciation of the non-material aspects of life.

We promote values of recognising the worth of each pupil, celebrating their individualism, and enjoying and nurturing their contribution to the School Community. Calmness, courtesy, courage and consideration are at the heart of our aims and ethos.

Please see the PSHE Education Policy for greater detail.

7. Fundamental British Values

At Twickenham Preparatory School, fundamental British values are covered in a variety of different ways throughout the school from EYFS to Year 8. The School has a duty to 'actively promote' the fundamental British values to ensure that young people leave school prepared for life in modern Britain.

Fundamental British values are rooted in respect and tolerance for people of all faiths, races and cultures. Pupils are encouraged to develop a deeper awareness and understanding of what it means to be a good citizen in Britain today. Pupil voice plays an important part in driving the school forward and varying levels of school rules provide the foundation on which this can be achieved.

British values are actively promoted in much of what we do, during school assemblies, RS/TPR and PSHE Education sessions. These values are also integral to the School's vision and values. As well as actively promoting British values, the opposite also applies: we would challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

Lessons: Through our PSHE education programme, pupils are taught about the rights of the individual, being a good citizen and looking after our world.

Assemblies, Visitors and Trips: Assemblies about varying aspects of fundamental British values takes place regularly. Visitors are welcomed to the school to speak on a variety of diverse topics promoting British values, such as first aid, the police, RNLI. The pupils engage in educational trips to places such as Windsor Castle, Butser Ancient Farm, Strawberry Hill House. The pupils are engaged in projects which contribute to the community or society as a whole such as the Great British Birdwatch, raising funds for Richmond Mind, collecting items for the Hygiene Bank and Spear Food Bank.

As a school, we value and celebrate the diverse heritages of everybody at Twickenham Preparatory School, but alongside this, we value and celebrate being a part of Britain.

Please see the PSHE Policy for greater detail – Appendix 2

8. Careers Education and Guidance – Y7 and Y8

Careers Education and Guidance is statutory for Years 7 and 8 and is taught through the PSHE Education programme of study and through our enrichment programme.

Please see the Careers Policy for greater detail.

9. The Early Years Foundation Stage

In the framework it states, 'Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances' (Statutory Framework for the Early Years Foundation Stage (updated 2021)', p.5).

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building pupils' capacity to learn, form relationships and thrive.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The prime areas are strengthened and applied through **4 specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Therefore, our curriculum planning focuses on the above. EYFS practitioners consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

We recognise that children develop in different ways and at different rates, and that all seven areas of learning and development are equally important and inter-connected. Please refer to the Early Years Foundation Stage Policy for more detail.

Twickenham Preparatory School fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. We aim to promote 'teaching and learning to ensure children's school readiness and give the children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life' (Statutory Framework for the Early Years Foundation Stage (updated 2021) p.5).

Teaching builds on the experiences of these young children. We do all that we can to build positive partnerships with parents in order to forge firm foundations for future learning.

Throughout the year, regular observations and assessments are uploaded and shared with parents via Tapestry, our online education platform, and the Early Years Foundation Stage Profiles are completed in the summer term. Formative and summative assessments form an important part of the future curriculum planning for each child.

The curriculum taught in Reception meets the requirements in the revised National Curriculum at Foundation Stage. Planning focuses on Early Learning Goals and on developing pupils' skills and experiences through play and in well-planned, structured activities including STEM and Nature Trail

where we can focus in particular on the characteristics of learning. Each term teachers assess the skills and development of each pupil, to inform each child's Individual Learning Priorities plan. This assessment is vital for the future curriculum planning for each pupil.

Appreciation of British Values is embedded in the culture of teaching and learning in EYFS. It is planned for in RE and PSHE lessons and highlighted in our termly planning.

Please see EYFS Policy for further details.

10. Key Skills

The following are 'key skills' at the School:

- Communication
- Application of number
- Information technology
- Working with others
- Improving one's own learning and performance
- Problem-solving

In our curriculum planning, we emphasise these skills, so that pupils' progress can be identified and monitored.

11. The Role of the Head of Department (HOD)

- To provide a strategic lead and direction for the subject
- To support and advise colleagues on issues related to the subject
- To monitor pupils' progress in that subject area
- To provide efficient resource management for their subject

Heads of Department have non-contact time each week to enable them to carry out their duties. This includes keeping up-to-date with developments in their subject, reviewing how the subject is taught in school and planning improvements. They examine medium-term planning and ensure that appropriate teaching strategies are used. Head of Departments also have responsibility for monitoring the way in which resources are stored and managed.

12. The Role of the Pre-Prep Subject Co-ordinator

To support and liaise with the Head of Department in reviewing, planning and monitoring the teaching of the subject in Pre-Prep and in the development of whole school policy and planning.

13. Monitoring and Review

The Director of Studies monitors the way in which the school curriculum is implemented and is responsible for the day-to-day organisation of the curriculum. This includes monitoring the medium-term plans for all teachers, ensuring that all classes are taught the full requirements of the schemes of work and that all lessons have appropriate learning objectives. Each subject area is reviewed by the Head of Department and Director of Studies annually.

Work scrutiny takes place on a regular basis, and is coordinated by the Director of Studies; feedback is provided to ensure standards throughout the School are consistently high.

Heads of Department monitor the way their subject is taught throughout the School and have responsibility for monitoring the way in which resources are organised and managed.

14. Pre-Senior Baccaureate (PSB) in Senior Prep (Year 7 and 8)

The Pre- Senior Baccaureate (PSB) is a framework of study for all Year 7 and 8 pupils at Twickenham Preparatory School which focuses on the active development and assessment of **6 core skills**: *Communication, Collaboration, Leadership, Independence, Reviewing and improving and Thinking and Learning*.

The PSB framework has a core 'skills' focus and is designed to be in tune with the requirements of the 21st century workplace. It sets out to ensure the pupils develop broad cognitive skills which include being able to solve complex interdisciplinary problems, think critically about work tasks, communicate effectively with people from a range of different cultures, being able to collaborate with others, and also be able to adapt to rapidly changing environments or conditions. The TPS curriculum will sit within the PSB framework. Appendix 2 refers to what PSB looks like at TPS in Years 7 and 8.

Why PSB?

PSB will enable us to:

- Maintain our high academic standards through a knowledge-rich curriculum
- Explicitly teach and develop the key skills pupils need to be lifelong learners
- Assessment of the whole child
- Access to a network of other PSB schools
- Avoid the stress and anxiety of perceived high-stakes exams at a time when this is not a necessary ingredient for success in Year 8

Years 7 and 8 pupils are assigned tutors who meet weekly and support the pupils in reflecting on their skills development. All pupils in Years 7 and 8 will complete a skills log, at least once a week, recording the skills achieved and reflecting on their impact.

Pre-Senior Project Qualification (PSPQ)

Pupils in Year 8 will also undertake an independent extended project, Pre-Senior Project Qualification (PSPQ), whose aims are to enable pupils to prepare for senior school life and future careers by:

- Demonstrating Self Leadership and Organisation
- Generating deeper thinking and learning
- Knowing how to handle detailed work
- Working independently on a topic they are interested in
- Communicating ideas effectively
- Reflecting on achievements and improving learning

The stages of the project:

- Learning to learn and life skills Identify an aim/outcome
- Undertaking Research to deepen knowledge
- Creating/Designing/Writing a project related to the aim
- Presenting the project at a PSPQ exhibition
- Reflecting and evaluating their learning

15. Assessment and Reporting Schedule

During the year, meetings can take place between teachers and parents at any time during the year. Parents also have an opportunity to meet class tutors/teachers in the Autumn and Spring (for Reception to Year 3), and for Years 4 to 8, to meet the individual Subject Teachers formally at the Academic Review Meeting in the Spring term. The exception is for Year 6, where parents are invited to meet the maths, English and reasoning teachers in the Autumn term, prior to the Year 6 Entrance Exams. Parents' meetings are scheduled (online or Face to Face F2F), as outlined in Appendix 1.

Feedback and marking are important aspects of our assessment process and more specific details of this can be found in the Feedback and Marking Policy.

Standardised assessments are an integral part of tracking pupil progress at Twickenham Preparatory School. Appendix 1 makes references to the schedule of standardized tests. The results are reviewed by the Director of Studies, Head of Learning Support and all relevant teaching staff. The data is utilised in conjunction with all other assessment data available by staff members to build a big picture of the individual child, and planning may be amended, if necessary, to support or extend pupil progress. The summary of pupil progress is also reported to the Governors through the Education Committee meeting in the Autumn term.

At Twickenham Preparatory School, a full written **report** on each child's progress over the year is sent out at the end of the Summer Term.

In the Autumn and Spring term, **Grade Cards** are shared with parents for pupils in Years 3 to 8. The purpose of a grade card is to provide our pupils and parents with a snapshot of progress in the subjects taken at Twickenham Preparatory School. It is also helpful for staff to reflect upon student progress formally at certain points and to decide if new strategies are needed to help the student to make further progress.

There are 3 key areas that are graded: *Attitude to Learning; Behaviour and Organisation*. Appendix 1 highlights the schedule and Appendix 3 identifies the grade descriptors for the 3 key areas.

- **Attitude to Learning** is an important aspect of our assessment as this is the foundation of pupils' learning at our School. The Attitude to Learning grade replaces the Effort grade in previous years. This grade allows the teaching staff to give an indication of an individual pupil's approach to their learning, enthusiasm and work ethic.
The expectation would be that the vast majority of children would be awarded the three top grades: Outstanding Learner, Ambitious Learner, or Engaged Learner.
- **Behaviour grades** are awarded by Subject Teachers to give an indication of a child's behaviour in lessons. Good behaviour is a precursor to having the right attitude to learning and the expectations are that all the children should be kind and respectful to all members of the community at all times, in line with the school's key values of being: Calm, Considerate, Courteous and Courageous.
The expectation would be that the vast majority of children would be awarded the three top grades: Way above expectations, Above expectations, or As expected.
- **Organisation grades** are awarded by the Subject Teachers. Being organised is particularly important since it helps the child learn how to prioritise activities, set and achieve goals and reduce stress. Having good organisational skills also makes it easier to collaborate with others and helps increase productivity and efficiency.
The grades are awarded by the Subject Teachers to given an indication of how prepared a child is for the lesson, which will include having the correct equipment; consistency in handing in homework; punctuality in arriving for class and how well their work is presented and organised in their books or folders.
The expectation would be that the vast majority of children would be awarded the three top grades: Way above expectations, Above expectations, or As expected.

Appendix 1 – Summary of Assessment, Parents’ Evening and Reporting Cycle

Summary of Assessment, Parents’ Evening and Reporting Cycle						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Parents' Evening (online)			Spring Review Parents' Evening (F2F)		Reception ELG Meeting End of Year Report
Year 1	Parents' Evening (online) PTM and PTE 5		SWST A (Spelling)	Spring Review Parents' Evening (F2F)	PTM and PTE 6	End of Year Report
Year 2	Parents' Evening (online) PTM and PTE 6		CAT 4 SWST B (Spelling)	Spring Review Parents' Evening (F2F)	PTM and PTE 7	End of Year Report
Year 3	Parents' Evening (online) End of half-term Grade Cards 1*	End of half-term Grade Cards 2** CAT 4	End of half-term Grade Cards 1* NGRT (Reading) and NGST (Spelling)	Spring Review Parents' Evening (F2F) End of half-term Grade Cards 2**	End of half-term Grade Cards 1*	End of Year Report PTM and PTE 8
Year 4	Pastoral Parents' Evening (online) End of half-term Grade Cards 1*	End of half-term Grade Cards 2**	End of half-term Grade Cards 1* NGRT (Reading) and NGST (Spelling) CAT 4	Academic Review Parents' Evening - all subjects (online) End of half-term Grade Cards 2**	Exam Results in place for grade card End of Year Exam: Maths and English	End of Year Report PTM and PTE 9

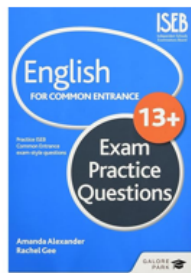
<p>Year 5</p>	<p>Pastoral Parents' Evening (online) End of half-term Grade Cards 1*</p>	<p>End of half-term Grade Cards 2**</p>	<p>Academic Review Parents' Evening - all subjects (online) End of half-term Grade Cards 1* NGRT (Reading) and NGST (Spelling) CAT 4</p>	<p>End of half-term Grade Cards 2**</p>	<p>Exam Results in place for grade card End of Year Exam: English, Geography, History and Maths</p>	<p>End of Year Report PTM and PTE 10</p>
<p>Year 6</p>	<p>Academic Review Parents' Evening - Eng, Maths, and Reasoning only (online) End of half-term Grade Cards 1* CAT 4</p>	<p>End of half-term Grade Cards 2**</p>	<p>End of half-term Grade Cards 1* NGRT (Reading) and NGST (Spelling)</p>	<p>Academic Review Parents' Evening - all subjects apart from English and Maths (online) End of half-term Grade Cards 2**</p>	<p>Exam Results in place for grade card End of Year Exam: French, Geography, History, Latin, Science and TPR</p>	<p>End of Year Report PTM and PTE 11</p>
<p>Year 7</p>	<p>Pastoral Parents' Evening (online) End of half-term Grade Cards 1* CAT 4 PTM 11T(<i>optional</i>)</p>	<p>End of half-term Grade Cards 2**</p>	<p>Academic Review Parents' Evening - all subjects (online) End of half-term Grade Cards 1* NGRT (Reading) and NGST (Spelling)</p>	<p>End of half-term Grade Cards 2**</p>	<p>Exam Results in place for grade card End of Year Exam: English, French, Geography, History, Latin, Maths Science and TPR</p>	<p>End of Year Report PTM 12</p>

Year 8	Pastoral Parents' Evening (online)		Academic Review Parents' Evening - all subjects (online)			
	End of half-term Grade Cards 1*	End of half-term Grade Cards 2**	End of half-term Grade Cards 1*	End of half-term Grade Cards 2**		End of Year Report
	CAT 4		NGRT (Reading) and NGST (Spelling)		End of Year: Senior Prep exams	
<ul style="list-style-type: none"> • Grade Card for Attitude for Learning, Behaviour and Organisation • * Grade Card 1: English, French, Maths and Science • **Grade Card 2: Art, Computing, English, French, Geography, History, Latin, Maths, Music, PE, TPR, Science • PTM and PTE: Progress Test in Maths and Progress Test in English • NGRT: New Group Reading Test • NGST: New Group Spelling Test 						

PSB and English

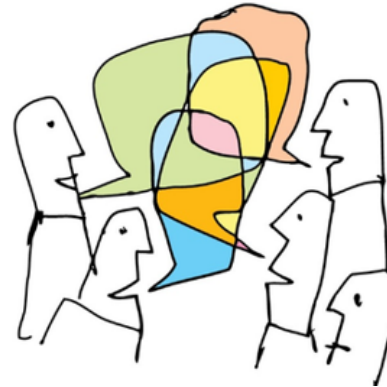
Academic Rigour *alongside*

- ▶ **Thematic curriculum** designed to access comprehension, writing, poetry, SPaG and studied literature that reaches GCSE level.
- ▶ Continue to use **ISEB papers** for standardisation.
- ▶ Accessible **analytical essay writing** that reflects **scholarship level** will now be offered to all students.
- ▶ **Small group intervention** and support in order to ensure that all achieve high academic standard.



PSB Skills Alignment

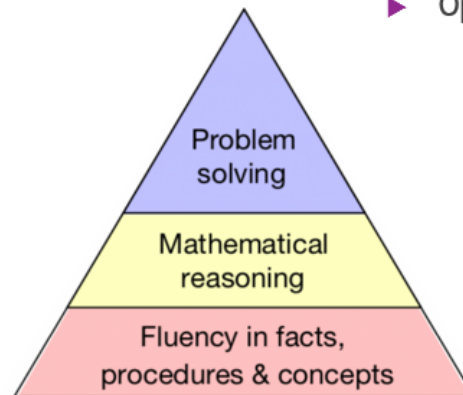
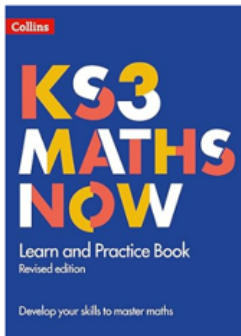
- ▶ Greater opportunities for the **development of oracy skills**.
- ▶ Introduction of **formal debating**.
- ▶ **Independent project work** that is lead by child's **cross-curricular area of interest** e.g. art, ICT, history etc.
- ▶ Greater opportunities for **digital expression**.
- ▶ **Varied assessment:** written responses, oral expression, digital expression



PSB and Mathematics

Academic Rigour *alongside*

- ▶ Developing conceptual and procedural fluency alongside an ability to reason and problem solve
- ▶ High level content
- ▶ Extension through problem solving built into the lesson structure
 - ▶ Scaffolded to enable access for all
- ▶ New opportunity for challenging group tasks and cross-curricular links



Learning Skills and Behaviours

- ▶ Using mathematical language and reasoning to communicate their knowledge and deepen their understanding through more collaborative working
- ▶ Developing note-taking and revision skills in much greater depth - useful for GCSE
- ▶ Taking ownership of their learning through greater independence and use of online platforms (Dr Frost, Corbett Maths)
- ▶ Opportunity for 'flipped learning' tasks



PSB and Science

Academic Rigour *alongside*

- ▶ Content depth ensuring that students have a solid understanding of the subject matter
- ▶ Key Stage 3/GCSE
- ▶ Emphasis is placed on teaching the scientific method including data collection, analysis, drawing conclusions
- ▶ Interdisciplinary connections between subjects which foster a holistic understanding of science

Learning Skills and Behaviours

- ▶ Higher order thinking such as designing experiments, interpretation of results and explanation of scientific phenomena
- ▶ Real-world applications of scientific principles
- ▶ Cultivating curiosity by exploring related topics beyond the curriculum.
- ▶ Organisation of notes and resources



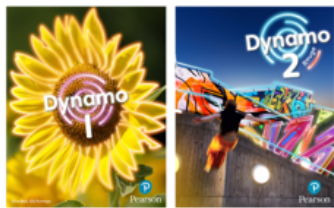
PSB and French

Academic Rigour

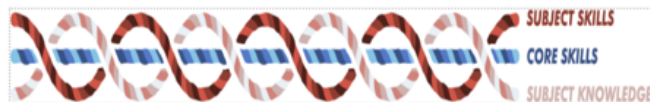
alongside

Learning Skills and Behaviours

- ▶ Dynamo provides a robust and pupil-friendly approach to the challenges of learning grammar, promoting active engagement and building on logical progression.
- ▶ They boys get a real taste of up-to-date French culture - language learning is brought to life.
- ▶ Extensive range of topics and grammar covered.
- ▶ Excellent differentiation built in to support and extend all pupils.
- ▶ Robust assessments -end of topics tests, Activelearn, end of year exam.



- ▶ Listening, speaking, reading & writing, together with grammar and translation remain at the heart of what we do.
- ▶ Increased opportunity to vary the type of tasks means improved preparation for the next stage of GCSE.
- ▶ Independence : online opportunities
- ▶ Reviewing & Improving : introduction of intermediate topic tests
- ▶ Thinking and Learning : own input into what they learn
- ▶ Communicating: varied and increased opportunities for oral and written assessments
- ▶ Collaboration: joint projects, time to share their work & learn from each other
- ▶ Leadership: joint projects/games
- ▶ **All increase motivation, resilience and enjoyment**



PSB & Classics at TPS

We aspire to:

- ▶ Encourage a lifelong affection for the Classical world; the literature, history and culture of the Greeks and the Romans and their wide-reaching influences upon Western societies
- ▶ Initiate and enhance critical thinking about the past and its impact on today's world
- ▶ Develop the necessary skills for translation and comprehension via both independent thinking and collaborative work. Latin impacts very positively on the pupils' learning and understanding of English, French and other languages as well as History
- ▶ Allow the pupils to develop and master all the necessary skills to take their Classical studies further on to GCSE level and thrive academically.



Methodology & Assessment

- ▶ Leadership: Collaborative projects and games
- ▶ Communicating: Written and oral assessments
- ▶ Reading, speaking, writing are all essential skills that we aim to develop and improve with the aid of grammar and vocabulary, paving their way to GCSE success
- ▶ Assessment via regular vocabulary tests and grammar practice on key grammatical schemes/ structures
- ▶ Valuable practice via Common Entrance style passages/ texts and questions
- ▶ Self-assessment and reflection on their own work and ways by which this can improve further
- ▶ One -to-one meetings to address any difficulties or queries and boost pupils' self-confidence
- ▶ End of year exam
- ▶ Further practice/ games via [Duolingo](#) and Kahoot!



PSB and History at TPS



- **Develop a love of history**
- **Develop a curiosity about past ways of life, and their influences in life today**
- **Treat both the learning of facts and the acquisition of skills as vital, linked components of the subject**
- **Explore and engage with a wide range of source material as part of their learning**

Historical skills

- Demonstrate knowledge and understanding of the key features and characteristics of the period studied (1483-1750)
- Explain, interpret and analyze historical events and periods.
- Test skills in comprehension, comparative analysis and utility: CE/CASE level source work
- Analyse, evaluate and make substantiated judgements about historical events and periods.
- How to express their views clearly and articulately, both orally and on paper, whilst supporting those views with historical evidence
- ***Introducing historical skills used for GCSE and future study***



PSB

- Developing note-taking and personalize revision skills
- Taking ownership of their learning through greater independence and use of online platforms (Socrative, [Mentimeter](#), Canva)
- New opportunities for challenging group tasks and cross-curricular links
- Media room: podcasts; radio plays; drama sketches
- Opportunity to express learning in different ways

Assessment & monitoring

- Regular topic tests
- Resources, sources and clips uploaded onto Teams
- CE/CASE style source and essay questions
- Self-assessment and reflection on work
- End of year exam

PSB and Geography at TPS



- a sense of place
- an understanding of citizenship, environmental stewardship and sustainable development
- acquisition of a solid foundation of geographical knowledge

Geographical Knowledge

Global Location (World, Europe, UK)
Tectonics (Earthquakes and Volcanoes)
Meteorology (Weather and Climate)
Geomorphology (Rivers and Coasts)
Demography (Population and Settlement)
Economy (Transport and Industry)
Environment (Sustainability and Stewardship)

Geographical Skills

Cartographic Skills
Graphical Skills
Analytical Skills
Fieldwork Skills



PSB

Begin each topic strand with a question so facilitate a more enquiry based approach to learning.

Reduce the use of booklets in Year 7 and Year 8, enabling the boys to have greater independence on how tasks are completed and presented.

Opportunities to work collaboratively to research, review and present work.

Provide more opportunities to work outside the classroom.

Assessment and Monitoring

Regular topic tests.

Weekly global location and vocabulary tests.

Topic fact sheets, links to online educational geography games and videos all uploaded onto TEAMS.

End of year exams using CE questions.

The PSB Programme of Study for Theology, Philosophy and Religion.



Year 8

Autumn 1 Theology: Human responses to God	Spring 1 Philosophy: Ethics	Summer 1 Islam/Revision
Autumn 2 Theology: Human responses to God	Spring 2 Religion: Islam	Summer 2 Theology: God's relationship with the World

Year 7

Autumn 1 Philosophy: Ethics, Crime and Punishment	Spring 1 Philosophy: What is Philosophy/Great Thinkers	Summer 1 Buddhism/Philosophy: Great thinkers: MLK
Autumn 2 Theology: Human responses to God	Spring 2 Religion: Buddhism	Summer 2 Philosophy: Prejudice, discrimination and freedom

At the core of the PSB is the development of values, skills, attitudes and behaviours required for pupils to succeed and flourish in an ever changing world. In TPR lessons, the students cover a wide range of topics and consider important contemporary issues such as prejudice, war and crime. We also study stories from the Bible, interpreting their meaning and relevance to society today. Both Years 7 and 8 investigate comparative religions.

Formerly, although there were opportunities to work collectively in TPR there was a greater emphasis on independent, written answers, working towards the accepted CE style of essay writing. Although longer written work will still feature in the curriculum, with the PSB, each pupil will have much greater scope to study within a group, decide themselves how to research and share findings and set their own challenging targets. Assessment will be via a range of presentations, written work in books, the Skills Journal and the Senior-Prep examination in TPR.



Art & Design Technology

Changes?

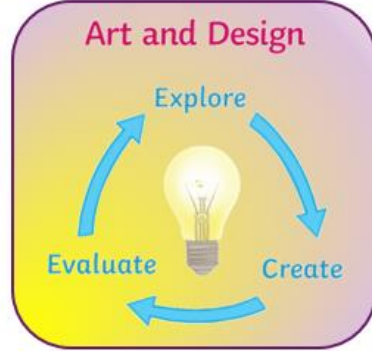
Key stage 3 Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



DFE – National Curriculum



"Every child is an artist. The problem is how to remain an artist once he grows up"
Pablo Picasso



Opportunities for the Future & Assessment

PSB Level	KNOWLEDGE AND UNDERSTANDING	APPLICATION	REFLECTION AND EVALUATION
9-10	Understands the context and background which can influence an artist's work Understands the elements, context, materials and techniques used and can discuss them using appropriate vocabulary Is able to communicate an excellent understanding of artworks and use that in the context of their own work	Develops ideas using Fine Art media and executes them with confidence Shows evidence of purposeful expression and communicates intentions clearly in sketchbooks and /or verbally Visual and technical skills are well-developed and well-executed	Reflects on their own work with a critical eye on the development and progress at various stages, either verbally or in sketchbook Excellent evaluation of own work including a fair appraisal of quality and identification of areas for improvement and this influences future work. Listens to and acts on feedback
7-8	Demonstrates a good knowledge and understanding of the influences on an artist's work Demonstrates a good knowledge of the elements, context, materials and techniques used and can discuss them using appropriate vocabulary Is able to communicate a good critical understanding of artworks and use that in the context of their own work	Evidence of ideas being developed using Fine Art media and executed with increasing control. Evidence of purposeful expression and communicates intentions clearly in their sketchbooks and /or verbally Visual and technical skills are at a good level of proficiency and able to be used in their own work	Evidence of reflection on their own work with a fair eye on the development and progress at various stages, either verbally or in sketchbook Good evaluation of own work including a fair appraisal of quality and identification of areas for future improvement. Listens to feedback.
5-6	Demonstrates a satisfactory knowledge and understanding of the influences on an artist's work Demonstrates a satisfactory knowledge of the elements context, materials and techniques used and can discuss them using appropriate vocabulary Is able to communicate a satisfactory critical understanding of artworks and use that in the context of their own work	Able to develop ideas using Fine Art media Satisfactory evidence of purposeful expression and communication of intentions in sketchbooks and /or verbally Visual and technical skills are satisfactorily applied in their own work	Able to reflect on their work either verbally or in sketchbook Satisfactory evaluation of own work and identification of areas for future improvement. Listens to feedback.

PSB Grade	Designing	Making	Evaluating
10	Use a wide range of appropriate sources of information to develop my ideas. Research possible forms, functions and production techniques for my design. Annotate to show that I recognise 'conflicting' demands on my designs.	Use, and show that I understand, a range of tools, materials, equipment, components and processes. Understand the characteristics/properties of a range of materials, tools and processes (e.g. properties of acrylic) and take account of these.	Adjust my product to improve it following evaluation.
9	Communicate using a variety of media and techniques e.g. models, mock ups, orthographic/isometric/perspective. Consider the needs of a range of users e.g. children aged 3-5, in my specification. Produce a fully realistic design.	Check my work as I go along, and usually correct/avoid errors. Adapt my making to changing circumstances and explain these adjustments.	
8	Write conclusions from my research and explain how it will help my designing and making.	Include the time needed for the main stages of making in my production plan.	Test and evaluate my product in use.

Challenge and Extension

Year 7	Art Painting Eg. Pop Art (Patrick Caulfield)	DT Textiles E.g. Slippers/quilt/t-shirts	Art Sculpture Eg. Clay/Marine Life (Jason de Caires-Taylor)	DT Resistant Materials Eg. Vehicles	DT Electrical Control/Mechanisms or Graphics & Packaging Eg. Board Games (Investigating Switches)	Year 8	Art Drawing Eg. Mechanics and Engineering. Leonardo Da Vinci	Art /DT Abstract Sculptures (Creating a sculpture using bolts, tubes etc, inspired by drawing created in Autumn 1)	Art Painting Eg. Layering Using Acrylics	DT Electrical Control Eg. Fairground Rides
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PSB and Computing

Academic Rigour *alongside*

- ▶ Increasing breadth and depth of knowledge within Computing
- ▶ Working on programming skills, creative projects and digital competency
- ▶ High level content - many aspects from KS4 curriculum
- ▶ New opportunity for challenging group tasks and cross-curricular links, making connections and transferring learning into new concepts



Investigation



Exploration



Analysis



Problem-solving



Design

Learning Skills and Behaviours

- ▶ Pupils are given space to be curious and inquisitive throughout Computing topics
- ▶ Pupils are supported to ask meaningful questions and can justify possible solutions, recognising potential issues and problems
- ▶ Taking ownership of their learning through greater independence, recognising the skills they're working on

PSB and Music

AREAS COVERED

Treble & Bass Clef (keyboard skills)

Jazz

Pop Covers

Film Music

Classical & Dance Music

Ukulele

Musical Elements

PSB OPPORTUNITIES within these musical areas

Independence - performing, aural skills, composing and theory

- reviewing and accessing own performances

Collaboration - group performance projects

- singing and playing instruments
- adapting singing/playing to improve task

Leadership - demonstrating leadership in rehearsals (commitment, positivity, leading)

- reviewing and giving constructive feedback

Assessment through listening and historical and cultural studies, performing, composing (includes knowledge of theory) and extra-curricular activities



PSB and Sport

PSB OPPORTUNITIES within Sport

Communicating:

- *Communicating effectively with teammates, coaches and referees*
- *Listening to other teammates and respecting their opinions*
- *Discussing ways that the team can improve their performance*
- *Encouraging teammates using positive communication*

Collaboration:

- *Working as a team to help solve problems on the pitch*
- *Staying positive and committed even if not agreeing with something*
- *Discussing issues with the team and working out a plan together*
- *Reflect on performances and plan ways to improve*

Leadership:

- leading by example on the sports field
- Taking the lead in solving problems on the pitch
- Working out how to be more effective as a team
- Reviewing the strengths and weaknesses of a team and making changes to help find a solution
- Delegating roles and tasks effectively
- Instructing effectively even when under pressure

Key Strands

- **Effort** - displaying a positive attitude and always striving to improve personal bests
- **Knowledge and understanding of tactics and strategies** - developing a deep understanding of tactics and strategies specific to their sport
- **Fitness** - inspiring an excellent level of fitness for their chosen sport
- **Skills and technique** - improving the skill level and technique, allowing pupils to play with creativity and flair
- **Critical evaluation** - instilling a greater level of critical analysis of their own and others' performances



Appendix 3 – Grade Descriptors

Attitude to Learning

Attitude to Learning is an important aspect of our assessment as this is the foundation of pupils' learning at our School. The Attitude to Learning grade replaces the Effort grade in previous years. This grade allows the teaching staff to give an indication of an individual pupil's approach to their learning, enthusiasm and work ethic.

The expectation would be that the vast majority of children would be awarded the three top grades: Outstanding Learner, Ambitious Learner, or Engaged Learner.

<p>Outstanding Learner (O)</p>	<ul style="list-style-type: none"> • I consistently show all of the characteristics of an 'ambitious learner' in every lesson • I lead the learning in the classroom • I seek challenge and independently extend my learning outside of the classroom, e.g. doing wider reading, completing extension tasks • I am always ready to learn and organised • I always hand in my homework on time and show I have worked hard on it • I am determined to succeed and never give up – even when it is hard (resilience) • Going above and beyond!
<p>Ambitious Learner (A)</p>	<ul style="list-style-type: none"> • I am always fully engaged in all lessons and actively listen at all times • I am always focused in lessons and complete all of my work to an exceptional standard • I am always looking how to improve my work, listening to teacher feedback and applying improvements independently and to a high standard • I always have a positive attitude in lessons and am determined to try the most challenging tasks • I have a positive influence on the learning of others, engaging in discussion, showing empathy to others and always adhering to the school expectations
<p>Engaged Learner (E)</p>	<ul style="list-style-type: none"> • I am engaged in the majority of lessons and actively listen consistently • I am focused in lessons and complete my work to a good standard most of the time • I want to improve my work, and will listen to teacher feedback and make improvements when prompted • I usually have a positive attitude in lessons and am determined, even when tasks get challenging • I am enthusiastic most of the time • I engage in discussion and can show empathy to others • I try to adhere to the school expectations and respond quickly if I am not • I try to take responsibility for my learning and progress, e.g. doing wider reading, completing extension tasks • I usually hand in my homework on time
<p>Passive Learner (P)</p>	<ul style="list-style-type: none"> • I am sometimes ready to learn, but there are possible times when I am late or forget my equipment • I am sometimes disengaged in lessons but do try to listen • I can focus in lessons but my work is not always to the best standard • When prompted by the teacher, I want to improve my work, and respond to feedback but this may not be in as much detail as I am capable of • I sometimes answer and ask questions, but I do not always make the effort to and rely on other students

	<ul style="list-style-type: none"> • I sometimes give up when tasks get hard or I get stuck, I can show a lack of effort • I am polite and can engage in discussion, if prompted • I try to adhere to the school expectations but may sometimes show a poor response • I missed some homework deadlines • I have sometimes received warnings in lessons for my behaviour and effort
Reluctant Learner (R)	<ul style="list-style-type: none"> • I am regularly disengaged and do not always try to listen • I do not focus in lessons, am often off task or produce work of a poor standard • The teacher has to continually prompt me to improve my work • I often fail to hand in homework on time or have just rushed it • I do not always respond to feedback or I give up • I often give up if I find a task hard or I get stuck • I regularly have a negative impact on the learning of others as I do not adhere to the school expectations • I often show a poor response • I interrupt lessons, which means you stop the learning of other students
<ul style="list-style-type: none"> • If a student is awarded a 'P' or a 'R' grade for their attitude to learning, there will be at least 2 reasons for this grade. Please see the reasons below 	
Passive Learner 1	The student does not always work hard and gives up too quickly when work is challenging
P2	The student's behaviour does not always meet expected standards
P3	The student does not always meet deadlines
P4	The student does not always arrive at lessons with the correct equipment
P5	The student does not always reflect on and respond to feedback
P6	The student does not always produce work that meets expectations
Reluctant 1	The student does not work hard in lessons and gives up immediately when work is challenging
R2	The student's behaviour regularly disrupts the learning of others
R3	The student regularly fails to meet deadlines
R4	The student regularly arrives at lessons without the correct equipment
R5	The student refuses to accept or respond to feedback
R6	The student regularly produces work that is significantly below expectations

Behaviour

Behaviour grades are awarded by Subject Teachers to give an indication of a child’s behaviour in lessons. Good behaviour is a precursor to having the right attitude to learning and the expectations are that all the children should be kind and respectful to all members of the community at all times, in line with the school’s 4Cs.

Each Subject Teacher awards their own behaviour grades.

The expectation would be that the vast majority of children would be awarded the three top grades: Way above expectations, Above expectations, or As expected.

Way above expectations	<ul style="list-style-type: none"> • I am always polite to staff and other pupils, setting an excellent example to others • I am supportive and helpful towards others and encourage others to do the same • I follow any agreed class rules at all times • I always demonstrate the desirable 4Cs
Above expectations	<ul style="list-style-type: none"> • I am always polite to staff and other pupils, setting a very good example to others • I am positive and will help others with their work • I try to encourage others and am happy to share resources and collaborate • I follow any agreed class rules almost all times • I demonstrate the desirable 4Cs almost all the time
As expected	<ul style="list-style-type: none"> • I am polite to staff and other pupils • I am generally positive, helpful and considerate towards others • I follow any agreed class rules most of the time • I demonstrate the desirable 4Cs most of the time
Inconsistent	<ul style="list-style-type: none"> • I sometimes let myself down with my behaviour and make inappropriate choices on occasion • I behave sensibly some of the time but can disrupt the learning of others at times • I can talk at inappropriate times and do not fully follow the agreed class rules • I do not consistently demonstrate the desirable 4Cs
Cause for Concern	<ul style="list-style-type: none"> • I am regularly disruptive • I may have demonstrated episodes of rude or inappropriate, unkind or unhelpful behaviour towards others • I regularly disregard the agreed class rules • I regularly do not demonstrate the desirable 4Cs in interactions with staff and peers <p style="text-align: center; color: white;"><i>Pupil’s behaviour has already been discussed with parents</i></p>

Organisation

Organisation grades are awarded by the Subject Teachers. Being organised is particularly important since it helps the child learn how to prioritise activities, set and achieve goals and reduce stress. Having good organisational skills also makes it easier to collaborate with others and helps increase productivity and efficiency.

The grades are awarded by the Subject Teachers to give an indication of how prepared a child is for the lesson, which will include having the correct equipment; consistency in handing in homework; punctuality in arriving for class and how well their work is presented and organised in their books or folders.

The expectation would be that the vast majority of children would be awarded the three top grades: Way above expectations, Above expectations, or As expected.

Way above expectations	<ul style="list-style-type: none"> • I have met every homework deadline set • I always have the correct equipment and books necessary for my lessons • I am always on time for class • My work is well presented and in the correct order
Above expectations	<ul style="list-style-type: none"> • I have only missed one homework deadline set or forgotten the correct equipment or books necessary for my lessons on one occasion • I am on time for class • My work is well presented and in the correct order
As expected	<ul style="list-style-type: none"> • I am consistently good with my organisation, with only rare lapses • I almost always meet homework deadlines • I nearly always bring the correct equipment and books necessary for the lesson • I am nearly always on time for class • My work is generally well presented and in the correct order
Inconsistent	<ul style="list-style-type: none"> • My organisational lapses are starting to impact upon my progress in the subject • Too often I am failing to meet deadlines or failing to bring the correct equipment and books necessary for the lesson • I sometimes arrive late to class or fail to organise your file or exercise book correctly • The presentation of my work may be affecting my level of achievement in the subject
Cause for Concern	<ul style="list-style-type: none"> • My teacher is really concerned about my organisation • It is negatively impacting upon my studies in the subject • I will have already received a sanction in this subject for poor organisation <i>Pupil's organisation has already been discussed with parents</i>