TPS.004.
Curriculum Teaching and Learning Policy

Policy Lead	TPS Deputy Head Academic
Committee	
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1) **Rationale & Aims**

The overall aim of Taunton School is to challenge, inspire and nurture young people to succeed in a global community. Our outstanding teachers inspire pupils and instil in them a desire to learn with an aim to inspire every child to develop into a confident, well-educated, personable young person, who has an enthusiasm for learning. We provide an educational environment that adds value and maximises every pupil's academic achievement.

This policy is central to the school's purpose as a place of learning. We promote care and respect and expect high standards in all aspects of academic matters. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

Taunton Preparatory School's curriculum, teaching and learning policy is based on the following aims:

- Providing 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
- Ensuring that pupils acquire speaking, listening, literacy and numeracy skills
- Delivering a curriculum that is balanced, challenging, creative, inspiring and relevant for the 21st century
- The curriculum will include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- A curriculum which takes into account the ages, aptitudes and needs of all pupils, including those pupils with an Educational Progress Pupil passport.
- Having a curriculum which is fit for purpose so all pupils have the opportunity to learn skills and knowledge, whilst understanding the relevance of their learning, and make progress, offering differentiation and personalisation.
- Having the pupil's needs at its core so they are able to reach their potential.
- Nurture pupils' individual talents, creativity and enquiring minds to help them to become independent learners, collaborative team members, confident individuals and responsible citizens within the school community and the wider society.
- Continuity and progression within the Prep School and between Pre-Prep, Taunton School and TSIMS which will widen the pupil's skills and knowledge.
- Work with the Pre-Prep, Taunton School and TSIMS to ease transition for the pupils.
- Effective preparation for the opportunities, responsibilities and experiences of life in British society.
- Development of individual's personal morals and values, with respect for religious values and tolerance of other races' beliefs and culture.
- Be a centre of excellence in teaching and learning.
- Be committed to excellence and continuous improvement.
- Involve parents and carers in their child's academic journey.

2) **Related statements and policies**

This curriculum policy should be read in conjunction with other statements, policies and documentation including:

- Departmental and Staff Handbooks
- SMSC Policy and PSHEE curriculum plan
- SEND & EAL Policy
- EYFS Curriculum policy
- Gifted and talented policy
- Behaviour, sanctions and pastoral care policy
- Homework Policy
- Marking, Assessment and Feedback policy

- Presentation of work policy
- Curriculum jigsaws
- Medium term plans for all areas of the curriculum

3) **Planning and Delivery of the TPS curriculum**

We aim to develop a coherent curriculum building on the experiences they have received in Pre-Prep or their previous school. Taunton Prep School follows the aims and objectives set out in the National Curriculum but with independence and extensions when considered applicable, for example, when personal interests can be linked.

A creative curriculum is taught at TPS in a variety of contexts whether it is as thematic topics or through the TPS Mission (See firefly for information relating to this) where links are made between subjects and lessons.

At TPS our curriculum takes into account the ages, aptitudes and needs of all pupils through detailed and careful planning, which is clearly differentiated, both up and down, and which enhances pupils learning without covering old ground. Pupils with EHC plans (or pupils passports here at TPS) are catered for and enhancements and amendments to the curriculum are made accordingly. (See SEND,EAL, gifted and talented policies for further details)

The personal and social development of students at Taunton Preparatory School is enhanced by a comprehensive and progressive PSHEE programme which reflects the school's aims and ethos and pays particular regard to the protected characteristics set out in 2010 Equality Act. There is a focus on the British Values within all areas of the curriculum which promotes democracy, rule of law, individual liberty as well as mutual respect and tolerance of those with different faiths and beliefs. (See SMSC policy and PSHEE supporting documentation for further details)

For pupils in Years 7 and 8, we provide access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. (See SMSC policy and PSHEE supporting documentation for further details)

Our ever expanding extra-curricular activity programme helps to foster and develop this inquisitive nature within our pupils as well as opening up opportunities for development in new areas of their learning. (See firefly for details of our extra-curricular programme).

The TPS Mission is a 12 spoke wheel of key values which help our pupils as individuals to show that they are challenged, nurtured and inspired. We believe that a challenged pupil shows: Teamwork, independence, leadership and high aspirations. A nurtured child shows: Respect, kindness, confidence and positivity and an inspired child shows the following values: Effort, resilience, pride and curiosity. Our HODs and teachers plan lessons across all areas of the curriculum which include and help develop these 12 values. The pupils review their own learning and behaviours on the TPS mission wheel at the end of each term, identifying areas of strength and setting targets for the next term.

Each term, our HODs work with the teachers within their department to develop their curriculum for that term. Medium term plans are created by teachers outlining the lesson coverage for that term. From these the curriculum jigsaws are created and these are shared with parents before the start of the term so they are aware of the themes and topics their child is learning about in that term. (See firefly and school website for a copies of our curriculum jigsaws). These are reviewed termly and again yearly with amendments to the curriculum made accordingly.

Individual lessons at TPS are 60 minutes long. One Games lesson a week for each year group incorporates Community Time to give a lesson of 1hr 30min Although we aim to keep class sizes small, the higher sets in years 6, 7 & 8 will generally have more pupils than the lower ability sets. In setted subjects pupils are set according to formal assessment data, end of unit tests as well as teacher judgement.
Pupils may be subject to set changes throughout the year where this is in the interests of individual pupils and/or the year group as a whole.

In year 3,& 4, pupils are split into two ability sets for maths – Set 1 & Set 2.

In year 5, pupils are split into three ability sets for maths – Set 1, Set 2 & Set 3.
In year 6, pupils are split into four ability sets for maths – Set 1, Set 2, Set 3 & Set 4. In addition, Year 6 are set for English where they are placed into either set 1 or one of two parallel set 2's.

In year 7:
- In English and Science pupils are set as follows: a higher set ('Set 1'), two parallel middle sets ('Set 2 red' & 'Set 2 blue') and two parallel lower sets ('Set 4 red' and 'Set 4 blue').
- In languages, pupils select two language options. Where there sufficient numbers for multiple sets in one language, there is a set 1 and then parallel middle set.
- For those pupils that require additional support in Maths or English, one language option can be selected and then Key Skills in Maths or English.
- For maths pupils are split into five ability sets – Set 1, Set 2, Set 3, Set 4 & Set 5.

In year 8:
- In English and Science pupils are set as follows: a higher set ('Set 1'), two parallel middle sets ('Set 2 red' & 'Set 2 blue') and a lower sets ('Set 4').
- In French pupils are in four sets: a higher set ('Set 1'), two parallel middle sets ('Set 2 red' & 'Set 2 blue') and a lower sets ('Set 4').
- In Latin the pupils are in four sets: a higher set ('Set 1'), two parallel middle sets ('Set 2 red' & 'Set 2 blue') and a lower sets ('Set 4').The lower set in Latin will follow a new engaging course in Classical Civilisation which will be accessible and relevant for all.
- For maths pupils are split into five ability sets – Set 1, Set 2, Set 3, Set 4 & Set 5.
- Pupils select either Spanish or German as their chosen second modern foreign language (in addition to French). Sets are dependent on the number of pupils selecting each language.

Discussions take place between subject HODs to decide on the most appropriate set for each pupil, using relevant data and teacher feedback.

The Curriculum Plan provides information with regard to the amount of lesson time allocated to each subject in different year groups (See *Curriculum Plan*)

The TPS Homework Policy provides information with regard to the amount of homework set in each subject area for different year groups (See *Homework policy*)

4) Progress and Attainment

Pupils and parents receive a half termly set of assessments (except in the second half of the summer term) which provides an 'Attitude to learning' in the first half of the term for English, Maths and Science and an 'Attitude to learning' for all subjects in the second half of term. The second half of term will also include 'Attainment' grades for Maths and English in Year 3-5 and all subjects in Year 6-8. See Appendix 1 for further guidance relating to this.

Following these assessments, opportunities are provided for tutors to discuss progress with each individual pupil and to communicate these discussions and reflections through the pupil planners.

In each term, there will be a parent-teacher, parent-tutor or full academic report to update parents and guardians on progress being made, pastorally and academically. These also provide an opportunity for dialogue between staff and parents and provide guidance for the future. Parents and guardians are also freely invited to consult with teachers and the SMT in person, on the telephone or via email.

Standardised testing takes place regularly throughout the year.

All pupils complete the CAT 4 test to provide baseline data and support target setting.

All pupils from Year 3-8 complete termly GL reading and spelling tests.

All pupils complete GL PT tests in Maths, English and Science annually.

This data is used to support and inform attainment grades.

5) Teaching and Learning

In line with the Independent School Standards Regulations (Section 54)
   (a) enables all pupils to acquire new knowledge and make good progress according to their ability and does not discriminate[23] against pupils or promote partisan political views

Teachers will achieve this aim by:
- Use evidence of prior attainment to gauge individual capabilities
- Ensure that all other relevant factors are considered e.g. SEN, EAL and including social and emotional influences that may impact learning
- Utilise ongoing formative assessment to regularly assess understanding and knowledge acquisition through a variety of techniques.
- Ensure appropriately differentiated material and tasks are employed to ensure all pupils' progress in every lesson.
- Set high expectations for all pupils and ensure that no limits are placed on learning.
- Ensure that appropriate teaching techniques are utilised for individual classes.

   (b) not undermine but seek to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;

Teachers will achieve this aim by:
- Understand Fundamental British Values and incorporate into planning where appropriate
- Participate in whole school and personal INSET
- Participate in whole school initiatives or workshops organised to help pupils understand their importance
- Maintain displays to publicise and illustrate these values
- Regularly reviewing curriculum content
- Ensuring the Behavioural Policy is adhered to in lessons
- Promoting diversity and inclusion in lessons

   See Appendix……

   (c) so that all pupils acquire new knowledge, increase their understanding, and develop their skills (make good progress) according to their ability in the subjects taught, and
   - are interested in their work
   - apply intellectual, physical and creative effort
   - act responsibly
   - are self-motivated, thinking and learning for themselves.

Teachers will achieve this aim by:
- Encouraging pupils to take ownership and responsibility for their own learning and helping them to understand and develop their personal learning style.
- Employing a range of strategies and techniques, both in and outside of lessons, to help pupils retain knowledge
- Develop time management skills, helping pupils to meet deadlines e.g. setting of prep

- Develop pupils' thinking skills such as communication, problem solving and working with others. This should include utilising techniques to develop higher order thinking skills and self reflection.
- Developing pupils' skills of inquiry, for example, hypothesising, reasoning and evaluating.
- Foster creative approaches to challenges
- Creating environments to develop pupils' confidence to ask questions and ask for help when needed
- Provide opportunities for independence
- Adopt a variety of teaching styles
- Employ the use of praise, rewards and positive reinforcement to foster positive self esteem, motivation and confidence.
- Encourage development of a range of skills such as formal presentations and debating.
- Embed ICT in all subjects, where appropriate, to enhance the pupils' learning experience and outcomes

(d) plan lessons well
- *use effective teaching methods and activities*

Teachers will achieve this aim by:
- Ensuring instructions, questions and explanations are clear
- Demonstrating enthusiasm and good subject knowledge
- Delivering information in a variety of ways
- Ensuring that pupils are all aware of the lesson objective
- Coherent planning, linking to medium term plans, of well structured and well paced lessons.
- Delivering schemes of work that cater for the spiritual, moral and cultural development of the pupils.
- Recognising and rewarding achievement
- Challenging underachievement

(e) demonstrating good knowledge and understanding of the subject matter being taught.

Teachers will achieve this aim by:
- Being confident in the subject matter
- Undergoing regular training and INSET
- Keeping up to date with developments in their subject
- Taking an active part in the appraisal process
- Responding to updates, targets and advice from their Head of Department and SMT

(f) use a range of good quality classroom resources well

Teachers will achieve this aim by:
- Update resources as appropriate
- Liaise closely with Heads of Department
- HODS will regularly review their departmental resources and manage budgets, linked to DDP
- Specifically liaising with members of the ICT support team to improve use of ICT

(g) with understanding of the aptitudes, needs and prior attainment of pupils, gained from regular and thorough assessment of pupils' work

Teachers will achieve this aim by:
- Use baseline measures and APL to plan future learning and move the pupil forward.
- Use a range of formative in-class assessments
- Use data to analyse individual progress
- Mark consistently and positively

- Encourage meaningful self and peer assessment
- Ensuring that formative assessment is used to impact and inform subsequent planning
- Ensuring homework is set as mapped and marked regularly
- Mark in accordance with the **Assessment, Feedback and Marking Policy**

(h) manage class time and pupils' behaviour well

Teachers will achieve this by:
- Being punctual to lessons
- Evaluating their work
- Adapting to different ways of working
- Adhere to school values
- Follow the schools Health and Safety policy and providing risk assessments where appropriate.
- Adhere to the school Behavioural policy

Teaching Environments

The quality of display within a school indicates the school's standards, values and ethos. At TPS, displays should be regularly changed (at least half-termly) and presented inline with the school's ***Display Policy***.

Pupils and others tend to respect and to look after an environment that has a pleasant, orderly and cared for appearance, and one that they or their peers have helped to create. Classrooms and other areas within the school should be used to celebrate achievement and to demonstrate how the learning has developed.

Teachers will conduct a regular classroom environment check considering the following:
- Seating plan, including appropriateness of furniture for all users;
- Accessibility of resources: labelling, tidiness, how far do pupils have to walk to find books, pencils, paper etc?
- Storage of both pupils' and adults' personal property
- Visibility of and for all pupils
- Ensuring all devices are laid flat on the desk during lessons unless using the keyboard for a specific activity.

6) <u>Languages and Key Skills</u>

In Year 7 pupils have to select two languages from French, Spanish, Latin and German, following taster lessons in each subject in Year 6. For those pupils for whom a need for additional Maths or English is greater, they may select one language option and Key Skills Maths or English.
These Key Skills sessions are designed to boost progress in Maths or English, taught by teachers currently delivering Year 7 & 8 curriculum. Pupils may then pick up a second language in Year 8, including Classical Civilisations rather than Latin. Pupils also have the option to pick up a second language in Year 9.

7) <u>Academic Support</u>
8) <u>and SEND</u>

With TPS, SEND is referred to as Educational Progress (EP dept).
Some pupils come into the school with an identified additional learning need, and some pupils are identified whilst at the school as having an additional learning need.
If needs are identified by the teacher or parent, then the SEND protocol is initiated (See the SEND flowchart).
This may then require further tests to assess the specific needs, and with the parents' agreement, the pupil is offered lessons with the Educational Progress Department.

This would also apply to pupils with an EHCP. The EHCP is used to inform the pupil passports that are circulated to teachers.

All pupils in Year 3 and 6 are screened for dyslexia tendencies. Those pupils identified through the screening are then assessed further to confirm needs. This screening is consistent with screening in TS for exam arrangements. Prior to Year 7 exams, all pupils are assessed to confirm whether additional support is required for exams.

Every teacher is aware of pupils on the Special Educational Needs & Disability (SEND) register and detailed pupil passports, and differentiates for them appropriately within taught lessons. This provision and the progress of the pupils on the register is monitored by the Head of EP and the Educational Progress department. Pupils can be recommended for academic support at any time by teachers, tutors or parents.

Those students identified as in need of English as an Additional Language (EAL) support are provided with weekly lessons and their progress monitored by the EAL Co-ordinator.

9) British Values

As detailed on the standards as outlined in the Schedule to the Education (Independent School Standards) Regulations 2023, Taunton Prep School ensures that the curriculum enables children to be prepared for the opportunities, responsibilities and experiences of life in British society. As a school, we present an effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society through whole school activities (for example, in assemblies) as well as within the curriculum (for example in PSHEE, Philosophical Religious Education, school trips) and enrichments.

See Appendix 3.

10) Enrichment

All pupils are encouraged to engage in extra-curricular activities to provide greater breadth to their academic studies and to promote the moral, aesthetic, physical and social development of every pupil. We have a diverse and varied enrichment programme throughout the Prep School. All pupils have the opportunity to take part in activities, from Year 3 through to Year 8. (Please refer to the term's enrichment timetable for an example of the broad range of opportunities available).

In Year 7 & 8 pupils also have an enrichment session each week in community time on a Saturday. This provides a diverse range of activities, including guest speakers, to broaden horizons and support and foster the TPS Mission values. (Please refer to the term's enrichment timetable for Year 7 & 8)

11) Digital Strategy

a) Guiding Principles

All devices must be used in a considerate, thoughtful manner consistent with the guiding principles of the ethos of the school that stresses humility, engagement, inclusivity and kindness. At Taunton School we educate pupils about online safety and the appropriate use of electronic devices through the ICT lessons, PSHEE curriculum, assemblies, and tutorials.

Devices are a part of modern life and offer huge benefits in people's work and social life, but they must be used in a positive fashion and this guidance is to ensure that devices are used responsibly within the school environment, with the aim that firm principles will also help people make good decisions in their wider use of modern technology.

There are areas in which simple good manners and basic safety mean the use of devices is unacceptable. During any meals in the Dining Hall, in Chapel, during assembly, in changing areas, during break times, after lights out in House, and when walking around the site are obvious cases when the use of devices is unacceptable.

Central to the effective use of devices in school are the following 2 principles which state that pupils must:

- Use the device for approved educational activities only
- Treat their devices and those of other pupils with respect

Please refer to the Digital Devices in Teaching and Learning policy for further information

12) Roles and responsibilities.

The Headteacher will ensure that:

- All regulatory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of the pupils will be met.
- The amount of time provided for teaching the curriculum is adequate.
- The procedures for assessment are in place and pupils and their parents/guardians receive information to show the progress being made and to communicate what is required to help the pupil to improve and to reach their potential.

Deputy Head Academic will ensure that:

- The governors are kept informed regarding the curriculum in the Prep School. This happens through reports to the governors via the EAP meetings (educational advisory panel).
- Progress of cohorts in all subjects is regularly monitored through end of unit tests, standardised assessments and half termly assessments. These are compared with CAT 4 and GL data to ensure pupils are on track to reach their academic potential. Any concerns are discussed with the Heads of Department and relevant subject staff/ form tutors and actions are taken where necessary.
- Marking, assessment and tracking procedures are evaluated accordingly.
- Regularly meet with the Head of Pre-Prep and lead teachers for curriculum, teaching and learning at Taunton School, TSI and TSIMS to aid curriculum progression across the schools and discuss within the whole school Academic Steering Group. This is a meeting for all academic heads across the Taunton school community.
- Effective communication occurs with parents at Parent Consultation Evenings and through asking parents to consult teachers at any time during the year. Curriculum jigsaws are sent out termly informing parents of updated curriculum plans.
- Maintain, review and develop the Curriculum Jigsaws.

Heads of Department will ensure that:

- They will work with Assistant Head of Teaching and Learning to review and maintain the Curriculum Jigsaws.
- Maintain, review and develop medium term plans following the school format containing curriculum detail on: context, expectations, skills, learning objectives, learning outcomes, learning and teaching strategies, differentiation and resources or are following a national scheme e.g. Abacus in Maths.
- The curriculum jigsaws and medium term plans ensure progression, continuity and challenge.
- There should be consistency in delivery within their department and the medium term plans are being used by staff.
- The planning and teaching is meeting the learning needs of our pupils.
- Marking and assessment is reviewed within the department and ensure it adheres to the school policy.
- Progress of sets/classes in their subject is regularly monitored through end of unit tests, standardised assessments and half termly assessments. These are compared with CAT 4 & GL data to ensure classes/sets are on track to reach their academic potential. Results are discussed with relevant subject staff/ form tutors and actions are taken where beneficial.
- Monitoring and evaluating the progress of individuals alongside the teachers.
- Meet regularly with the KS1 subject link teacher in Pre-Prep & the TS HODs to ensure continuity and progression
- Inform the Deputy Head Academic of any significant changes to the planning, teaching or learning.
- All relevant data and information is inputted into 3Sys, Firefly and subject files where appropriate.

- Best practice is shared within departments and across the school through learning walks and lesson observations.
- Displays are updated regularly.
- TPS Mission skills are taught and practised within their subject area.
- Inform the Deputy Head Academic of CPD which would be beneficial for teachers within their subject areas.
- Communicate with parents at Parent Consultation Evenings and through the open door policy.
- Review and re-write department development plans at the end of each Spring Term.
- Update where necessary the departmental staff handbook and circulate to staff within the team.

Form tutors will ensure that they:
- Have an overview of their tutees academic progress throughout the year.
- Discuss academic targets with their tutees' half termly, recording targets in their planners.
- Review and evaluate their tutees progress towards the 12 values of the TPS Mission, recording targets in their planners.
- Communicate with parents at Parent Consultation Evenings and at suitable times throughout the school week.

All teachers will:

- Monitor results of individual pupils in their classes and discuss with relevant HOD.
- Ensure that the school curriculum is implemented in accordance with this policy.
- Work is marked and assessed according to the school's procedures. (See marking and feedback policy)
- Ensure pupil work is set out according to the school's procedures. (See Presentation of Work policy)
- Keep up to date with developments in their subject/year group to ensure their delivery is dynamic and relevant.
- Share best practice with colleagues.
- Participate in professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to meet the learning needs of their pupils and engage them.
- Teach in a way which gives pupils opportunities to develop the 12 values of the TPS Mission.
- When necessary in Year 8, to give the pupils any advice required enabling them to make subject choices at Taunton School.

APPENDIX 1 – Assessment and Reporting

Standardised test results

Standardised tests are excellent assessment tools because the organisations which produce the tests sample them with tens of thousands of pupils all over the country in both independent and government-funded schools. This means that the performance of any one child can be reliably benchmarked against national standards.

For each standardised test which our pupils sit, a grade is produced for each pupil ranging from 1 to 9, which can be interpreted as per the table below:-

Grade	Definition
9	Outstanding
8	Very High
7	High
6	National Average
5	
4	
3	Working towards National Average
2	
1	

> It is important to note that, although using the same range of numbers as the new GCSEs, these grades should not be seen as GCSE grade predictions.

Results are shared with parents as they happen during the course of the year. The results will be uploaded onto the parent portal under 'Published Reports' and parents will be notified whenever new results have been uploaded. We will not be sharing the results of the above tests with pupils. Parents may share the results with their child, if they feel it would be positive to do so

A list of the standardised tests which we do for each year group is as follows:-

- Reading Tests (published by GL Assessment) – Years 3 to 8 – Autumn term, Spring and Summer terms
- Spelling Tests (published by GL Assessemnt) – Years 3 to 8 – Autumn term, Spring and Summer terms
- English Test (published by GL Assessment) – Years 3 to 8 – Spring (Years 7 and 8) or Summer (Years 3 to 6)
- Maths Test (published by GL Assessment) – Years 3 to 8 – Spring (Years 7 and 8) or Summer (Years 3 to 6)
- Science Test (published by GL Assessment) – Years 3 to 8 – Spring (Years 8) or Summer (Years 3 to 6)
- CAT 4 Test – All pupils will complete a CAT 4 test on entry to the school. This will then be repeated in Year 6.

The following points constitute a health warning re the interpretation of test results:-

- When looking at the results of one test, it is always important to bear in mind that they are just a snapshot and can be unreliable if read on their own. A child may not have been able to show his/her true ability during a single assessment slot for many different reasons. A child may have been lucky with some of the multiple choice answers, or may have been unlucky!
- Once we have several pieces of assessment data for a child, they can be read together and a more accurate picture emerges.
- Progress doesn't always occur in one straight upward line and pupils do sometimes plateau for a while before making further progress.

Any parent who is concerned about the test results of his or her child is welcome of course to discuss them with the subject teacher, the Head of Department, the Form Tutor, the Deputy Head Academic or the Headmaster.

Attainment grades

These are reported at the end of each term.

In years 3 & 4, attainment grades will be given in the two core subjects – English and Maths. These grades will be shared with parents via the end of term report which will appear on the parent portal. Parents may share these grades with their children if they feel that it would be positive to do so.

In year 5, attainment grades will be given in three core subjects – English, Maths and Science. These will also be shared with parents via the end of term report which will appear in the parent portal.

In years 6 – 8, attainment grades will be given in all subjects (except PSHEE, Games & PE) to both pupils and parents.

Termly attainment grades will be given using the same scale of 1 to 9. Teachers will benchmark, as closely as they can, the attainment levels of our pupils against national averages, taking into account both independent and government-funded schools. In arriving at each grade, teachers will consider overall performance during the whole term including written and oral work in class, homework and test results.

Grade	Definition
9	Outstanding
8	Very High
7	High
6	National Average
5	National Average
4	National Average
3	Working towards National Average
2	Working towards National Average
1	Working towards National Average

It is important to note that, although using the same range of numbers as the new GCSEs, these grades should not be seen as GCSE grade predictions.

Attitude to learning grades

Attitude to Learning grades are given to pupils and parents in Years 3 to 8 at the end of every half term (except for the final half of the Summer term). In each subject, pupils receive one of the following grades:-

Excellent
Good
Satisfactory
Unsatisfactory

Tutors will receive a numerical average per term calculated from all of the grades awarded in all of the subjects.
  ➢ 10 is the maximum and would mean that the pupil had obtained 'Excellent' in every subject.
  ➢ 2 would be the minimum and would mean that the pupil had obtained 'Unsatisfactory' in every subject.

When deciding upon the attitude to learning grades, teachers will give the best fit looking at a range of criteria linked to the TPS Mission. A copy of this criteria can be found in Appendix 2.

This system of Attitude to Learning grades has been modified in Spring 2020 for pupils in Years 7 and 8 in order to provide even more challenge and clarity for pupils and parents in knowing how they are doing in terms of their attitudes. It was also to provide a smoother transition to the Senior school.

Appendix 2   Attitude to Learning grades - Years 3 & 4

Criteria	Excellent	Good	Satisfactory	Unsatisfactory
Effort	Excellent levels of focus, engagement and contributions in class	Readily focuses, engages and contributes in class	Satisfactory level of focus, participation and contribution in class	Does not focus or engage. Distracted and/or distracts others
	Always has correct books and equipment		Generally has correct books and equipment	Often without correct books and equipment
	Shows excellent levels of persistence	Shows good levels of persistence	Generally shows persistence	Often lacking in persistence
Resilience	Responds very well to marking, advice and setbacks	Responds well to marking, advice and setbacks	Responds adequately to marking and advice on how to improve	Often does not respond positively to marking and advice
Pride	Work is always presented to a good standard		Work is presented to a satisfactory standard	Work is often not well presented
	Always meets expectations re uniform / appearance		Generally meets expectations re uniform / appearance	Often fails to meet expectations re uniform / appearance
Curiosity	Always seeks extra knowledge (by asking questions/extra reading)	Regularly shows good level of interest in set tasks	Shows satisfactory level of interest in set tasks	Often lacks interest in the set tasks
Ambition	Aims high and works hard to reach next level	Shows ambition and puts in good effort to progress	Puts in satisfactory effort in order to progress	Is not ambitious and does not put in satisfactory effort
Teamwork	Works very positively in pairs and groups	Works positively with pairs and groups	Works in satisfactory fashion in pairs and groups	Often unwilling to work positively in pairs and groups
Independence	Prep always handed in on time with excellent level of effort	Prep handed in on time with good level of effort	Prep handed in on time with satisfactory level of effort	Prep often late, not completed or not completed to a satisfactory standard
	Ability to work in class independently is developing very well	Ability to work in class independently is developing well	Willing to work without support on tasks of an appropriate level	Often unwilling to work on any task without support
	Excellent communicator with staff, showing increasing levels of independence and initiative	Good communicator with staff	Satisfactory communicator with staff	Often fails to communicate with staff
Respect	Always listens and responds well		Generally listens and responds well	Often fails to listen or respond well
	Always on time and quickly ready to learn		Generally on time and ready to learn	Often late or slow to be ready to learn

Attitude to Learning; Grade descriptors 2022-2023 Year 5-8

Organisation Grade Descriptors				
Mission Statements	**1 - Excellent**	**2 - Good**	**3 - Satisfactory**	**4 - Unsatisfactory**
*Effort	Always has the correct books, equipment and device	Almost always has the correct books, equipment and device	Generally has the correct books, equipment, device etc.	Often without correct books, device, equipment etc.
*Respect	Always on time and ready to learn.	Almost always on time and ready to learn	Generally on time and ready to learn	Often late or slow to be ready to learn
Pride	Always meets the expectations re uniform/ appearance	Almost always meets the expectation re uniform/ appearance	Generally meets the expectations re uniform/ appearance	Often fails to meet expectations re uniform/ appearance
Independence	Excellent communicator with staff, showing increasing levels of independence and initiative	Good communicator with staff	Satisfactory communicator with staff	Often fails to communicate with staff

* These statements carry greater weighting in the overall grade.

Prep Grade Descriptors				
Mission Statements	**1 - Excellent**	**2 - Good**	**3 - Satisfactory**	**4 - Unsatisfactory**
*Independence	Prep is always handed in on time with an excellent level of effort	Prep is always handed in on time with a good level of effort	Prep is handed in on time with a satisfactory level of effort	Prep is often handed in late
*Effort	Prep is always completed with excellent levels of effort	Prep is always completed good levels of effort	Prep is completed with satisfactory levels of effort	Prep is often completed with unsatisfactory level of effort
Pride	Work is always presented to the best of their ability	Work is almost always presented to the best of their ability	Work is generally presented to the best of their ability	Work is often not presented to the best of their ability
Resilience	Responds well to marking, advice and setbacks, being proactive in learning from mistakes and completing tasks to consolidate understanding	Responds well to marking, advice and setbacks	Responds to marking and advice on how to improve	Often does not respond positively to marking and advice
Curiosity	Shows excellent level of interest in task set and seeks extra knowledge independently	Shows a good level of interest in task set and will often challenge self	Shows satisfactory level of interest in tasks set	Often lacks interest in the task set and does not seek clarification when needed

* These statements carry greater weighting in the overall grade.

Classwork Grade Descriptors				
Mission Statements	**1 - Excellent**	**2 - Good**	**3 - Satisfactory**	**4 - Unsatisfactory**
Effort	*Excellent levels of focus, engagement and contributions in class	*Readily focuses, engages and contributes in class	*Satisfactory level of focus, engagement and contributions in class	*Does not focus or engage. Distracted and/or distracts others
	Shows excellent levels of persistence	Shows good levels of persistence	Generally shows persistence	Often lacks persistence
	Always actively listens in lessons	Always listens actively in lessons	Generally Listens actively in class	Often does not listen in class
*Ambition	Always aims high and works hard	Shows ambition and puts in good effort to progress	Puts in satisfactory effort in order to progress	Is not ambitious and does not put in satisfactory effort
Resilience	Responds well to marking, advice and setbacks, being proactive in learning from mistakes and completing tasks to consolidate understanding	Responds well to marking, advice and setbacks	Responds to marking and advice on how to improve	Often does not respond positively to marking and advice
Pride	Work is always presented to the best of their ability	Work is almost always presented to the best of their ability	Work is generally presented to the best of their ability	Work is often not presented to the best of their ability
Curiosity	Shows excellent level of interest in task set and seeks extra knowledge independently	Shows a good level of interest in task set and will often challenge self	Shows satisfactory level of interest in tasks set	Often lacks interest in the task set and does not seek clarification when needed
Teamwork	Works very positively in pairs and groups	Works positively in pairs and groups	Works in satisfactory fashion in pairs and groups	Often unwilling to work positively in pairs and groups
Independence	Ability to work in class independently is developing very well	Ability to work in class independently is developing well	Willing to work without support on tasks of an appropriate level	Often unwilling to work on any task without support

* These statements carry greater weighting in the overall grade.

Appendix 3

How Do We Reinforce British Values in TPS	
Democracy	**Rule of Law**
- School Council with representatives from each year group which models democratic process - Learning and adhering to School Values and Rules. - Posts of responsibility e.g. Heads of Year, House Captains, Form Captains.	- Class Rules - School Rules - School Values - School Council meetings - Assemblies - Behaviour Policy - IT Code of Conduct - PSHEE curriculum - Relevant curriculum links
Individual Liberty	**Mutual Respect and Tolerance**
- Pupils are able to show independence in learning - Forms submit opinions to their Form reps for the School Council. - Growth mindset – pupils are encouraged to be independent in their learning. - Choice of enrichment clubs - Use of Mission values to develop self esteem and self confidence. - PSHEE curriculum to explore choice and how to keep themselves safe 'Stand up and speak out' culture - Awareness of events like Remembrance Day and observing a minute's silence. - Year 8 leaders provide another opportunity for pupil voice - Curriculum provides opportunities for debate and persuasive tasks. - Pupil surveys to ensure all pupils are heard.	- PRE curriculum - PSHEE curriculum - Form time - Anti-bullying policy - Supporting charities through House events. - Promoting equality and diversity in teacher - Promotion of treating all members of the school community with respect - Adhering to the Behaviour Policy - Appropriate behaviour in lessons - Assembly themes, e.g. Respect and Tolerance. - Broad range of teaching resources

See SMSC grid for curriculum mapping of values.

See Curriculum Jigsaws for topics and Medium Term Planning.