



Teaching, Assessment, Marking, Reporting & Curriculum Management Policies - Revised March 2018

1 Teaching Methodology

Teaching will be with regard to the revised standard for spiritual, moral, social and cultural education as amended by the *Education (Independent Schools Standards)(England)(Amendment) Regulations 2014* and with regard to the DfE advice *Improving the SMSC Development of Pupils: Supplementary Information November 2014*.

- To enable pupils to develop their self knowledge, self-esteem and self confidence through celebrating achievement and outstanding application through our grading system and through the use of such incentives as the Golden Book and house points, by encouraging discussion and in the higher classes a critical faculty that will enable self evaluation, by setting assignments that are challenging in academic, aesthetic and physical arenas, and to provide influential role models both within the pupil body and through the staff.
- To enable pupils to distinguish between right and wrong and to respect civic and criminal law in England through the school's behavioural policy and via the curriculum especially in relation to R.E., P.S.H.E. and history to understand that all people living in England are subject to its law and to appreciate the impact that their actions can have on other people.
- To encourage pupils to accept responsibility for their behaviour and show initiative and understand how they can contribute positively to the lives of those in the locality and to society more widely firstly through implementing the school's behavioural policy but also by ensuring that in all classes boys have opportunities to take on a role of public responsibility within the class, culminating in the whole school public officers system in Rudiments; and through partaking in charitable fund raising events and learning about the conditions and needs of those that we support.
- Principles are promoted which provide pupils with a broad general knowledge of public institutions and services in England and learn to respect them and their importance in a modern, civilised society largely through the P.S.H.E. course that includes visits to the school by public and civic officers, the interaction in Rudiments of the pupils with the emergency services within the

Crucial Crew programme and with such opportunities as the annual visit by Rudiments to the Houses of Parliament. The evolution of democracy and English public institutions forms part of the history curriculum.

- To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions is embedded within the school mission statement and is in accordance with the requirement by the Roman Catholic Bishops of England and Wales that comparative religious instructions leads pupils to *esteem* the faiths and traditions of other world religions. Pupils are exposed to culture through music, art and literature as well as in geography and R.E. Pupils of other cultures are encouraged to speak about their traditions and practises and visits to other centres of worship or visits from practitioners of other faiths and traditions are to be encouraged.
- To encourage pupil to respect the fundamental British values of democracy, the rule of English law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs through the content of the curriculum – as in history where pupils **may be** introduced to the principle of democracy as a method of government in comparison with other political systems in Ancient Greece or in mock General Elections taking place **from time to time** with Rudiments pupils standing as candidates **or representatives**, through encouraging pupils to give and justify opinions through debate or in written form and to undertake class surveys which include voting; through the use of consultative bodies such as the School Council and through promotion of the school community as a cohesive whole with shared values as a microcosm of British society at large. Pupils are shown that whilst different people may hold different (religious or cultural) views of what is right and wrong that all people living in England are subject to its law in the same way that in school all pupils abide by the school rules which reflect the maxims of English law and their status as citizens assumes adherence to these laws and regulations.
- If partisan issues in relation to politics, religion or culture arise in literature, history or geography for instance all due care will be given to provide a balanced view and to encourage a respect for individuals who choose to follow a life style that as a denominational school we may not wish to promote ourselves.

Whilst it is for teachers to cultivate methodologies that best suit individual styles, general principles for practice are derived from perceived elements of **Ignatian Pedagogy** as enunciated in the Jesuit Characteristics of Education.

- Teachers should be aware of the profile of the leaver of a Jesuit school as defined by the Jesuit Education Service:

By the end of their time in a Jesuit School it is hoped that young people are:

- ◆ developing and deepening a relationship with God in reflection on their own experience.
- ◆ happy, friendly and self-confident, with a sense of humour and an awareness of their God given gifts and the need to fulfil their potential for good.
- ◆ seen to have a generosity of spirit and a readiness to place their talents at the disposal of others, especially the most needy.
- ◆ in the process of deepening their understanding of who Christ is and of living out their faith more fully.
- ◆ well prepared to take their place in wider society unmotivated by prestige or selfish ambition and aware of how fully they can contribute to the common good.
- ◆ ready to ask “what more can I do, what more can I give?” in every walk of life.
- ◆ proud of having belonged to a Jesuit school community with respect for its values and those who taught them.

Lofty aims, perhaps but part of the general mission of pursuing excellence in order to identify and exploit talents with which the wider society may be served as an expression of God’s greater glory.

- Ignatian pedagogy promotes an interactive approach. Pupils are not mere receivers of information, but have a proactive part to play in the learning process.
- However, this is not to suggest that all teaching should be child centred. In order for pupils to advance, basic mechanical skills and techniques must be established. In primary education, the building bricks for future progress are being laid and the basics of all subjects need to be established in a formal and structured manner.
- Nonetheless, opportunities to engage pupils with their own learning - to seek opinion, promote discussion and to encourage a critical and curious disposition should be taken. An Ignatian classroom is not always a silent one!
- Equally, pupils should be provided with opportunities to engage in research and to contribute actively to the learning process.
- There is a place for collaborative learning and activity that should be recognised. Group problem-solving tasks and projects promote both social and intellectual interaction between pupils. However, such activities need to be planned and structured particularly carefully to ensure that time is used most efficiently. New resources such as the Nicholson Suite facilitate this.
- Classroom display is a particularly potent collaborative opportunity. Whilst most daily work is done in exercise books, the desirability of preparing work for display as a celebration of pupil achievement is important and should be part of every teacher’s strategy. Work displayed should be primarily pupil based.
- The fact that many pupils will be undertaking entrance examinations by the class of Rudiments also underlines the need for independent study and

learning. Pupils should be able to distinguish between formal and informal class situations – and respond accordingly.

- Differentiation by task and outcome will be a routine requirement in the classroom and should be complemented by the use of a range of teaching stimuli – a variety of approach sustains the interest of the pupils.
- Due attention should be given to the culture of effort being more important than achievement as first expressed in the Lower School.
- The role of teacher-as-servant in the sense of the Ignatian principle of using talents to serve others should be shown both in the pastoral sense, but also in a readiness to support pupils in difficulty with aspects of their work.
- Each subject should be taught both on the basis of imparting skills and knowledge and of establishing a life-long commitment and interest in the subject. The enthusiasm imparted to pupils in the primary stage can be fundamental to their later interests and priorities. Our aim should be that whilst pupils may well prefer some subjects to others, all subjects are viewed positively.
- The notion that all Creation expresses the majesty and glory of God is promoted in the custom of pupils from at least Prep heading each piece of work with A.M.D.G. and encourages teachers to build up a sense of awe and fascination in what pupils learn.
- The importance of promoting moral and spiritual development within our teaching also is worth stressing. Morality enters into a number of subject areas. For example, moral dilemma in practical cases may be examined in the context of religion, English and history classes – and in terms of responsibility for the environment, in the context of geography and science. Expectations of fair play and sportsmanship at Games are important aspects of developing a sense of personal morality.

2 Homework

Homework retains an important place in the teacher’s armoury and is a fundamental part of the school’s teaching methodology. The following principles apply:

- ◆ Homework is for the precise purposes of assessing the quality of pupil learning and teacher instruction by setting tasks based on material covered in class or to undertake an assignment in preparation for work that is to be covered in class.
- ◆ At Key Stage Two, a homework timetable will be followed.
- ◆ At E.Y.F.S. and Key Stage One, homework will not follow a structured timetable and may well be based on purely reading (as in Kindergarten and Reception) or a mixture of written and numeracy tasks and reading) as in Pre-Preps 1 and 2. Kindergarten pupils do not receive homework.
- ◆ Recommended times for the duration of homework are as follows:

Reception	Fifteen Minutes
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Pre-Prep 1	Twenty Minutes
Pre-Prep 11	Thirty Minutes
Prep	Forty Minutes
Elements	Forty-five Minutes
Figures	One Hour
Rudiments	One Hour

- ◆ Care should be taken that multi-subject homework tasks do not cause an overburden of work on a single night. Extended assignments can be given over a longer period of time
- ◆ Parents have an integral part to play in homework procedures. Specific homework assignments should be published on class pages on the school web site. Individual form teachers may require pupils also to record assignments in reading Registers or Homework Diaries. It is for parents to ensure that homework is done in an appropriate ambience – this may be within the supervised homework facility at school.
- ◆ Parents may provide assistance, **but are requested to indicate at the end of the piece of homework whether it has been aided or unaided.** Further information about difficulties encountered can be written in the homework diary if appropriate or e mailed to the teacher using the class e-mail account. It is not expected necessarily that assignments are completed, but the time allocated for the task should be observed.
- ◆ **Parents are asked to sign completed homework and to indicate the time taken to do it.**

3 Curriculum Management

The school recognises the entitlement of pupils to receive a broad and balanced curriculum but whilst referring to the National Curriculum does not necessarily follow all of its requirements. The additional requirement to prepare pupils for independent school entrance and scholarship examinations will be reflected in curriculum provision.

The curriculum will be managed to provide the following:

- a) Full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

Linguistic: This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and

writing. In all schools, except for foreign national schools whose pupils are all temporarily resident in this country, there must be lessons in written and spoken English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction.

Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: Technological skills can include the use of information and communication technology (Computing); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.

Physical: This area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

- b) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Education and Health Care Plan (EHCP);
- c) that pupils acquire speaking, listening, literacy and numeracy skills;
- d) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- e) where a pupil has a EHC Plan, education which fulfils its requirements;
- f) personal, social and health education which reflects the school's aim and ethos and promotes British Values;

- g) in Kindergarten and Reception where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- h) that all pupils have the opportunity to learn and make progress; and to receive adequate preparation for the opportunities, responsibilities and experiences of adulthood.

The **broad objectives** of the curriculum are to provide each student with an insight into the various forms of knowledge and competence in a range of skills and techniques that will allow them to further their understanding and expertise in secondary school.

The **specific objectives** may be defined as preparation of pupils for entry into senior schools by providing opportunities for objective assessment and the acquisition of knowledge and methodologies sufficient to gain access to the right senior school for their own talents and abilities.

- Curriculum **planning** will take into consideration the following principles:
 - the school mission statement
 - the need to promote British Values
 - the entitlements of pupils as contained within the National Curriculum
 - the requirements of 11+ entrance procedures, especially in relation to reasoning skills and the higher expectations required of scholarship candidates
 - the structure and organisation of the school
 - the reasonable aspirations of parents who have opted **in** to independent education **and therefore out of** the maintained school curriculum.
- Curriculum management is overseen by the Deputy Head (Curriculum) and Academic Co-ordinators
- The content of the curriculum is co-ordinated by Subject Leaders and overall principles are contained in subject policy files.
- These are prepared by the respective co-ordinators as drafts and presented at staff meetings for staff discussion and possible amendment. They are then referred to the school governors for final approval.
- Schemes of work are prepared by teachers delivering subjects in specific years as Medium Term Plans but are evaluated by the subject co-ordinator to ensure continuity and progression and conformity with the subject policy documents.
- Schemes will indicate the programme of study to be followed and are divided into termly programmes. Where appropriate, they will also sub divide into separate sub sections.

- It is accepted that such Medium Term Plans may have to be modified to take account of the qualities and needs of particular cohorts of children.
- Updated Medium Term Plans should be submitted to Subject Leaders at the start of each term. Weekly plans should be placed on the web site from all classes from Pre-Prep I.

4 Subject Allocation

The timetable for and Kindergarten and Reception I provides the following teaching sessions per day:

- ◆ Registration: 8.30 – 8.40
- ◆ Session One: 8.40 – 10.40 (2 hours)
- ◆ Session Two: 11.00 – 11.45 (45 minutes)
- ◆ Session Three: 1.00 – 2.50 (1hour 50 minutes)

Total time available: 4.50 hours daily; 22.50 hours weekly

For Reception II and Pre-Prep:

- ◆ 8.30 Registration
- ◆ 8.40-9.40 lesson 1 (1 hour)
- ◆ 9.40-10.40 lesson 2(1 hour)
- ◆ 10.55-11.40 lesson 3 (40 minutes)3
- ◆ 1.00-2.00 lesson 4 (1 Hour)
- ◆ 2.00-3.00 lesson 5 (1 hour)

Total time available: 4 hours 40 minutes daily hours daily; 23.33 hours weekly

Upper School Teaching Periods:

- ◆ Registration: 8.30 – 8.40
- ◆ Period One: 8.40 – 9.40 (1 hour)

- ◆ Period Two: 9.40 – 10.40 (1 hour)

- ◆ Period Three: 11.00 – 12.00 (1 hour)
- ◆ Period Four: 1.05– 1.45 (40 minutes)
- ◆ Period Five: 1.45 – 2.25 (40 minutes)
- ◆ Period Six: 2.25 – 3.05 (40 minutes)
- ◆ Total teaching time available: 5 hours daily; 25 hours weekly

Weekly time allocations for subject areas in Pre-Preps 1 and 2 should be broadly as follows

Numeracy	5 Hours
Literacy	5 Hours
Science	80 Minutes
Computing	1 Hour
Religious Education	2.5 Hours
Music & Performing Arts	45 Minutes
Art, Design and Technology	80 Minutes
Humanities	80 Minutes
Physical Education and Games	2 Hours
Mass/Assembly	1.5 Hours

- The Kindergarten and Reception timetables will reflect these allocations, but will have greater flexibility as designated by the Early Learning Goals.
- Subjects are taught at KS 2 as part of a structured timetable. However, Computing maybe assimilated into subject areas. See Subject Policy Documents for other overlaps that may occur between disciplines.
- Weekly allocations for subject areas broadly aggregate as follows:

SUBJECTS	PREP		ELEMENTS		FIGURES		RUDIMENTS	
	Hrs	Mins	Hrs	Mins	Hrs	Mins	Hrs	Mins
RE	1	40	1	40	1	40	1	20
Maths	5	20	5	40	5	40	5	0
English	6	40	4	0	5	0	4	40
Science	2	40	2	40	2	40	2	40
Computing	1	0	1	40	1	40	1	40
History	0	40	0	40	0	40	1	20
Geography	0	40	0	40	0	40	0	40
ADT	1	40	1	20	1	20	1	20
Physical Ed	2	20	2	20	1	20	1	20

Reasoning			0	40	0	40	1	0
PSHE	0	40	0	40	0	40	0	40
German	1	0	0	40	1	0	0	40
Music	0	40	0	40	0	40	0	40
Mass	1	10	1	10	1	10	1	10

5 The Assessment Year

Assessment Policy

- i. PIRA, PUMA and GAPS (from Y1) and undertaken three times a year from Y1 and twice a year in Reception 2. Reports will contain only standardised scores achieved.
- ii. CATs tests are undertaken from Prep to Rudiments but should be all administered by the same person to ensure consistency and continuity. All CATs tests should be submitted for external marking.
- iii. The marking and assessment of homework in English and maths will be differentiated from assignments done in class. Attainment grades presented on reports in English and maths will reflect mostly class work attainment only as a better reflection of pupils' attainment levels gained independently. Effort grades will still reflect application both at home and school.
- iv. Homework in the other core subjects and in the general subjects will still be included in reported attainment grades, however.
- v. The definition of attainment grades is as follows:

Grade	Definition	PredComputed NC level at the end of KS2	In Science (maths, science, computing)	In Arts (English, ADT, Humanities)
A	Well Above Average	5A	90% +	85% +
B	Above Average	5B, 5C	70% - 89%	70% - 84%
C	Upper Average	4A, 4B	60% - 69%	60% - 69%
D	Lower Average	4C	45% - 59%	45% - 59%
E	Below Average	3	30% - 44%	30% - 44%
F	Well Below Average	2	10% - 29%	10% - 29%
G	Academically Fragile	1, W	Below 10%	Below 10%

- vi. Attainment grades will be introduced into reports at the end of year report in Pre-Prep II and will then appear routinely from the end of year report in Prep. Prior to this, effort grades will be used from the November report in Pre-Prep I.
- vii. Attainment grades will reflect both the quality of performance but also the comparative N.C. level of the assignment undertaken. In maths and English they should reflect the ability set in which the pupil is working. An upper set pupil would be expected to be working within the range of grades A to C; a second set pupil would normally be working within a range of B- to D and so on.
- viii. However, as a general guideline, actual marks will trigger attainment grades in non-set subjects and in the top sets in maths and English in Elements – Rudiments. A distinction is made between science and arts subjects.
- ix. All standardised test results for pupils are to be centrally stored electronically. Attainment revealed by standardised tests and progress can be tracked using Classroom Monitor which currently is used in core subjects. CATs test results will be used from Prep to inform advice to parents about options for secondary school.

6 Marking Policy

- All work should be marked as soon as possible after being set. No written assignment should be unmarked a week after being handed in.
- Teachers should explain to pupils the meanings of any symbols used (to designate spelling mistakes, punctuation errors, inaccurate calculations etc.) It is not considered necessary to have a universal system of annotation, but it is important that pupils understand individual teacher systems.
- Whilst green ink is deemed to be more effective when marking, the colour of marking implement is left to the teacher's individual discretion. However, marking should be selective and perhaps concentrate on one area (punctuation, spelling, syntax etc.) rather than attempting to correct everything. Marking should reflect the chief aim of the assignment.
- Comments and remarks should be as constructive as possible. Censure is put better in terms of a piece of work being disappointing or the student letting himself down by inferior work rather than aggressive statements such as referring to work as "Rubbish". Appropriate targets should be given to sustain improvement. Pieces of poor work should not be crossed through by the teacher although pupils should be expected to re-do work that is unsatisfactory. Whilst remarks will reflect the true standard of a piece of work, comments should take into account the actual ability of the child. What is poor for a pupil of usual

Grade A standard may be excellent for a boy of lower ability, and comments should differentiate between the two.

- It is the responsibility of the marker to ensure that pupils do not become disheartened. Equally it is important that the marker's expectations are high in accordance with the measured ability of the pupil.
- Pupils should be expected to recognise the need to correct mistakes. Mistakes can be an important learning tool and should be treated as such.
- Whilst it may be appropriate to laud a particular student's work to the rest of the class, names of pupils who have made errors should not normally be publicised although the nature of the error may be discussed so that the whole class can learn from it. It is better for particularly poor work to be discussed with the student concerned privately.
- The monitoring to be conducted routinely by the head, the deputy head (curriculum) and the subject leaders will include inspection of exercise books to ensure adherence to this policy.
- Parents are asked to write at the end of each homework task the time taken, whether it has been aided and to sign it. Homework supervisors in school should do likewise, but pupils should take their books home to be countersigned by their parents.
- All work should be marked according to its merits, but glaring inconsistencies between marks gained in class and at home will need to be brought to parental attention.
- Unless it is marked in front of pupils, work should not be simply ticked. A comment is important and whilst not all work might attract an assessment grade, as from the second half of the Lent term in Pre-Prep II attainment grades should appear on selected pieces of work that provide evidence to both the pupil and the parent of the standard achieved as measured against National Curriculum levels. However it is accepted that more fruitful feedback particularly in younger classes (up to and including Prep) may be given verbally.
- From Elements upwards, consideration should be given to encouraging pupil response to teachers' written comments.

7 **Effort Grades** will reflect the amount of effort used by a pupil in each task. The grade should reflect the difference between measured potential and attainment. It is important that the pupil recognises the effort grade as being of equal importance as the attainment grade – placing it as the front of the assessment underlines its importance. Such grades also will appear on school reports. In the Lower School (from Pre-Prep 1) are three grades:

- ◆ Grade 1: Best possible effort
- ◆ Grade 2: Average effort
- ◆ Grade 3: Below average effort.

In the Upper School, there are five grades:

- ◆ Grade 1: Best possible effort: it is likely that the student has reached his peak in this subject. There is no present expectation that he will improve his attainment grade
- ◆ Grade 2: Above average effort. He is working well for most of the time, but could still achieve a higher attainment grade.
- ◆ Grade 3: Average effort. Usually quite reliable, but perhaps lacking in ambition.
- ◆ Grade 4: Underachieving due to a lack of effort. Great inconsistency, possible unreliability in homework tasks, but also possibly a bright boy who is becoming complacent.
- ◆ Grade 5: No effort made at all. Parents should have been alerted to this state of affairs before this grade is awarded.

Reporting to parents.

The following arrangements apply for reporting to parents:

- Kindergarten and Reception parents have an opportunity to meet staff at the end of each day, but formal parent meetings are arranged during the year.
- Parents are encouraged to contact teachers by e mail via each class's e mail address (class@loyolaprepschool.co.uk)
- Parent Teacher Meetings will take place as follows:
 - ◆ Kindergarten and Reception: (usually) October and June of each academic year
 - ◆ Pre-prep 1 to Figures: November and June/July of each academic year
 - ◆ Rudiments: October of each academic year.

Written school reports are issued at the following times:

Class	English/Maths Report with teacher comments and targets	General subjects with comments and Class Teacher and Head's Remarks	Full Report
Ruds	December	March	(Headmaster's and SATs Reports) : July
Figs – Reception II	November	February	July (all subjects, plus exam results)

- Written reports on progress, socialisation and attainment are issued for pupils in Kindergarten in December (prior to transferring to Reception) and June and to Reception in February (apart from pupils who transferred from Kindergarten after Christmas) and June. These reports will be the basis for discussion in the June parents' meetings.
- Rudiments receive Maths and English reports the end of the Christmas Term and General Subjects reports at Easter (March/April). They receive SATs reports with statistics of end of year subject exam results in July and also a leavers' certificate as a record of achievement, and an individual Headmaster's Report.
- All attainment grades on the report should be based on an aggregate of all marks during the period of assessment. This includes class work, homework, and tests or exams. The effort grade should apply to the actual achievement against potential as measured wherever possible by standardised test.
- Prize Lists. Academic prize winners are chosen on the basis of their performance in end of year examinations. Progress prizes may be awarded on the basis of either the highest improvement in measured attainment over the year or particular progress in a given area.

P.G.M.N.

March 2018

To be reviewed March 2019



Headmaster: **P.G.M. Nicholson** B.Ed

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