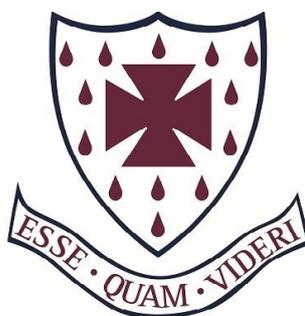


Curriculum Policy

(including Academic, Differentiation, Prep and Handwriting)

S. Anselm's School



Responsible person:	Juliet Elvin
Monitoring:	Head
Reviewed:	September 2018, under review Michaelmas 2021 (Interim review Summer 2022, January 23), October 2023, September 2025
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(See also SEND Policy)

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Entry to S. Anselm's School

Entry is, subject to places being available, at any age from 3yrs to 13yrs. From their 3rd birthday children are admitted to the Pre-School; from the September after their 4th birthday to the Pre-Prep Department, and from 7yrs to 13yrs to the Prep School.

Although there is no formal entry test and the school is largely non-selective, prior to awarding the offer of a place the school needs to ensure that it can suitably provide the necessary support for potential pupils and their learning needs. New children to the Prep school may be given initial assessment from core subject teachers or the Head of Learning Support. New children are also asked to bring for example a Maths, English and Science book from their previous school to help gauge ability and attainment. Interviews with parents and reports from previous schools also help to ensure that children are placed in the correct forms. Unless there is compelling reason to do otherwise, new pupils are usually placed in the second sets of academically streamed classes. Their transition and attainment relative to the rest of the set will be discussed during subsequent staff meetings and the suitability of their setting. If a child has a known learning difficulty, the Head of Learning Support will often carry out some initial tests with the child to assess their needs. All children regardless of race, religion background, orientation or any other protected characteristic are equally welcome to apply. Children have come to S. Anselm's after being given an EHC plan in the maintained sector. These children are carefully monitored, and their schemes of work are differentiated by teaching staff. The Learning Support Department maintain Individual Learning Plans (I.L.P.s) for such children and are at hand to discuss them with teaching staff and liaise with the Education Authority.

Organisation and timetabling

Class Organization

The school is organised into three distinct areas as shown in the table below.

Year Group	Area of School
Pre- School	Pre-School
Reception	Pre-Prep
1	
2	
3	Prep
4	
5	
6	
7	
8	

Years 3 to 5 are known as the 'Junior Forms' and Years 6 to 8 are the 'Senior Forms'.

Pre-School and Pre-Prep

Both the Pre-School and the Pre-Prep Department have their own detached buildings and are staffed by infant and junior teachers. The school day in Pre-School and Pre-Prep runs from 8.50am until 3.20pm. In Pre-School children may attend morning or afternoon sessions, or both. From Reception to Year 2 children attend the whole school day, unless personal circumstances mean that this is not appropriate for individual pupils.

The EYFS framework is followed in Pre-School and Reception, and continuous provision is provided in these year groups. In Years 1 and 2 project-based learning is encouraged with links being made between different curriculum subjects. Pupils have a form teacher and are taught the majority of lessons by that teacher. They have specialist teachers for Music, P.E., Art and French. Approximately 1 hour of maths and English are taught each morning. The allocation of time to other curriculum subjects e.g. Geography, History, R.S., varies depending on the project being studied in a particular term.

Teaching Allocation for Pre-Prep (Years 1 and 2)

Subject	Year 1 (Minutes)	Year 2 (Minutes)
English	300	300
Maths	225	300
French	30	30
Science	180	180
RS		
History		
Geography		
Drama		
Music / sing prac	45	45
Art	40	40
D.T.	60	60
Forest Fun		
Coding	40	40
P.E./Swim/Games	120	120
PSHE/golden time	60	60
Form / Assembly / Break / Lunch / Transition	815	815
Total minutes;	1950	1950
	1915	1990

Prep School

The Prep School day runs from 8.20am until 5pm. Saturday School is available to Year 3 to Year 8, however, it is not compulsory in Years 3 to 5. All children from Year 6 to Year 8 are expected to attend Saturday school until 12.30pm. All children have a form tutor.

The timings for the school day can be found in Appendix A. There is a 20-minute slot between 10.30 and 10.50 that varies each day (there is no such slot on Saturdays):

- Monday: Hymn Practice (Hargreaves Hall)
- Tuesday: Form time (tutor rooms)
- Wednesday: Form time (tutor rooms) and House Point collection. Junior Show-Ups (Library) *
- Thursday: House assembly (varying locations)
- Friday: Assembly (Hargreaves Hall) and Senior Show-ups (library) *
- 1050 – 1120 Break

** Junior Show-Ups are during Wednesday morning break. Senior Show-ups are held during Friday morning break.*

When there is an Exeat on a Friday, the Assembly will be rescheduled to an earlier point in the week. There is also a reading period (on a Monday, Tuesday, Thursday and Friday) that takes place in form rooms with the tutors between 13.40 and 14.00. On Friday the Year 8 pupils monitor the rooms and those not in a classroom go to Pre-Prep to read to or listen to readers. During another reading period the Year 6 join Year 3, Year 7 with Year 4 and Year 8 with Year 5 for paired reading.

Year 3-5

From Year 3-5, humanities (Geography, History and R.S.) and science are normally taught by the form tutor (or a member of the Junior Forms team). Maths and English lessons are timetabled each morning and again are usually taught by form tutors or subject specialists. Where there are two forms, English and Maths sets may be set by ability. All other lessons are taught by specialist teachers. Single lessons are all 40 minutes long, and doubles 80 minutes.

The curriculum is designed with generous allocation for sporting, creative and practical subjects, whilst ensuring that the core subjects of Maths, English, Science and languages remain prominent and frequent in all year groups. The table below shows the weekly lesson allocation by subject for Years 3-5.

Subject	Year 3	Year 4	Year 5
English	7.5	7.5	7.5
Maths	7.5	7.5	7.5
Science	3	3	3
French	1	1	1
Mandarin	1	1	1
RS	1	2	2
History	2	2	2
Geography	2	2	2
Drama	1	1	1
Music / Junior Choir	2	2	2
Art & Design	2	4	4
Computing	2	2	2
Swimming/PE	1	1	1
PSHE	1	1	1
Games	7	7	7
	41	44	44

Year 6-8

From Year 6, pupils have a form tutor who registers them twice a day and is the first point of contact for that pupil.

From Year 6 individual subjects are taught by subject specialists. From Year 6, English and Maths may be set. Science may be set from Year 7. The table below shows the allocation of subjects for each year group.

(For each year's exact allocation of lessons, please see ISAMS)

Subject	Year 6	Year 7	Year 8
English	7	6	6
Maths	7	6.5	6.5
Science	5	6.5	6.5
French/Spanish/ Non-Lang	4	4	4
Latin	3	3.5	4
RS	2	2	2
Study Skills	1.5	1.5	2
History	3	3	3
Geography	3	3	3
Music	1.5	1.5	1.5
Art & Design	4	4	4
Drama	1	1	1
Computing	1.5	1.5	1.5
Swimming/PE	1	1	1
PSHE	1	1	1
Games	10	10	10
	55.5	56	57

** Latin is set against RS and Study Skills.*

Teaching and Learning

Aims

At S. Anselm's School we believe learning should be a positive and relevant experience, teaching should be of a high quality by well qualified staff, and our curriculum should be broad, balanced and engaging, to promote learning, personal growth and development in all children.

We aim to:

- Provide pupils with rich experiences, an enjoyable, excellent and stimulating education whilst encouraging curiosity, independent, reflective thinking and creativity and encouraging high expectations and self-discipline.
- Provide a wide-ranging curriculum taught by well qualified, engaging and inspiring teachers. This curriculum not only offers academic subjects and experiences, but also provides opportunities for sporting, cultural and adventurous activities that pupils can enjoy, learn to work co-operatively and leadership skills.
- Nurture a supportive community which encourages a sense of social responsibility and spiritual and personal development. We aim to help all pupils develop the values, skills and standards of behaviour that they need to succeed in life, and to ensure all pupils feel valued, learn to be sensitive and tolerant towards others.
- Ensure the planned curriculum is accessible to all pupils and delivers subject matter which is appropriate for their age, ability and aptitude, including those with special education needs, English as an additional language as well as 'gifted and talented' pupils.
- Adopt a forward-looking and innovative approach which reflects our awareness of current and future trends without sacrificing traditional strengths.

By the time pupils leave the school after Year 8, the school aims to ensure all pupils possess:

- An investigative spirit, with the ability to work collaboratively or independently towards solutions.
- An ability to make connections across different areas of learning and apply knowledge and skills learnt to different scenarios.
- The ability to communicate effectively and comfortably in English, both orally and in writing.
- A sound grasp of number and the ability to apply skills learnt to problem solving and practical situations, to equip pupils for the next stage of their learning and for life.
- Understanding and competence in the use of different information communication technologies including mobile technologies, multi-media, email and the internet.
- An ability to design, make and evaluate e.g. technology products, art pieces.
- An understanding of personal health and wellbeing including nutrition, smoking, alcohol and drugs.
- Wide experience of many subject areas across languages, sciences, humanities, sport and the arts, and an ability to use skills and knowledge across a variety of subject areas.

- An understanding and critical awareness of the cultural heritage of Britain and its values, Europe and the world.
- An ability to apply moral principles to personal and social issues, and an appreciation of the responsibilities of citizenship, encouraging respect for other people.

All staff have high expectations of the children and are aware that each child is an individual, with an individual's strengths and weaknesses. Lessons are planned to stimulate the pupil by a variety of means to support different learning styles.

Teachers must provide high quality learning opportunities for our pupils to enable rapid progress and foster enjoyment. To enable this to happen teachers should:

- ensure that lessons are planned carefully, with careful consideration given to the need for differentiation within the class, range of ability and prior learning.
- provide a variety of activities within a lesson where understanding is developed through active, practical and first-hand experiences.
- deliver lessons at an appropriate pace.
- set realistic and clear learning objectives for the lesson.
- stretch the most able and support the weaker children.
- listen carefully to children's questions and responses.
- be flexible with lesson plans, altering the course of a lesson if another approach seems more appropriate in the circumstances.
- provide creative opportunities for all children to learn in different ways e.g. investigation, problem solving, research, collaboration, independent work, fieldwork, role play.
- give positive praise e.g. house points and show-ups for outstanding work for that child.
- give feedback to pupils about the quality of their work, and what they can do to make it better.
- teach pupils how to take responsibility for the progress they make as independent learners.
- encourage the use of ICT across the curriculum.
- aim to develop their own subject knowledge and keep up to date by attending INSET or other professional development courses.

Classroom Management

Children learn best when they feel secure in class and teachers are encouraged to:

- Establish ground rules, be fair and consistent, and establish good working relationships with all children in the class.
- Be prompt for lessons and finish on time, thus allowing children to arrive promptly for the following lesson.
- Praise and reward positive behaviour and contributions by pupils.
- Value opinions of pupils.
- Ensure that all tasks and activities that the children do are safe. Risk assessments are in place for all activities on site and are always created for any new or off-site activities.

- Deploy teaching assistants and other adult help as effectively as possible. Teaching assistants may work with an individual child or small groups.
- Create a high-quality creative learning environment with enticing displays that are changed regularly to reflect current learning. We ensure that all children have the opportunity to display work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- Conduct all our teaching in an atmosphere of trust and respect for all and keep a sense of humour.

Differentiation

S. Anselm's School recognises that differentiation is a vital and powerful tool in providing a broad and balanced curriculum that is accessible to all of its pupils. We endeavour to use a range of appropriate differentiation strategies in the teaching and learning environment to enable our pupils to achieve success and reach their full potential.

The Principles of Differentiation

They are:

- a) setting suitable learning challenges for all pupils
- b) responding to pupils' diverse learning needs and
- c) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Differentiation involves:

- linking planning and evaluation with teaching to meet individual needs
- matching aims, learning objectives and activities/tasks to the needs of individual children
- identifying appropriate levels of challenge
- using a variety of teaching strategies, techniques and learning styles

Reasons for Differentiation

Differentiation is important because it:

- recognises that every pupil has an entitlement to access the whole curriculum
- values individuals and responds to them as learners
- supports pupils and enables their development
- recognises that no two pupils are the same, though various individuals may at times have similar capabilities and needs
- enables pupils to work to their full potential and achieve personal success
- develops confidence and self-esteem within pupils of all abilities

At S. Anselm's, the Learning Support Department plays an important role in helping to identify the particular learning needs of the pupils with SEND and is instrumental in communicating this information to all teaching staff to help them in their planning, teaching and assessing.

Differentiation at S. Anselm's School endeavours to take into account the diverse needs of our pupils which include:

- the ability to acquire subject specific knowledge, understand and apply it
- performance in core literacy and numeracy skills
- linguistic capability (including knowledge of English for EAL pupils)
- spatial and visual capability
- hearing and auditory skills
- mobility and fine motor skills
- concentration/attention span
- organisational skills
- social and co-operative working skills
- very particular needs in the case of pupils with marked SEND (including pupils who have a Statement of educational need or EHC Plan)

Varieties of Differentiation

It is understood that the frequency, type and balance of differentiation used by different teachers will depend on a number of factors, including:

- the nature of the subject
- the style of teaching required
- the ability of the class or group (including the particular requirements and recommendations for pupils on the Learning Support Register, including pupils with dyslexia, or those with other specific learning difficulties or across the board learning difficulties)
- the number of pupils within a particular group.
- time constraints.
- availability of resources.
- access to additional T.A. support.

At S. Anselm's there is an awareness of the varieties of differentiation which can be integrated into teaching and learning:

- By outcome
 - Common, open-ended tasks are set leading to differentiated outcomes.
- By task
 - Structured activities become more challenging as pupils move from one task to a more challenging task.
 - Activities can be set in different ways, perhaps with a different focus on the same task.

- By means of recording
 - Pupils can record their work in different ways e.g. oral, handwritten, word processed, etc.
- By questioning
 - Questions are framed in different ways e.g. asking higher or lower order questions.
- By resource
 - Appropriate resources can be provided to support individual needs.
- By support
 - Teachers provide a particular support method e.g. intervention or change in pace
 - Peers provide support e.g. working in mixed ability groups where pupils can support each other.
 - Adults provide support e.g. T.A.'s working with individual children or ability groups of children for a period of time.

Planning for Differentiation

At S. Anselm's, the various curriculum areas use differentiation to ensure that all pupils have access to the subject. Evidence that differentiation is taking place is usually presented in the form of medium and short term planning or may be assessed through the observation of lessons and the monitoring of class work.

Flexibility to adjust teaching to suit a particular circumstance can often be spontaneous and such 'unplanned' use of differentiation is obviously necessary.

Teachers of mixed ability classes ensure that their differentiation:

- supports the less able.
- stretches the middle ability pupils.
- extends and challenges the more able.
- takes into account those with specific needs (for example some of the children on the L.S. register, and some pupils for whom English is not a first language).

Teachers can be helped in their decisions about differentiation by liaising with other teaching staff including the Class or Form Tutors, the Head of Phase, the Head, the Head of Learning Support and the Director of Studies.

Curriculum

The Principles of Developing the Curriculum

The taught curriculum is developed in relation to the Early Years Foundation Stage, the National Curriculum, the demands of Common Entrance, determined by the ISEB, and the demands of scholarship, determined either by the ISEB or by the different senior schools.

In devising the curriculum, a number of key areas are considered:

- **Breadth:** a range of experiences across all areas of study, extending more than the intellect alone.
- **Balance:** Pupils should have the opportunity to experience a wide variety of subjects and activities. The quality of teaching a subject should also be balanced and should be of a consistently high standard regardless of the amount of time allocated to it.
- **Depth:** There must be opportunities for extended and sustained work. In Years 1 and 2, project-based learning is encouraged with classes focusing on a cross-curricular project as part of their curriculum. These projects may run for different amounts of time from a week to a full term and allow more in-depth study. The Junior forms classes may also have cross curricular topics covered throughout the year.
- **Relevance:** The curriculum should start with children's experiences, building on previous knowledge and understanding. Project-based learning also focuses on an actual outcome at the end of the project so that work and activities are more worthwhile and so pupils can see a point to their work.
- **Continuity:** The curriculum must be planned within the context of previous experience and future expectations, paying due regard to the whole school context.
- **Progression:** Each child should progress at an acceptable level and pace.
- **Differentiation:** Within a teacher's short term planning work should be matched to the abilities of groups, and where possible, individual needs.

Planning

At each step of planning the key considerations will include:

- What do we want the children to learn?
- What are the expected outcomes?
- What experiences have the children had previously?
- What experiences will they be offered?
- How will they be offered?
- Over what time scale?

- What resources will be needed?
- How will the learning be assessed?

Curriculum planning and development is initiated by Heads of Department through discussion with their department. Consistency is important throughout school and so Heads of Department have meetings with teachers lower down the school to ensure there is good transition between different year groups. Alterations to the curriculum are made in consultation with the Head and Director of Studies.

Long Term Planning

The Long-Term Planning provides an overview of the proposed coverage of subjects and topics across year groups and also within year groups. From this we can ensure pupils are gaining a good balance of experience across a wide variety of subjects and that no year group is heavy on any particular subject. In Years 1 and 2, project-based learning is encouraged, and teachers create a yearly overview to show which subjects and topics are covered within each project. From Year 3, each subject will follow a designated scheme of work which outlines the content and skills that are to be covered during the year and in subsequent years. This again allows us to make sure year groups are gaining exposure to a broad curriculum and that projects are not focusing on the same subjects all year.

Medium Term Planning

In Year 1 and 2, where project-based learning is encouraged, teachers create a project overview for each project. This overview presents a description of the project and its outcome, any visits or trips that will support the project, the main subjects included in the project and all of the objectives and activities that will be tackled during that project. For subjects that do not fit within a project, schemes of work are prepared by Heads of Department, or specific published schemes are used e.g. White Rose Maths.

From Year 3 upwards (for subjects that are not taught through projects) schemes of work are prepared for each subject by Heads of Department which follow on from the work done lower down the school.

Short Term Planning

Short Term Planning is important as it has great impact on the children. It is involved with day-to-day classroom organisation, management and strategies for teaching and learning, and works from the medium-term planning. Short term planning enables the medium-term plans and projects to be practically put in place and adapted in the classroom so that it meets the needs of a specific class or individual. Each teacher is able to approach short term planning in their own individual way, possibly with the aid of planners and planning sheets. In year groups where there are two-form entry teachers tend to plan together.

Prep

- Years 3-5 have daily reading and are given weekly Literacy and Numeracy work to complete at home.
- Year 6 have 30 minutes Prep in the core subjects – Maths, English, Science, French and Latin. This may be increased in the Summer Term.
- Years 3-8 also have a 20-minute reading period at the end of the lunch-time break on Mondays, Tuesdays, Thursdays and Fridays.
- Prep is completed on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. No prep is set on Saturdays.
- Years 7 and 8 have an average of 1 hour of prep each prep night and subjects are based on the timetables below.

Sample Prep timetables

Prep Timetable 2025/2026 *(updated for the start of the Lent Term)*

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 8	English Geography	Science MFL	Science	Maths Latin/RS	Latin Study Skills
Year 7	Science Geography	English MFL	Maths	History Latin/SS	Latin RS
Year 6	Science	Maths	English	French	Latin

Pupils should fill in their Planners carefully when Prep is set and teachers are to make sure that Preps are entered correctly and that the pupils understand what the work required of them and the resources that they need.

- Prep should be tailored to length of time rather than quantity so that meticulous children and those with SEND are not unduly impeded in completion of work. If fast workers are to finish early, teachers must differentiate so appropriate additional work may need to be set for them. Pupils should not spend an excessive amount of extra time on Prep, whether they are boarders or day children.
- As a general rule, pupils are allowed a 48 hour period for prep to be completed. This allows pupils with evening commitments more time. If an extension of more than 24 hours is needed, it is the pupils' responsibility to speak to the teacher in a timely fashion.
- To help pupils organise their prep, subject teachers should make it clear to their classes where and when they expect prep to be handed in.
- If Prep is inadequately or unsatisfactorily done or handed in late, a slip may be issued. For repeated poor preps then the prep will be repeated as a detention. The pupil must understand why the work is inadequate or unsatisfactory and what is to be done in the detention.
- The evening matrons are available to help the younger boarders with any learning (e.g. reading, times tables, spellings and vocabulary) during the early evening and day pupils are expected to carry out such work at home. Evening staff are also available to help any boarder with work set by the Learning Support Department.

Handwriting

Overall Aim

Our aim is that our pupils will be able to write clearly, fluently and quickly so that they can cope with everyday demands of life and school.

Our pupils are taught the conventional ways of forming letter shapes (lower and upper case) through purposeful guided practice to foster a comfortable and legible handwriting style.

There is a consistent approach to the teaching of handwriting in Early Years, the Pre-Prep and the Prep to ensure that good habits are instilled at an early age and reinforced and developed in subsequent years.

All children will be given the opportunity to develop a continuous cursive style. Specific intervention may be used with some pupils. We aim to ensure that all pupils are taught to write to the very best of their ability.

Helping dyslexic children

When learning to read, children first have to link the shape of the word on the page with the sound it makes. Then, when it comes to writing, they have to recreate that shape back onto paper. For children with dyslexia, decoding these patterns and making these links can often be very difficult. As a result, they frequently fail to develop the automatic flow of writing which will help them to express themselves clearly and easily in writing.

Using a Continuous Cursive Style

Typically, when first learning to write, children 'print' their letters. They then move on to 'joined up' writing at a later stage. For children with dyslexia, learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is, therefore, much more helpful if a young child can learn to use a single system of handwriting right from the start.

The most widely recommended handwriting style is called continuous cursive. Its most important feature is that each letter is formed without taking the pencil off the paper – and consequently, each word is formed in one, flowing movement. The key advantages to this system are:

- by making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape
- because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q)
- there is a clearer distinction between capital letters and lower case
- the continuous flow of writing generally improves speed and spelling

S. Anselm's pupils will be taught to write in a continuous cursive style. In most cases, letters will start with a riser. This eliminates the confusion some pupils feel about where to start different letters. This continuity of approach throughout Early Years, Pre-Prep and Prep will ensure that best practice is firmly embedded. Some pupils will require this consistency of approach to develop an appropriate cursive style. Others will use this as a grounding from which they will develop a more individual cursive script as they pass through the school.

However, as a child progresses through the school and expands their vocabulary, it is the preference of the English Department that pupils are encouraged to use syllabic division to break up longer words and so improve the accuracy of their spelling. As such, the continuous cursive style may use breaks to accommodate this approach.

Objectives in Early Years

It is essential that children develop correct handwriting habits early on. In the early years they will be taught to:

- hold their pencil comfortably (using a range of pencils to find the one that suits the individual child's needs)
- develop left to right and top to bottom orientation
- form letters correctly as soon as their fine motor skills are sufficiently developed

However, each child's needs are different. For some, it will take longer to make progress. Teachers will use their professional judgement to fit the school's approach to each individual child.

Objectives in Key Stage 1

In order to develop a legible style, pupils should be taught:

- how to hold a pencil comfortably and correctly
- to develop a legible style of handwriting
- to write from left to right and top to bottom of a page
- to start and finish letters correctly
- to form letters of regular size and shape
- to put regular spaces between letters and words
- to form lower and upper case letters correctly
- how to join letters
- the importance of clear and neat presentation to communicate their meaning effectively.

Objectives in Key Stage 2

Pupils will be taught:

- to continue to develop a legible style of handwriting in both joined and printed styles with increasing success
- to develop greater fluency, control and speed
- To use different forms of handwriting for different purposes (e.g. neat handwriting for finished work, print for labelling maps and a swift script for making notes)
- Prep School pupils whose handwriting is a cause for concern should be encouraged to attend additional handwriting classes to remedy the situation.

Objectives in Key Stage 3

Pupils will be taught to:

- maintain the standard of their handwriting and presentation as they face increasing academic demands

- undertake corrective handwriting classes when teachers feel that the quality of their handwriting is a barrier to them fulfilling their potential.
- Use syllabic division to break up larger words into manageable chunks

Handwriting: Best Practice

The following examples of best practice will be taught and reinforced in all parts of the school and in all subjects.

Sitting position

Pupil must be taught to sit comfortably with feet flat on the floor and the body upright, leaning forward slightly. The non-writing hand should rest on the paper, supporting the upper body, facing slightly to the dominant side. The eyes should be approximately 30 to 40 cms from the paper. Whenever pupils copy from the board they should be facing it.

Left-handed pupils

A note should be kept of left-handed pupils. Left-handed pupils should be seated with other left-handed pupils or on the left hand side of the table on which they are writing. Left-handed pupils should position their paper parallel to the writing arm. Research suggests that left-handed pupils may benefit from sitting in a slightly elevated position.

Grip

If children are to develop a fluent and fast handwriting style, they must learn to hold a pencil with a grip that is relaxed but allows for efficient control. Care should be taken that children do not grip too tightly as they will be unable to develop a free-flowing movement and will tire quickly. Children should be encouraged to hold the pencil between the thumb and forefinger with the pencil resting on the middle finger. The thumb and forefinger should also be able to move slightly so that fine movements required for writing are possible. Commercial pencil grips may be used to correct a pupil's grip. However, shaped pens and pencils may be more effective than grips which are attached to conventional pens and pencils.

Progression

It is important that pupils take the necessary time and care with their handwriting in the early stages so that correct habits are formed. The names of pupils being held back by poor handwriting are to be referred to Learning Support.

Provision

The continuous cursive alphabet is introduced at Reception level and further developed in Year 1 and Year 2. Children begin to form joined-up writing patterns and letter strings when they are ready. This joined-up handwriting style will continue to be developed throughout Key Stage 2.

Modelling Handwriting/Teaching and Support Staff

The teacher's handwriting is the model for the children. All teachers should aim to produce quality writing at all times. Teachers and support staff should aim to use the script we have taught to pupils when modelling writing which is to be copied. Teaching staff should also underline their own dates and titles when displaying work to the class.

Board Work

Pupils should be able to see the board from a comfortable position. They should not have to turn more than 90 degrees to see the board. Pupils with a visual impairment should be seated facing and an appropriate distance from the board.

Presentation of Written Work

- In Y1 and Y2 the Learning Objective generally serves as the title for a lesson's work (often using a sticker or a label)
- From Year 1, all work should be dated.
- The date should be underlined using a pencil and a ruler from Year 3. The full date should be written in the top right corner of the page, just above the learning objective. However, the short (numerical) date should be used in maths lessons (6 digits with separating dots).
- From Year 6, work should be marked 'Class Work' or 'Prep'.
- There should be a title for each piece of work in the book, which is underlined using a pencil or pen (which has been used for the writing) and a ruler from Year 3.
- Pupils will write in pencil until Year 4 when they will progress to using a 'frixion' pen.
- Pupils with a grip problem should be encouraged to use a shaped pen or a pencil grip.
- Ink should be of an appropriate colour for the task. Written work will be written in blue ink. Other coloured pens (and highlighters) may be used for annotations and working, where permitted by the teacher.
- When starting a new lesson or topic, work should generally continue on a new page. However, a pupil may 'rule off' at the teacher's discretion.
- To keep exercise books looking tidy, teachers should pre-trim worksheets. Pupils should stick in worksheets at the first opportunity.
- Pupils are required to have all expected items of stationery in school every day. Repeated cases of missing items will result in warnings and debts.
- When writing on lined paper, pupils should use a margin to organise their work, where they will be expected to write up to the margin. Pupils should also leave a line between answers and new paragraphs (when writing prose) and use a clear indent of around 2cm (during creative writing). In addition to this, when working on squared paper, pupils are expected to write one number/symbol per box.
- Presentation skills should be reinforced and taught throughout the curriculum.

Monitoring and evaluating teaching, learning and the curriculum

As well as teachers evaluating on a daily or weekly basis through reflecting on their teaching and the learning that has taken place that day or week, the school will monitor and evaluate the teaching, learning and the curriculum through regular meetings. In reviewing the success of teaching and learning we do not only look at data, we also consider the children and their overall confidence, self-esteem and enthusiasm for learning. Evaluation will be measured against a range of indicators which include whole school and individual pupil indicators.

Whole School Indicators:

- Tests of cognitive ability e.g. CAT4, PIRA, PUMA, GAPS, WRAT-5 (reading and spelling)
- Examination results (e.g. in-school exams, external exams)
- Admissions information
- Destinations of school leavers
- Departmental reports
- Individual Meetings between HoD's.
- Effort Grades
- Attainment Grades
- Feedback from senior schools
- Feedback from pupils e.g. feedback following a project.

Individual Pupil Indicators:

- Individual pupils' tracking information from standardised tests, assessments and reports.
- Develop positive self-image
- Be effective users of the skills of numeracy, literacy and oral skills
- Develop positive links with the community
- Have an appreciation of the natural and manmade world
- Be increasingly independent, self-motivated and self-disciplined
- Appreciate human aspirations and achievements
- Work actively together in cooperative groups
- Acquire the competences and attitudes needed for adult life
- Have a love of learning and enjoy lessons.

The SLT organise a schedule of lesson observations, and work scrutiny. Assessment data, from in-school and external exams, is analysed by the SLT and fed back to staff. This data presents progress and achievement of children relative to other children in our school but also to national figures. Any areas of concern are discussed at regular staff meetings and interventions needed are then devised and put in place.

Heads of Department are responsible for reviewing their subject and department at the end of each year and have to devise a development plan for the next year. The development plan should not just be a wish list of resources but should include any specific areas they feel need further support or development e.g. staff training.

This information is then fed back to the SLT who discuss it and act on it if they feel this is necessary. Heads of Department are responsible for keeping up to date with curriculum development and government initiatives, updating plans, suggesting new topics and finding new resources accordingly. They are also expected to update policies as necessary.

Regular INSET sessions are organised, normally at the start of each term, and teachers have an input into what these INSET sessions may be about. In the past, sessions have related to pupil tracking, teaching children with SEND, the creative curriculum, Social Stories, whole school approaches to marking/feedback/presentation, executive functioning skills and many other areas. Provision and support is given for any newly qualified teachers so that they can follow the statutory induction programme. They are assigned a mentor (normally an experienced teacher) when they join the school and a schedule of support is put in place, which will include regular meetings and lesson observations. To date all NQT/ECT's have successfully passed their induction period and achieved QTS. New teachers to the school are also assigned a mentor to provide support and guidance through the induction process.

Preparing students for their next school

S. Anselm's prepares pupils for entry to many different schools both nationally and internationally. Through independent advice and consultation with each family, S. Anselm's pupils find the school that is best suited to them. These choices include local maintained schools, such as Lady Manners in Bakewell, local independent schools, such as Birkdale and Denstone College, and senior boarding schools, such as Shrewsbury and Repton. S. Anselm's prepares pupils primarily for Year 9 entry, although it will accommodate requests for pupils wishing to join a school earlier than this. However, as a prep school, the provision and preparation that is available is primarily focused on and tailored towards pupils leaving in Year 8.

First steps

Finding a suitable next school can be a daunting prospect for families, as there is so much choice on offer. Each family has their own requirements in terms of location, type of school, scholarships/bursaries on offer and budget. Families are encouraged to come in to speak to the Head or members of the SLT to discuss next schools. As a first step, each family with children in Year 5 and above are contacted annually over the phone to discuss their current thoughts about next schools. If further conversation is required, parents may make an appointment to speak to the Head through the Office. Each school has their own entry requirements and timeframe, so S. Anselm's can advise on these and give indications to the suitability of considered schools and offer suitable alternatives to consider. From here, families are encouraged to visit a number of potential choices. To further help families with this decision and to introduce them to schools that they may not have considered, information events by visiting senior staff from other schools are hosted at S. Anselm's. These are communicated through the Anselmian and the school calendar.

Monitoring

Information from meetings and discussions with parents are saved and updated on a spreadsheet. During academic meetings, staff are informed of potential choices for next schools for pupils, including entry requirements and potential scholarships to be attempted. Pupil progress is discussed at academic staff meetings, particularly after assessment.

Liaising with next schools

The Head will be in regular contact with the heads of senior schools and the Deputy Head / Director of Studies will be in regular contact with their admissions teams. Through this, S. Anselm's will stay up to date with the changing entry requirements and dates/deadlines for different schools, which will be recorded and updated on a spreadsheet. As well as this, members of the SLT and Heads of Department may visit senior schools and attend academic conferences to keep up to date with the ethos and academic focus of the different senior schools. The Head, SENCo and Deputy Head / Director of Studies will also discuss individual pupils with their next schools, which may include facilitation with access arrangements, levels of exam entry and subjects to be sat or general conversations to ensure the suitability of the senior school for the pupil.

Preparing the pupils for entry

Every pupil in S. Anselm's works towards sitting Common Entrance at the end of Year 8. For some, passing CE is a requirement for entry to their next schools. For others, it is used for setting purposes. However, some students do not require CE for their next school, nor does the senior school ask for results. We believe at S. Anselm's that preparing our pupils for CE, whether this is officially required or not, gives academic focus to the Senior Forms and provides our pupils with invaluable external exam experience that will put them in a strong position both for Year 9 study and for sitting GCSEs in Year 11. To help prepare pupils for CE, pupils are formally assessed every term from Year 6, with Interim Assessments in the Michaelmas and Lent Terms and end of year exams in the Summer Term. These results are shared with parents (electronically and through discussion at PT Meetings) and pupils self-evaluate their performance and set themselves next steps, which are overseen by the tutor team.

After assessment (school exams and standardised testing), year group performances are discussed in academic meetings. Individuals are also discussed to ensure that they are in the correct set, that they are receiving appropriate in-class support based on their additional needs and that they are on track for meeting the entry requirements of their next school, if known. Students in Year 8 may also receive academic interventions as a result of this, which may include additional classes with subject specialists, either during lesson time or during breaks or after school. Where required, the Head or Deputy Head / Director of Studies may contact the senior school to discuss individual progress of pupils who have registered for that school. This may include highlighting any potential weaker subjects, discussing learning support profiles and access arrangements or discussion involving the levels of entry of core subjects and which exams will be sat.

As well as academic tracking and preparation for exams, wider support may be given in the form of interview preparation and discussions with pupils about their senior school entry. Some schools require pupils to sit assessments (either written or online) before CE. This could be the Common Pre-Test in Year 6, or a standardised test (such as CAT4). There is a weekly session in the Innovation Centre (ISEB Club) which prepares pupils for such assessments. This uses the Atom Prime platform, which can prepare students for assessments in Verbal and Non-Verbal reasoning, Maths, English and Science. To help maintain focus on the students that require this preparation, students are invited to attend where necessary. To further assist with this, parents are encouraged to purchase an Atom Nucleus subscription over holidays and with the leadup to assessment.

Scholarships

Many senior schools offer a number of scholarships to pupils joining them in Year 9. These include academic and all-rounder scholarships, as well as subject scholarships in such areas as Sport, Music, Drama, Art and DT. Parents may inquire with the school about the suitability of entering for these awards, although S. Anselm's will speak to parents directly if they feel that working towards such an award is both suitable and feasible for the child. Head of Departments will coordinate preparation for subject awards, the SLT will assist students with preparing for all-rounder awards and the Deputy Head / Director of Studies will coordinate the preparation of pupils for academic scholarships, as well as having oversight over the other scholarships. Families are advised against entering too many simultaneously awards, as each scholarship requires significant time and effort to prepare for. As such, S. Anselm's does not encourage

pupils to just 'give it a go', rather pupils and families must fully commit to the preparation which may take place over a significant amount of time.

As each school has their own scholarships, with their own assessment criteria and timeframes, communication between families and school is a vital component to effective preparation. Once a family has decided upon entering for an award, additional provision will be put in place and information relating to assessment and the timeframe will be shared with the pupil and their parents. Heads of Department will coordinate such provision for subject awards, which may include additional sessions during break times or after school, or encouraging pupils to attend any suitable clubs that are already on offer (such as debating). For Academic Scholarships, additional classes in English, Maths, Humanities and Science (and a Modern Language, if required) are timetabled each week.

Appendix A: Timings of the school day (Years 3 to 8)

Schedule for Monday, Tuesday, Thursday and Friday

Period	Time
08.20 – 08.30	Registration
08.30 – 09.10	Period 1
09.10 – 09.50	Period 2
09.50 – 10.30	Period 3
10.30 – 10.50	Usual Assembly schedule
10.50 – 11.20	Morning Break
11.20 – 12.00	Period 4
12.00 – 12.40	Period 5
12.40 – 13.10	Lunch – 1 sitting for Y3 to Y8
13.10 – 13.40	Lunch Break / clubs
13.40 – 14.00	Registration and Reading
14.00 – 14.40	Period 6
14.40 – 15.20	Period 7
15.20 – 15.30	Afternoon Break
15.30 – 16.10	Period 8
16.10 – 16.50	Period 9*
16.50 - 17.00	Form period with tutors
17.00	End of day / clubs

*Year 3 pupils finish school at 16.15 and may attend a prep session until 17.00

Schedule for Wednesday

Period	Time
08.20 – 08.30	Registration
08.30 – 09.10	Period 1
09.10 – 09.50	Period 2
09.50 – 10.30	Period 3
10.30 – 10.50	Form time with tutors
10.50 – 11.20	Morning Break
11.20 – 12.00	Period 4
12.00 – 12.40	Period 5
12.40 – 13.10	Lunch – 1 sitting for Y3 to Y8
13.10 – 13.50	Lunch Break / clubs
13.50 – 14.30	Period 6 / Middle & Senior Games
14.30 – 15.10	Period 7
15.10 – 15.20	Afternoon Break
15.20 – 16.00	Period 8
16.00	End of day / clubs

Schedule for Saturday

Period	Time
08.20 – 08.30	Registration
08.30 – 09.10	Period 1
09.10 – 09.50	Period 2
09.50 – 10.30	Period 3
10.30 – 11.00	Morning Break
11.00 – 11.40	Period 4
11.40 – 12.20	Period 5
12.20 – 12.30	Form time with tutor