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HALLFIELD SCHOOL

Curriculum Policy

Head Master	Mr K Morrow	
Chairman of Governors	Mr T Venner	
Staff member with responsibilities	Director of Studies	
Subcommittee with responsibilities	Education	
ISI Regulatory Policy	Yes	
Date adopted by Governing Board	signed	
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Date for policy review	Summer 2023 (unless new legislation requires amendment)	



HALLFIELD SCHOOL

CURRICULUM POLICY

SCOPE: ALL TEACHING STAFF AND PUPILS (INCLUDING EYFS)

AIMS

- To provide and implement effectively a schools' curriculum policy that is designed to cater for all pupils' educational needs from EYFS to the end of Key Stage 3, so that they have the opportunity to achieve their full academic potential taking into account their ages, aptitudes and the individual needs of all pupils including those pupils with an EHC plan and those pupils identified by the school with EAL and SEND, along with those pupils identified as being very able.
- To develop a curriculum so that pupils increasingly become independent, confident and successful learners and one in which all pupils are encouraged to achieve their full academic, spiritual, physical and creative potential.
- To provide a curriculum which respects all pupils' cultural and religious beliefs, which at the same time ensures their effective preparation for the opportunities, responsibilities and experiences of life in British Society. In doing so we are actively preventing radicalisation and extremism which is defined as the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

GOVERNORS

In addition to providing specialist knowledge, experience and guidance the governing body fully supports the Head Master in all attempts to provide resources - teaching staff and classroom provision - to allow the full effectiveness of the delivery of the school's curriculum.

CURRICULUM DESIGN

Whilst keeping abreast of necessary change at this time of continuing national debate, we are striving to provide a learning environment which is stable, happy and secure. Hallfield School follows the prescribed EYFS curriculum and in Key Stage 1 to 3 offers a curriculum broadly based upon the National Curriculum, by providing, meaningful experiences in the following educational areas:-

Literacy

Concerned with developing pupils' literacy skills and increasing their command of language through listening, speaking, reading and writing.

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Mathematical

Concerned with developing pupils numeracy skills helping pupils to make calculations, to understand and appreciate relationships and patterns and to develop their capacity to think logically and express themselves clearly.

Technological

Concerned with the use and development of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce and evaluate processes and product.

Scientific

Concerned with increasing pupils' knowledge and understanding of nature, materials and forces, and with developing their skills of enquiry such as observing, forming hypotheses, conducting experiments and recording their findings.

Human and Social

Concerned with people and their environment, and how human action (now and in the past) has influenced events and conditions; and with providing a broad general knowledge of British public institutions, services and world political issues.

Physical

Concerned with the development of pupils' physical control and co-ordination, as well as tactical skills and imaginative responses, and to help them evaluate and improve their performance. This includes knowledge and understanding of the basic principles of fitness and health and participation in team activities.

Aesthetic and Creative

Concerned with the pupils' processes of making, composing and inventing which are aesthetic and creative aspects to all areas of school life as they call for personal, imaginative and often practical responses.

Personal, Social, Health and Economic Development

Personal, Social, Health and Economic education is taught to all ages and reflects the School's aims and ethos and the school's SMSC policy. The curriculum reflects the five outcomes set out in Every Child matters – Stay Safe, Be Healthy, Enjoy and Achieve, Achieve economic wellbeing and Make a positive contribution. Personal, Social, Health and Economic education is embedded in the school's aim and ethos. It is concerned with allowing opportunities for pupils to gain insights into the origins and practices of their own culture and those of the wider community and to ensure that pupils are encouraged to respect others and to appreciate racial and cultural diversity, promoting tolerance.

Promoting fundamental British values

Promoting fundamental British values is concerned with providing effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society by providing opportunities for children to explore and practice fundamental British values, either through topics studied or by following the School's general structures and behaviour codes as well as the school's SMSC policy.

This includes sound knowledge and understanding of fundamental British values as a result of the school promoting the fundamental British values of:

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the Police and the Army can be held to account through Parliament, others such as the Courts maintain independence
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combating discrimination
- an understanding of how citizens can influence decision-making through the democratic process

POLICY STATEMENT

The overarching academic objective of the curriculum is to ensure that all children are well prepared for the transitions from EYFS to Key Stage 1, from Key Stage 1 to Key Stage 2 and into Key Stage 3 by providing a challenging and varied academic programme that enhances the children's all-round appreciation of education in its broadest sense.

The curriculum, therefore is designed to take into account the inevitable process of adjustment from form based teaching in the Early Years Foundation Stage, and predominately so at Key Stage 1, to the independent learning required at the end of Key Stage 2 and in Key Stage 3. Over their time at school our pupils will become familiar with our educational methods and accustom themselves to the ethos and the environment of the School. To succeed pupils have to demonstrate great self-reliance, autonomy and maturity as exemplified by the Children's Charter

At Hallfield School, the curriculum provides a high quality education based on a broad, balanced and differentiated curriculum. This is delivered by dynamic and challenging teaching, which in turn encourages in pupils a sense of enquiry and a love of learning.

A differentiated curriculum recognises that each age group, and each individual pupil within an age group, will have unique educational needs and relative areas of strength and weakness. To ensure that pupils are allowed the opportunity to succeed, the School does use setting, when appropriate, to provide all pupils their best possible education. Pupils will be supported primarily through setting and differentiation in the classroom and through their development as independent learners. When used, setting is fluid and the same topics and content are taught at appropriate pace to each class. There is considerable overlap of ability between sets and set changes occur whenever it is clear that this is beneficial.

Where a pupil has specific needs we ensure that the education provided meets the individual's needs and we will make reasonable adjustments. The school will actively support pupils with special educational needs. Very able pupils with strong academic profiles in any area of the curriculum or talents outside formal academic disciplines will be challenged and supported with coaching, guidance and, where possible, time allowances. SEND Registers will be kept up to date by the Learning Support Coordinator and made available to all staff. Reasonable adjustments will be made to accommodate those with particular learning needs. These will include provision of differentiation in the classroom and in-class resourcing such as adult support, electronic or manual note-taking, coloured paper and/or overlays, enhanced worksheets and favourable class positioning, scribes and additional time (where allowed under national regulations) in public and internal exams.

Pupils are assessed using the GL Assessments' Reception Base Line assessments and follow up, and Early Years Foundation Stage Profile. GL Assessments are used for obtaining and tracking the pupils' Reading and spelling profiles, Mathematics profile in EYFS, Key Stage 1, 2 and 3 and CAT scores in Years 2-8. Internal Assessments in Mathematics, Spelling and Reading occur throughout Key Stage 1 and 2 and in all academic subjects in Year 7 and 8 to monitor progress.

The overall responsibility for the School's curriculum rests with the Head Master. In practice the responsibility for planning, implementation, monitoring and assessment of the School's curriculum is delegated to the Director of Studies, Heads of Year and Heads of Departments.



HALLFIELD SCHOOL

CURRICULUM PROCEDURES

1. Timetable – subject allocation Key Stage 1, Key Stage 2 and Key Stage 3
2. Curriculum Planning in EYFS
3. Curriculum Planning in Key Stage 1, Key Stage 2 and Key Stage 3
4. Assessment, recording and reporting
5. Marking of work
6. Handwriting
7. Homework
8. Monitoring and scrutiny EYFS
9. Monitoring and scrutiny Key Stage 1 and Key Stage 2

1. TIMETABLE – SUBJECT ALLOCATION KEY STAGES 1, 2 AND 3

Year 1 and 2	Number of Lessons (40 mins)	Organisation
Art and Design	2	Taught in forms by subject specialist teacher
Hallfield Enrichment	2	Carousel of activities taught by subject enthusiasts including; animal care, mindfulness, music, drama, forest school, dance
English	10	Taught in forms by form teacher
Games	2	Boys and Girls games taught by specialist games staff
Humanities	4	Taught in forms by form teacher or a subject specialist teacher
Computing	1	Taught in forms by specialist teacher
Maths	6	Taught in forms by form teacher
Modern Languages	1	Taught in forms by subject specialist teacher
Music	1	Taught in forms by subject specialist teacher
PE	1	Taught in forms by specialist staff
PSHE	1	Taught in forms by form teacher
Review and Reflection	1	Taught in forms by form teacher
R.E	1	Taught in forms by form teacher
Science	2	Taught in forms by form teacher

Year 3 & 4	Number of Lessons (40 mins)	Organisation
Art	2	Taught in forms by subject specialist teacher
Design Technology	2	Taught in forms by subject specialist teacher
Hallfield Enrichment	2	Carousel of activities taught by subject enthusiasts including; mindfulness, music, drama, forest school, dance, study skills* (* Year 4 only)
English	10	Taught in forms by form teacher
Games	3	Boys and Girls games taught by specialist games staff including swimming
Humanities	4	Taught in forms by form teacher or a subject specialist teacher
Computing	1	Taught in forms by specialist teacher
Maths	6	Taught in forms by form teacher
Modern Languages	2	Taught in forms by subject specialist teacher
Music	1	Taught in forms by subject specialist teacher
PE	2	Taught in forms by subject specialist teacher
PSHE	1	Taught in forms by form teacher
Review and Reflection	1	Taught in forms by form teacher
RE	1	Taught in forms by form teacher
Science	2	Taught in forms by subject specialist teacher

Year 5 & 6	Number of Lessons (40 mins)	Organisation
Art	2	Taught in forms by subject specialist teacher
Design Technology	2	Taught in forms by subject specialist teacher
Hallfield Enrichment	2	Carousel of activities taught by subject enthusiasts including; mindfulness, music, drama, forest school, dance, study skills, philosophy for children, first aid, Latin, Politics, Journalism, MTec
English	8	Taught in forms by form teacher
Games	4	Boys and Girls games taught by specialist games staff including swimming
Humanities	4	Taught in forms by form teacher or a subject specialist teacher- separate lessons in History and Geography
Computing	1	Taught in forms by specialist teacher
Maths	6	Taught in forms by form teacher
Modern Languages	2	Taught in forms by subject specialist teacher
Music	1	Taught in forms by subject specialist teacher

PE	2	Taught in forms by subject specialist teacher
PSHE	1	Taught in forms by form teacher
RE	1	Taught in forms by form teacher
Science	2	Taught in forms by subject specialist teacher
STEM	2	Taught in forms by subject specialist teacher

Year 7 & 8	Number of Lessons (40 mins)	Organisation
Art	2	Delivered by Secondary School Art specialist
Computing	2	Delivered by Secondary School Computing specialist
Design Technology	2	Delivered by a Design Technology specialist
Drama	1	Delivered by a Drama specialist
English	6	An English lesson every day - delivered by Secondary School English specialists along with classroom learning support
Games	4	Boys and Girls taught separately - delivered by Secondary School Games specialists
Geography	2	Delivered by a specialist Geography Teacher
Hallfield Enrichment	2	A carousel of enrichment subjects taught by subject enthusiasts such as: Latin, Photography, Music Technology, Computer Animation, John Muir Trust, and Musical Theatre
History	2	Delivered by a specialist History Teacher
Maths	6	A Maths lesson every day - delivered by Secondary School Math specialists
Modern Languages	4	Spanish and French offered by a Secondary School Language specialist
Music	2	Delivered by Secondary School Music specialist
Physical Education	2	Delivered by Secondary School PE specialist
PSHE	1	Delivered by Form Teacher
Religious Studies	1	Delivered by a specialist Religious Education Teacher
Science	6	A double lesson in each science subject of Biology, Physics and Chemistry

2. CURRICULUM PLANNING IN EYFS

The School follows the EYFS programme which includes the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

1. Long Term Planning

Schemes of work in all subject areas are coordinated and monitored by the Head of Pre-Prep together with the Head of EYFS taking into consideration the aims of the School and that of the Early Years Foundation Stage profile.

EYFS policies and procedures should be reviewed annually and also when statutory updates are required throughout the year. This should be conducted by the Head of EYFS who should monitor staff to ensure that they are informed of current procedures, act upon the requirements and are made aware of any updates especially those relating to welfare and safeguarding. All policy changes must be brought to the attention of and agreed by the SLT.

3. Medium Term Planning

These are monitored by the Head of EYFS and Head of Pre-Prep. In addition each member of Staff produces their own half termly plans to accommodate the needs of the children in their care.

These are working documents and allow the flexibility to ensure that children of all abilities are encouraged to achieve their own potential and that their interests are reflected in the planning.

4. Short Term Planning

Weekly plans/records of work undertaken are stored on the school's network and are monitored by the Head of EYFS and the Head of Pre-Prep. These include comments and assessments on individual children. These weekly plans together with an evaluation of the previous week and targets for the next week are actively monitored through staff supervisions.

3. CURRICULUM PLANNING IN KEY STAGES 1, 2 AND 3

1. Long Term Planning

Following consultation with members of their Department or Heads of Year, as appropriate, each Head of Department or Head of Year should maintain their Departmental policy, Schemes of Work and Departmental Action Plan along with a Key Stage 1 to 3 topic overview. These should be reviewed and updated annually and a copy kept in the appropriate folder in the 'Academic Drive'.

All Heads of Department and /or Head of Year should discuss and compare their planning to ensure continuity and progression of curricular provision in and between Year Groups and in and between subjects. This should be reflected in any subjects' Key Stage 1, Key Stage 2 and Key Stage 3 overview document.

The Departmental Policy Document should include Schemes of Work – which indicate the following

- Key Stage 1, Key Stage 2 and Key Stage 3 topic overview – a holistic long term planning sheet / curriculum map
- what topics from the subject are to be introduced ○ when they are to be introduced ○ what skills are to be introduced
- what expected skill level is anticipated
- what approach is to be used to differentiate between skill levels being achieved
- where and when fundamental British Values are taught and encountered

The Department Action Plan should include:-

- Introduction - Underlying Philosophy.
- What this document is; when it was written and by whom, when it will be reviewed.
- Principles of teaching and learning.
- Strategies for Teaching - How it is taught, teaching methods/learning experiences, including time allocation for each year group/form/set.
- Teaching methods used - including Tablets, Smart Boards, DVDs, Visits, Fieldwork, Use of ICT.
- Cross-Curricular Links, Contribution to Literacy and Numeracy.
- Differentiation - Exceptionally able pupils/Pupils with learning needs.
- Homework Policy - Give details of type of work to be set and frequency.
- Strategies for Assessment.
- Strategies for recording and reporting.
- Role of HoD - including monitoring and evaluation.
- Health and Safety issues - regulations, fieldtrips, movement of PE equipment, Science laboratories, Design Technology equipment.
- Catalogue of resources.

- Annual Budget request / spending.
- Hoped-for future development of the department.
- Problems hindering the development of the department.

2. Medium Term Planning

Heads of Department and / or Heads of Year should draw up a plan of work for each term – this should give details of work to be covered by each Year Group. Termly and half-termly schemes should derive from the Departmental long term schemes. A copy is to be kept in the appropriate folder on the 'Academic drive'

There is no standard format required for medium term planning although examples of good practice are clearly evident within department areas on the 'Academic Drive'. However it is expected that the following heading are used as a minimum in such planning documents.

Topic, Learning objectives, Learning activities, Success criteria for different groups of pupils, Resources, Differentiation activities, Opportunities for teaching Fundamental British Values, Assessment and Use of Classroom support

3. Short Term Planning

All teaching staff are responsible for their weekly planning for individual lessons and for updating and maintaining their pupil records. Lesson plans are not required unless under observation and should be available during lessons for any observer to follow.

It is required that individual lesson learning objectives and success criteria should be made available on request immediately by a member of the SLT. Therefore it is seen as good practice to keep an electronic weekly timetable of your lesson objectives – for those teachers that see their teaching groups once a week in Key Stage 2 and 3 these lesson objectives can be embedded into the department's medium term plans.

The Head, the Deputy Heads, The Direct of Studies: Teaching, Learning and Assessment and the Head of Learning Support are always available to offer support and advice with curriculum planning, as are Heads of Department and Year Group Coordinators.

4. ASSESSMENT, RECORDING AND REPORTING

In EYFS there are both informal and formal reporting procedures. The 2 Simple Assessment tool provides the opportunity to record continuous pupil development in lines with the Early Years Profile and seven areas of learning. This information collected is shared with parents both formally at the regular Parents' evenings, the setting and sharing of personal targets and a full written report annually and informally in the frequent day to day contact between Key Persons and parents.

Parents' contribute to their child's Early Years Profile.

Effective assessment provides information to improve teaching and learning. It enables the children to demonstrate what they know, understand and can do in their work, helps them to understand what they need to do next to improve their work, allows teachers to plan work that accurately reflects the needs of each child, provides regular information for parents that enables them to support their child's learning and provides the Head Master and the Senior Leadership and Management Team with information that allows them to make judgements about the effectiveness of the school.

Children are given regular feedback on their learning so that they understand both what they have done well and what could be done better. This may take the form of verbal feedback with the child present (especially important for the younger pupils), or a written comment at the end of a piece of work. Children are also encouraged to make comments about their own work and the work of fellow pupils.

Parents are given regular formal feedback on their child's progress through settling in parents' evenings with the form teacher, full parents' evenings with all staff that teach their children along with an annual full written report.

Parents are kept informed by form teachers, Heads of Year, Head of Learning Support, Head of PrePrep and by the Director of Studies if a child's work indicates the need for intervention or has caused concern.

Pupils are assessed using GL Assessments for their Reading profile, Mathematics profile in EYFS, Key Stage 1, 2 and 3 and CAT scores in Years 2-8. Internal Assessments in Mathematics, Spelling and Reading occur throughout Key Stage 1 and 2 to monitor progress. In Key Stage 3 internal assessments are carried out in all academic subjects. Copies of all results of any formal assessments must be made available to Director of Studies.

Results from assessments are used to monitor and track progress, confirm any previously suspected issues and highlight new concerns, so that appropriate action may be taken. All results must be used constructively, not only to analyse what pupils are learning, but also to review and question teaching methods. Results from the nationally standardised tests should not be divulged to pupils or parents without first consulting the Director of Studies.

Any pupil causing concern to staff and/or parents, is raised at the weekly staff meeting, when strategies are discussed when further action is required.

All reports are completed using the SchoolBase – a detailed specific instruction sheet is provided in the Staff Handbook.

EYFS reports include reference to the EYFS profile along with, with children at the end Reception their attainment in relation to the Early Years goals.

Key Stage 1, 2 and 3 reports will have a summary of the work covered during the reporting period, a curriculum statement, and then comments pertinent to the pupil's work and progress. Comments should look for positives but must tell the truth without being unkind or provocative. Comments should make reference to the pupil's effort and attitude to their learning, progress, and the level of attainment achieved. There should always be a comment giving advice on how a pupil might improve their work and progress in the future, in the core subjects these are made as specific individualised targets. Please ensure that the pupil's full first name is used. Do not under any circumstances use 'nicknames'.

It is the responsibility of the author of each report to complete the first series of checks for typing errors and grammatical mistakes. The Head Master will then read and make simple corrections before adding a summary comment.

5. MARKING OF WORK

The academic progress of pupils is of prime importance. To ensure this on-going progression and so that each child realises his or her full potential, it is essential that staff look for any opportunity to provide constructive feedback for pupils' efforts. Feedback can be verbal or written, which must be productive in its outcomes and child centred. The overall aim is to assist children in their learning.

Across all key stages, marking should be completed positively in green ink and seen as an opportunity to model the school's adopted handwriting script. Pink ink/highlighting can be used to draw the attention of a pupil to good work (tickled pink) whilst green ink/highlighting can be used to draw attention to pupils for areas of growth.

To encourage the three way dialogue between school, pupils and parents children's work should regularly be sent home.

To ensure this progress, marking should take into account the following guidance;

- the learning objective and success criteria of a piece of work should be clearly outlined to pupils before they begin a piece of work / topic
- all work should be marked as soon as possible after a child's book has been handed in. This may be verbal feedback but recorded as such in the pupil's book. This may be work completed during a lesson or homework
- pupils should be, wherever possible, involved in the marking of their work either as selfassessments or peer marking
- any marks given should be clearly understood by the children
- whilst comments give an honest opinion of a piece of work, they must be supported with targets as to how the piece of work can be improved and follow the pattern of overall judgment followed by positive comments along with clear delimitation of next steps to success.
- pupils are to understand any mistakes they may have made and make any necessary corrections
- the number of 'marks' made on any one piece of work are kept to a minimum – it is very disheartening for some children to find their writing covered by the teacher
- priority is given to subject-specific spelling/content
- marking should encourage pupils to take care with proof-reading their own work
- merits in are awarded for particularly good pieces of work in relation to an individual child's ability.

In order for there to be smooth progress in a child's ability in the mechanics of writing, there is a uniform approach in teaching of writing style.

6. HANDWRITING

All teachers set an example in the presentation of their own handwriting whenever it is likely to be viewed publicly, such as on the board or in exercise books. Expectations of presentation and standards in pupils' work are therefore high. It is an expectation that teachers model the agreed handwriting style wherever possible.

All children from Reception to Year 4 partake in handwriting lessons. Handwriting is taught following the Letter-join handwriting scheme. It is important that from a very early age, children are taught to grip their pencil correctly, and that whilst learning how to write individual letters, they are encouraged to 'flick' at the end; this ensures a smoother transition from printed to linked script. Linked script is introduced in Pre-Prep, initially in pencil. It is taught through a variety of methods: observation of teacher demonstration, the use of text-books and related worksheets, and teacher observation of pupils forming their letters and joins. It is very easy for children to slip into bad habits and increasingly difficult to rectify the problem the longer it is left unnoticed.

Children with poor motor control and poor grip benefit from a multi-sensory approach to handwriting and this is to be explained clearly to the parents, so that they may assist in their child's progress as much as possible. This practice may even be applicable to children in Years 5 and above, and includes the correct formation of numbers as well as letters.

Children who are left-handed are encouraged to keep their hand under the line so that they can see what they are writing, as they write, with the paper angled and the wrist brought in towards the body. Teachers should be sensitive to the needs of a left-handed writer at a young age, by seating them in a place where they will not knock elbows with their neighbour.

The transition from pencil to an ink pen occurs in Y4, with the awarding of a 'Pen Licence', when a child's work is deemed to be of an appropriate standard. All children are expected to write in pen from the start of Year 5.

7. HOMEWORK.

It is Hallfield's policy to set regular homework that is appropriate for the age and ability of pupils as outlined in the appropriate year's curriculum booklet.

Homework is set in order to benefit pupils by:

- consolidating and extending work done in the classroom
- enabling them to practise skills learned in the classroom
- giving practice in working without teacher supervision
- providing experience of working to deadlines • offering methods of study crucial at secondary school
- maintaining close links between school and home.

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All homework should be recorded in the pupil's Weekly Planner.

8. MONITORING AND SCRUTINY EYFS

The purpose of monitoring is to explain what is happening within the EYFS provision at Hallfield School by identifying where strengths and weaknesses lie and constructing strategies for making improvements.

Monitoring will include:

- Scrutiny of planning • Scrutiny of child tracking.
- Lesson/session observation
- Scrutiny of reporting to parents
- Analysis of standardised assessment results
- Review of policies and procedures
- Surveying parents/carers to gauge their views of the provision
- Auditing staffing
- Review of provision for identified pupil groups including SEND, EAL and able groups

These will be conducted at the regular agreed intervals detailed in the cycle of monitoring. Scrutiny will include all year groups within the provision and may be conducted by the Head of Pre-Prep and Head of EYFS.

Scrutiny of planning and scrutiny of child tracking will be conducted throughout the year in accordance to the cycle of monitoring. Scrutiny of reporting to parents will be conducted termly with a sample of individual pupil target sheets/reports being evaluated. The quality of two year checks will be monitored by a sample being evaluated annually to ensure consistency across the year group.

Standardised assessment results will be analysed to track both individual pupil progress and the progress and achievement of identified groups in line with agreed benchmarks. The achievement of cohorts as a whole will be compared with national data. This information should be used to identify areas of strength and weakness and areas for future development.

Review of provision for identified pupil groups should include evidence drawn from analysis of pupil progress and achievement and should include input from the Head of Learning Support.

9. MONITORING AND SCRUTINY KEY STAGE 1, 2 AND 3

The annual timings for the formal book scrutiny schedule for Key Stage 1, 2 and 3 are as outlined below. All work scrutinised will be recorded on the template provided by the Director of Studies. A copy of each scrutiny will be kept in each department's folder of evidence in the academic drive along with copies made available for individual teachers if they wish to include in their CPD folders.

Hallfield School: Key Stage 1, 2 and 3 Work Scrutiny Schedule						
	Autumn		Spring		Summer	
	1st Half term	2nd Half Term	1st Half term	2nd Half Term	1st Half term	2nd Half Term
Year 1		Maths / General	English	Science	Humanities	
Year 3		Maths / General	Science	English	Humanities	
Year 3 & 4			English	Science	Maths / General	Humanities
Year 5&6		English		Maths / General	Humanities	Science
Year 7 & 8		Science	General	Humanities	English	Maths

There are three types of book scrutiny:

1. General Scrutiny.

These book scrutinises will be carried out by the Director of Studies, Heads of Prep and PrePrep, and Heads of Year. Three pupils from each form will be selected from their online CAT scores to provide a bottom, middle and top pupil from each form (a total of nine pupils from each year group). Additional samples of books maybe requested to ensure coverage of pupils with SEND, EAL and those pupils identified as highly able. All work for these pupils must be made available for scrutiny including DT, Art, Music, ICT and French. The form teacher will be responsible for collecting and making available this material and will be given 24 hours notice to collect the work. In some circumstances the Deputy Head: Head of Prep and Heads of Year might carry out pupil interviews alongside a general scrutiny in accordance with ISI regulations.

2. Core Subject Scrutiny.

English, Maths and Science are defined as core subjects. The Heads of Maths and English, along with the Heads of Year in Key Stage 1, will be responsible for the selection of three sets of work from each teaching set within a year group (the Head of STEM along with the Director of Studies will be responsible for the scrutiny of science). They will use their formal assessment/ levelling to select a bottom, middle and top pupil from each teaching group. The individual class/ set teachers will be responsible for collecting and making available this material and will be given 24 hours notice to provide the work.

3. Subject Specific Scrutiny

History, Geography and Religious Education (Humanities) are taught by a variety of non-subject specialist form teachers in Years 1-4 as well as specialist teachers in Years 5-8. It will be the Head of Departments' responsibility to carry out the work scrutiny of members of staff who teach their subject across all Years 18. They will ask the class teacher to select a bottom, middle and top pupil from their class. The individual
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class/ set teachers will be responsible for collecting and making available this material and will be given 24 hours notice to provide the work. In addition, to ensure parity, each Head of Department is to review one another's work.

DT, Art, Music, ICT and French are part of the general scrutiny for all year groups and, as one person departments, are easier to maintain standards within a department. If there are any issues arising from the general scrutiny the Director of Studies may require further work to examine. Heads of these departments are encouraged to review each other's work informally.

As in an ISI inspection the key elements that are being examined are:

For Teaching:

- Volume of work, curriculum coverage, marking, reporting
- Parity between classes of the same year re content, depth and consistency
- Differentiation, either by task or outcome as appropriate.

For Learning:

- Presentation,
- Application of skills and understanding,
- Response to marking

For Progression:

- Evidence of a sequence of planned learning objectives
- A hierarchy of skills and content
- Work that reflects independent open ended learning with the ability to challenge the most able