

Curriculum, Teaching and Learning Policy – Senior

Applies to:

- All staff (teaching and non-teaching), the directors and volunteers working in the school.
- Pupils, Parents and Caregivers.

Availability:

This policy is made available in the following ways:

- The School's website www.radnor-sevenoaks.org;
- Via Teams, All Staff Shared Documents, Compliance, Policies;
- On request a copy may be obtained from the School's Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:



David Paton
Head



Ian Davies
Chairman of the Board of Directors

Reviewed: September 2025
Next Review: September 2026

1. Purpose

The Radnor House Sevenoaks (the School) curriculum is designed and delivered to provide a full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

1.1. The curriculum has as its purpose to:

- Foster intellectual curiosity and a thirst for learning in every individual.
- Ensure pupils acquire excellent speaking, listening, literacy and numeracy skills.
- Develop skills and attributes that “future-proof” our pupils for a changing world.
- Ensure that our pupils are advanced and collaborative digital learners through integrated digital learning experiences.
- Ensure that each of our pupils achieves success in their journey to become active and responsible young adults equipped to thrive in the world of tomorrow, whatever their chosen path.

2. The Curriculum

2.1. Whilst the National Curriculum is the broad framework for our curriculum, considerable development and enrichment is provided in all academic subjects and experiences, in co- and extra-curricular activities and opportunities, and notably in the use of technology, and in the emphasis on the valuable interpersonal skills such as resilience and teamwork gained.

2.2. The curriculum is underpinned by detailed plans and schemes of work that take into account the ages, aptitudes, and needs of all pupils, including those with an EHC plan or SEND, and do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The responsibility for the curriculum lies with the Head of the School and is supported by the Deputy Heads of the Senior School. In the Senior School, Heads of Department are responsible for the detailed planning and regular revision and refreshing of Schemes of Work and Planning. Heads of Department meet with their line managers on a fortnightly basis, with a rolling programme of focus items ensuring that all key aspects of the effective running of a department are covered each academic year.

3. The five stages of the Curriculum and Content

EYFS Pre-School and Reception	<ul style="list-style-type: none"> The seven areas of learning (Prime and Specific areas set out in EYFS 2024) The children in EYFS have the following timetabled specialist lesson: Forest School, Drama, Music, French, Swimming, Physical Education. Computing is added as a specialist subject in Reception.
Pre-Prep: Years 1 & 2 Prep: Years 3-6	<ul style="list-style-type: none"> English, Mathematics, Science, French, Geography, History, Religious Studies & Philosophy, Computing, Art and Design, Music, Drama, PSHEE, Swimming, Physical Education and Games. Years 1 & 2 have Forest School. During Year 3, the children move from Forest School into Outdoor Education as the year progresses, with pupils in Years 4-6 taking part in weekly Outdoor Education lessons.
The Lower School: Years 7 and 8	<ul style="list-style-type: none"> English, Mathematics, Science, Spanish, French, Geography, History, RPE, Computing and Digital Design, Art and Design, Music, Drama, PSHEE, Physical Education, Outdoor Education and Games.
Middle School Year 9	<ul style="list-style-type: none"> Year 9: English, Mathematics, Science, Biology, Chemistry, Physics, French, Spanish, Geography, History, RPE, Computing and Digital Design, Art and Design, Music, Drama, together with PSHEE, Physical Education and Games.
Middle School Years 10 and 11	<ul style="list-style-type: none"> GCSE subjects: English Language and Literature; Single, Double or Triple Award Science GCSE; Mathematics and Further Mathematics; a Modern Foreign Language; and three additional subjects chosen from a range of options, together with Physical Education, Games, and PSHEE.
The Sixth Form Years 12 and 13	<ul style="list-style-type: none"> Up to a maximum of four A Levels, together with PSHEE, Community Service, EPQ and Games. Additional academic subjects available at A-level are Economics, Sociology, Psychology, and Photography.

4. Senior School: Lower School to Sixth Form

4.1. The breakdown of the School day is as follows:

- There are seven periods in the day.
- Each period lasts for 50 minutes.
- Registration/Assembly takes place from 08.20 to 08.40 each day.
- There are seven periods in a School day: five periods in the morning with a break from 11.10 am-11.30 am, and two further periods in the afternoon from 2.20 pm-4 pm.
- Lunch is from 1.10 pm-2.15 pm.

5. Senior School curriculum breakdown by year groups.

5.1. Modern Foreign Language (MFL) Pathway at KS3

5.1.1. In Year 7, pupils have one half-term of Spanish and one half-term of French. They then select their language for GCSE and continue to study that language only. Strong linguists will have the opportunity to take up the second language again in Year 9, and two MFLs can be studied at GCSE.

5.2. GCSE

5.2.1. Compulsory subjects:

- Science, Maths, English Literature and Language, a Modern Foreign Language*.
- Pupils then select three further options. Pupils are encouraged to include Humanity. Able Mathematicians will take a Free-Standing Maths Qualification in addition to GCSE Maths.

5.3. Extended Project Qualification (EPQ) and Higher Project Qualification (HPQ)

5.3.1. All sixth form pupils do the EPQ. Some Year 10 pupils opt to do the HPQ in their own time, run by staff as a co-curricular club.

6. Senior Curriculum Breakdown by Year Sixth form:

6.1. All sixth-form students take three A-Levels and the EPQ. Should a pupil wish to complete 4 A-Levels, then their application will be considered and discussed as to its suitability, depending on their career focus. All pupils are expected to achieve the Radnor House Sevenoaks Sixth Form Diploma, which encourages their development over the two years by focusing on four separate areas: Exam Success, Development of wider academic skills, personal growth and enrichment.

6.2. The fortnightly curriculum consists of:

6.2.1. Year 12

- 14 periods a fortnight in each subject ($3 \times 14 = 42$)
- 2 periods of EPQ
- 4 Periods of Community Service
- 2 House periods
- 4 Periods of games

6.2.2. Year 13

- 14 periods a fortnight in each subject ($3 \times 14 = 42$) 2 periods of EPQ
- 2 House periods
- 4 Periods of games

6.3. Overview of Senior Curriculum Breakdown

	Year 7	Year 8	Year 9	Year 10	Year 11
English	9	9	10	10	10
Mathematics	9	9	10	10	10
Science	8	8	9	15	15
RPE	3	3	3	0	0
Games	8	8	8	8	4
PE	2	2	2	0	2
Art	3	3	2	0	0
Music	3	3	2	0	0
Drama	3	3	2	0	0
Computing and Digital Design	5	5	4	0	0
Outdoor Education	1	1	0	0	0
Elective	0	0	2	0	0
PSHEE	2	2	2	1	1
MFL	6	6	6	0	0
Spanish	0	0	0	0	0
French	0	0	0	0	0
History	3	3	3	0	0
Geography	3	3	3	0	0
House Period	2	2	2	2	2
Options x4	0	0	0	24	24
Assessment	0	0	0	0	2
Total	70	70	70	70	70

7. Teaching and Learning

7.1. The Senior and Prep Leadership Teams are responsible for the standards of teaching across the School. Open-door teaching, peer-to-peer reviews and collaboration, in addition to regular formative observations and learning walks, ensure a consistent approach to teaching at the School. (See Appendix A: Guidance on Effective Teaching and Learning).

8. Lessons at the School

8.1. Lessons enable achievement for all and provide a challenge appropriate to the ability, interests and needs of each pupil:

- Have clear, challenging lesson objectives or enquiry questions which aim to make pupils think and lesson outcomes that will further pupils' knowledge and understanding.
- Demonstrate excellent teacher subject knowledge and lesson content that ensures that pupils work at their zone of proximal development.
- Provide pupils with modelled examples and scaffolding for those children who require support to meet the learning objective.
- Use a variety of questioning types to check for understanding and to stretch and challenge all pupils.
- Include oracy tasks to enable pupils to clarify their learning and understanding.
- Enable pupils to become confident, resourceful, enquiring and independent learners.

- Foster pupils' self-esteem and help them build positive relationships with other people.
- Develop pupils' self-respect and encourage students to respect the ideas, attitudes, values and feelings of others.
- Encourage pupils to show respect for all cultures and, in so doing, to promote positive attitudes towards other people.
- Cater for the needs of the individual pupil through adaptive teaching.
- Enable pupils to understand their community and help them feel valued as part of this community.
- Help pupils grow into reliable, independent and positive global citizens.

9. Life outside the classroom

9.1. The School offers all pupils above compulsory school age a rich programme of activities which is appropriate to their needs. This ensures that the pupils learn, make progress and become young adults who will seek to embrace the opportunities, responsibilities and experiences of life in British Society. Such activities include outdoor adventurous and educational activities, and wider educational excursions and trips both in this country and abroad, a huge choice and variety of clubs and extracurricular activities.

10. Co-Curricular Clubs and Activities

10.1. The School provides a comprehensive co-curricular programme which ensures every pupil has the opportunity to discover their passions, develop new skills, and make a positive impact both within the School and the wider community. Activities and clubs are available each week before, during and after School, there is something for everyone.

11. Careers Guidance

11.1. The School offers a programme of careers education that ensures access to accurate, up-to-date careers guidance, presented impartially, enabling them to make informed choices about a broad range of career options and supports them to recognise and fulfil their potential. (See the Careers Education and Guidance Policy)

12. Homework

12.1. Homework is used to reinforce and extend the work done in class. Homework completed independently allows teachers to measure pupils' knowledge and understanding and inform teaching. It is also a vital aspect of encouraging self-motivation and independent study in pupils.

12.2. The purposes of homework are to:

- Support the aims of the School in helping to raise pupil achievement and attainment.
- Encourage pupils to develop the confidence and self-discipline to work on their own, an essential skill for adult life.
- Extend school learning, for example, through additional reading or research.
- Enable pupils to devote time to particular demands such as GCSE coursework or project work.
- Consolidate and reinforce skills and understanding.
- Support the home/school relationship.

12.3. **Timings of Homework:**

- Year 7 – 9 should spend 20-30 minutes on each piece of homework.
- Years 10 and 11 should spend 30-40 minutes on each piece of homework.
- Sixth form work requires a longer-term strategy, which is discussed with pupils by

teachers.

12.4. **Structure of homework**

- A Lower and Middle School homework timetable is created and distributed at the beginning of the School year, outlining which subjects pupils have homework in, and on which nights it should be done. Usually there are two or three pieces per night.
- Senior homework is designed to be done on the night that it is set. It is important that pupils do this, so that a 'backlog' of homework does not develop.
- Homework is recorded in Assignments on Teams and in student planners

12.5. The nature of homework changes from time to time. It might, for example, be something to learn for a test or a piece of coursework to be completed over several weeks, or a research assignment.

12.6. We offer a homework club after School each day to provide a positive and productive environment for pupils to complete their homework in School.

12.7. **Non-completion of homework:**

12.7.1. In exceptional circumstances, where homework could not be completed, parents should contact the subject teacher to inform them of this and agree a new deadline.

12.7.2. Pupils who miss lessons unexpectedly must see the subject teacher as soon as they return, in order to catch up on homework.

12.7.3. Pupils who miss lessons for anticipated reasons (e.g. an authorised absence from School) should see the subject teacher before the absence to collect homework.

12.7.4. In instances where homework is not completed and/or handed in at the correct time in the Senior School, where no parental note is received, teachers will use their professional discretion to either issue a new deadline, or, for a repeated offence, to issue a lunch-time supervision. Lunchtime supervisions are overseen by members of the academic leadership team and last for 35 minutes. They take precedence over any co-curricular activities. When a subject teacher feels that the efforts of the pupil on a certain piece of homework or lesson are not reflective of their abilities, pupils may be required to spend a break time or lunchtime with that teacher re-doing the work. Again, this takes precedence over any co-curricular activities. Parents, Tutors and Heads of School are notified of detentions. Teachers should enter the details of the issue and sanction in the Behaviour and Achievement section of iSAMS

12.8. **Pupil responsibilities**

12.8.1. Pupils must check the homework details on MS Teams and note the date the work is due to be handed in in their planner.

12.8.2. Pupils should do their best with each piece of work. If some of the homework is too difficult, they should ask for help from their teachers. They should not complete the work with a parent as this will provide misleading information to the teacher as to the child's understanding of the work.

12.9. **Parents/Carers responsibilities**

12.9.1. To take an active interest in their child's work at home rather than just insisting that it is done. This sustained, active interest can make a huge difference to the quality of work produced, their attitude towards homework, and eventually their achievements in public examinations.

13. **Assessment**

13.1. The School uses a combination of informal, frequent assessment for learning and more formalised written assessment across subjects to gauge and track pupil progress in learning. We adjust our teaching in relation to pupil attainment, and use formal assessment data alongside homework, classwork and teacher judgement to inform regular

reporting.

13.2. Our assessment is underpinned by the following key principles:

- Assessment should inform planning and delivery of lessons.
- Assessment should be used as the basis for academic and/or pastoral intervention where appropriate.
- Assessment should be accompanied by regular formative feedback (both written and spoken) so that pupils clearly understand how to improve.
- Assessment should inform reporting, so that parents can support their child and work alongside the School to enable their achievement.
- Assessment and quality-first teaching strategies should be used to support and adapt the teaching of pupils.
- Pupils should be encouraged to celebrate their own success, and to see setbacks as something 'not yet' learned, rather than comparing themselves with others.
- Pupils should be able to comment on how well they think they are doing and be able to identify the next steps in their learning. The Academic and Pastoral teams and/or Head will review reporting data to monitor and track the efficacy of learning and teaching within the School, and to ensure individual needs are being catered for.

13.3. To fulfil these principles, teachers need to observe these behaviours:

- Pupils being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in identifying their next steps in learning or setting realistic targets for their subsequent work as they get older;
- Teachers using the results of their assessment to set work which challenges and stretches their pupils;
- Effective planning for teaching and learning, which recognises the full range of achievements of all pupils by focusing on how pupils learn;
- Recognising assessment as central to classroom practice;
- Assessment is regarded as a key professional skill for teachers;
- Sensitive and constructive practices because any assessment has an emotional impact;
- Taking account of the importance of learner motivation;
- Promoting commitment to learning goals and a shared understanding of the criteria by which pupils will be assessed;
- Providing constructive guidance for pupils about how to improve;
- Developing the pupils' capacity for self-assessment and recognising their next steps and how to take them.

13.4. **Baseline Assessment:**

13.4.1. New pupils in **Years 7 to 9** sit the MidYIS (Middle Years Information System) which assesses mathematics, vocabulary, non-verbal and skills. The test also provides indicators of future GCSE grades in all subjects. All pupils also sit the NGRT, and progress over the three years is tracked.

13.4.2. Year 7 pupils are screened for signs of Dyslexia or other processing difficulties using the GL Exact test. This literacy test assesses word recognition, spelling, reading comprehension and dictation (typing and spelling) and signals areas of weakness likely to compromise a pupil's access to the curriculum and exam performance. If there is a concern about a pupil's literacy skills, follow-up assessments are carried out using the GL Dyslexia Portfolio.

13.4.3. In Year 9, all pupils are screened again using GL Exact test to establish the need for exam access arrangements. Using the same test as that used in Year 7 allows us to make direct comparisons for progress.

13.4.4. Year 10 sits the YELLIS (Year 11 Information System) which assesses mathematics,

vocabulary, and pattern skills. The test also provides indicators of likely outcomes at GCSE, and this data is used to set pupil Target Grades (TGs).

13.4.5. Year 12 students sit the ALIS (Advanced Level Information System) which assesses vocab, maths and non-verbal skills. It provides indicators of future AS and A level grades, and this data is used to set pupil Target Grades (TGs).

13.4.6. ALIS, YELLIS, and MidYIS are nationally standardised tests that allow the School to understand the strengths and weaknesses of its pupils in a national context and can aid in setting internal academic targets.

14. Reporting

14.1. Assessment and reporting are used to help drive and support pupil progress and play a vital part in communicating with parents. The assessment and reporting system at the School is based on students' engagement and attainment. The engagement element takes account of factors including organisation, behaviour, and effort. Attainment grades differ depending on the age group of the pupils. Years 7-9 are given an attainment band, which gives a broad indication of their trajectory towards GCSE grades, with the clear expectation that all students strive to improve regardless of their current level. Years 10-13 are set an aspirational target grade and receive termly updates on both how they have performed in that term (Attainment) and what their attainment and engagement to date indicate is their current trajectory (On Track to Achieve). These are based on the 9-1 scale for GCSE and A*-E at A-Level.

14.2. Parents receive a full written report once per year and are invited to attend an academic parents' evening once per year. Both of these are crucial opportunities for communicating important information to parents regarding their child's academic progress to date in each subject.

14.3. **Forms of Assessment and Reporting:**

- Engagement and Attainment Report Cards – Engagement grade, Attainment grade(s), summative and formative comments.
- Full Written Reports (once a Year).
- Mock Report cards for Year 11 and 13 using GCSE and A-Level grades.
- Parents' evenings.

14.4. See Appendix B: Marking and Feedback and Appendix C: Reporting Schedule.

15. The Curriculum and Spiritual, Moral, Social and Cultural (SMSC) Development

15.1. The School is a non-denominational School where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The School does not allow the promotion of partisan political views in the teaching of any subject. We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils, always with a balanced presentation of opposing views.

15.2. Through the SMSC and related curricular programmes and in accordance with the Prevent Duty, the School also aims to educate the pupils about the dangers of extremism and to build resilience amongst them against the dangers of extremist views.

16. Personal, Social, Health and Economic Education (PSHEE) and Relationship and Sex Education (RSE)

- 16.1. Our School is committed to providing a comprehensive programme of PSHEE for all our pupils that reflects the School's aims and ethos. This programme is taught for all years, with a specialist teacher in the Senior School. In addition, we deliver our PSHEE through assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and make informed and considered choices in life.
- 16.2. A comprehensive programme of study enables pupils to develop an understanding of public services and institutions and of how to take their place in modern democratic British society, whilst ensuring that our pupils understand, appreciate, and respect people of different cultures, faiths, and protected characteristics in modern democratic Britain. We provide a range of quality opportunities for pupils to take on responsibility in School and make a positive contribution to the School, local and wider communities.
- 16.3. In RSE, pupils are encouraged and guided by moral principles and taught to recognise the value of family life, whilst being prepared to face the considerable challenges they will meet as they grow into young adults in an age-appropriate way.

17. Catering for all needs and abilities (SEND)

- 17.1. The School complies with all legislative and best practice requirements to meet the individual needs of our pupils in accordance with the protected characteristics set out in the Equality Act 2010. Our curriculum is designed to provide access and opportunity for all children in the Prep and Senior School. If we believe it is necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents. If a child displays signs of having special educational needs, a teacher, parent, and/or pupil may identify this to the SENDCo. The SENDCo makes an assessment in consultation with the classroom teachers. In most cases, the SENDCo will be able to suggest strategies that meet the child's needs within the teaching group and will provide detailed information to the teaching staff. If a pupil's need is more severe, consideration is given to involving appropriate external agencies and special support teachers.
- 17.2. If a pupil receives a statement or EHC plan, we will endeavour to provide them with an education that meets their needs as specified by their statement. However, it may be the case that some pupils in possession of an EHC plan or statement cannot be accommodated due to their needs being beyond the resources available, requiring greater readjustment than is reasonable. Where possible, this will form part of a discussion during the admissions process.

18. English as an additional language (EAL)

- 18.1. The School provides pupils who have English as an additional language with the necessary support and teaching.

19. Provision for more able students

- 19.1. Rather than operating a traditional 'Gifted and Talented' programme, we believe that all pupils should be stretched and encouraged to learn beyond the classroom in accordance with the School's philosophy of celebrating every Individual and of limitless minds. This provision for pupils takes place in the classroom and is done in a manner whereby all pupils may benefit from the inclusion of particularly challenging and stretching material. Pupils are catered for as individuals by teachers who know them well and who have strong subject expertise. Through exposure and encouragement, all pupils may begin to demonstrate characteristics of Excellence.
- 19.2. Pupils may additionally be offered enrichment opportunities ranging from in-school

book groups and activities through to the opportunity to attend relevant events, trips and talks. In addition, lists of suggested activities, reading lists etc, are published on the website to promote different ways to extend their interest in academic subjects.

- 19.3. Heads of Department have responsibility for including enrichment opportunities in the School to promote a wider enjoyment and understanding of subjects. This could include delivering talks, inviting in outside speakers, arranging major events such as science fairs, author visits, etc. Tutors, Heads of House and Heads of School will also seek to encourage pupils, based on their interests, to get involved in activities designed to stretch, challenge, and develop even greater enjoyment.
- 19.4. The Head of Careers and Head of Sixth Form will take a careful note of specific interests and will encourage pupils further through university visits, course searches, and general guidance given. This may involve external speakers as well.
- 19.5. Some pupils who are identified as having particular talents and aptitudes may be awarded a scholarship. These include awards for Sport, Art, Drama, Music, and Academics. There are specific programmes of coaching and support for scholarship holders to help them navigate the range of opportunities available to them.

Appendix A: Guidance on Effective Teaching and Learning

Our core values underpin everything that we do at Radnor House Sevenoaks. Pupils are encouraged to demonstrate courage, perseverance, respect, and thereby achieve excellence. High-quality teaching is informed by the Radnor Model of Excellence, which draws on evidence-based principles to guide teachers in their planning, delivery, and professional development.

Behaviour & Relationships	Curriculum & Planning	Explaining & Modelling	Questioning & Feedback	Practice & Retrieval	Mode B Teaching
Students will... Understand actions and consequences through clear explanation of expectations within a positive learning environment. They are actively engaged in learning which embeds the core values of the school and prepares them for later life.	Students will... Experience a curriculum which engages and inspires them with the tools to succeed immediately and in the future, utilising oracy, literacy and developing vocabulary across subjects to facilitate a love for learning.	Students will... Understand expectations by seeing expert modelling with clear explanation of how to succeed. They will witness a variety of methods and examples and have clarity on the steps for success they need to utilise. They will be able to do this independently through the application of skills and concepts.	Students will... Develop knowledge and skills without embedding misconceptions whilst gathering a full understanding of what is expected of them. This will include the steps that are necessary for further progression, with stretch and challenge in equal measure.	Students will... Make links to previous learning, consistently thinking deeply about their knowledge and applying it. They will work interdependently outside of their zone of proximal development, making links to previous lessons and other areas of the curriculum.	Students... Are challenged with a range of tasks to develop skills and aid progress for a changing world, including the use of IT. Through independent and collaborative tasks, pupils are provided with opportunities to access multiple styles of learning.
<i>Because teachers at Radnor...</i>	<i>Because teachers at Radnor...</i>	<i>Because teachers at Radnor...</i>	<i>Because teachers at Radnor...</i>	<i>Because teachers at Radnor...</i>	<i>Because teachers at Radnor...</i>
Have consistent behaviour expectations and responses. Know individual students and celebrate their effort and achievement. Have high expectations of all. Model our core values and teach with enthusiasm for learning. Encourage collaboration and discussion when beneficial. Establish routines, effective transitions and a respectful learning environment. Encourage risk taking within a safe environment to develop self-esteem and build resilience and independence.	Plan and deliver sequences of inspirational and engaging lessons. Use metacognition as a tool to engage and challenge. Seek to challenge all learners with memorable learning experiences and utilise scaffolding and vocabulary. Encourage cross curricular learning and skill application whenever purposeful. Incorporate opportunities for oracy, literacy, numeracy and real-life learning. Plan and use the teaching environment effectively (including learning through play or practical activities).	Model examples of tasks to promote and facilitate understanding. Model high quality examples, thought processes and vocabulary. Scaffold difficult or unfamiliar concepts in order to avoid misconceptions. Establish the purpose, intent and success criteria of all lessons (when appropriate).	Question and challenge to develop answers, overcome misconceptions and check understanding. Ensure understanding and give clear instructions. Use a range of feedback strategies (including live feedback) appropriate to the learner in a timely. Utilise a range of questioning approaches throughout a lesson which are planned, purposeful and individualised. Make Assessment for Learning (e.g. self, peer and whole class assessment) an integral part of pedagogy.	Use a variety of rehearsal and retrieval practices as a routine in every lesson. Use scaffolds to target P&R for all abilities. Ensure pace is effective and appropriate for all learners. Create engagement within the lesson and for the lessons which follow. Use starters and extension tasks to engage from the moment pupils enter the classroom. Forge connections from one lesson to the next.	Challenge pupils by providing Mode B activities at an appropriate level when appropriate. Use a range of Mode B strategies to promote learning and engagement. Use technology to facilitate and enhance learning. Develop opportunities for enquiry/project based, (student led) learning where appropriate.

Senior School

All departments follow carefully planned schemes of work. These schemes of work are living documents that Heads of Department discuss with their team and which they adapt and refine over the teaching year, as they respond to the learning needs of the pupils.

Lessons are carefully planned with clear objectives and logical steps to reach lesson outcomes. A typical lesson would include: a review of previous learning, the presentation of new material, questioning for understanding, modelling, and plenty of guided and independent practice in order to assess learning and next steps. We expect our teachers to be highly responsive to the pupils and to intervene and support when appropriate, whilst still ensuring that the pupil works in their zone of proximal engagement.

Work should be regularly marked (see Appendix B), and feedback should be clearly communicated so that pupils understand how to improve their work and teachers know what the next steps are.

Teachers create a positive learning environment where pupils feel safe and empowered to learn. Teachers encourage pupils to actively contribute and to engage both with the teacher and their peers in collaborative tasks. Teachers create an environment of questioning and enquiry, and pupils are encouraged to develop problem-solving skills that are analytical, critical, and creative.

The classroom environment is important at Radnor House Sevenoaks. It should be attractive and conducive to learning. There should be supporting focused displays that help pupils with their learning, along with examples of pupils' best work in recognition of their success.

Teachers establish positive working relationships with pupils and expect and model good behaviours. Seating plans are used to create the best working environment for individual pupils, and behaviour management strategies are used to create a productive working environment in which pupils feel enabled to concentrate on their own learning. Pupils are encouraged, praised for their contribution and efforts and rewarded through the credits system. If behaviour falls below expected standards, teachers follow the guidelines for sanctions as outlined in the Behaviour Policy.

The progress of pupils in Years 10-13 is tracked by comparing aspirational target grades with what they are on track to achieve. Pupils in Years 7, 8, and 9 will receive an indicator of how they are working based on broad attainment indicators. These indicators are mastering, securing, developing or of concern. These descriptors are linked to attainment pathways based on GCSE grades.

SEND and Personalisation

The School follows the principles of Quality First Teaching, which advocates high-quality, inclusive teaching for all pupils in a class. (QFT is mentioned in the 2015 government document Special educational needs and disability code of practice: 0 to 25 years. Teachers adapt instruction so that if pupils do not understand a new idea the first time, it is retaught in a different way or with additional support by finding a teaching method that is more accessible for those pupils.

When planning for pupils with SEND, teachers give due regard to the information and strategies for learning provided in the SEND information provided by the SENDCO, and, in the case of pupils with EHC plans, in their individual Educational Plan.

We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. Support and stretch for scholars and more able learners are provided in lessons and in enriching co-curricular experiences, leading to excellent post-18 opportunities, including entry to top universities.

Observations:

Observations are an essential part of continuing professional development at the School. They are non-judgmental and deliberately designed to see how a teacher *normally* teaches rather than creating a false observation scenario. Teachers are observed at least once a year by their line manager. The form below is used to support feedback and development and summarises the lesson elements and qualities that we believe to be essential for progress in learning. It encompasses the Teacher Standards, thus supporting our ECTs.

Learning Walks

The School has an open-door policy and teachers are encouraged to drop in on each other's lessons. The School operates a programme of paired learning walks where teachers can view a range of lessons and be guided in their reflections on these in discussion with an accompanying member of SLT.

At least once a year a member of the Board of Governance also completes a learning walk and feeds back to the Head and Deputy Heads of Senior School.

Lesson Observation Form (Senior School)

Subject:	Teacher:	Topic/ objective:
Date and period:	Class:	Observer:
Agreed focus for observation:		
Lesson expectations of teachers:		Tick if met (comment if needed)
Have all lesson expectations of teachers been observed over the lesson?		
Observations made in lesson relating to the focus of lesson, model of excellence and progress of pupils.		Areas for discussion

Appendix B: Marking and Feedback

Feedback

Purpose

To enhance pupil learning and progress through effective, meaningful feedback that is manageable for teachers and beneficial for pupils.

Principles

1. **Student-Centred:** Feedback should focus on student improvement and learning rather than merely fulfilling administrative requirements.
2. **Specific and Actionable:** Feedback must be clear, specific, and provide actionable steps for improvement.
3. **Timely:** Feedback should be given promptly to be most effective. This should be within one week or the following week, depending on lesson timings.
4. **Balanced:** A mix of written, oral, and peer feedback should be used to cater to different learning styles and needs.
5. **Reflective:** Encourage pupils to reflect on feedback and use it to set goals for their learning.

Strategies

1. Four Quarters Marking

- Quarter 1: Detailed marking with specific comments on strengths and areas for improvement.
- Quarter 2: Peer assessment to develop critical thinking and self-assessment skills.
- Quarter 3: Self-assessment to encourage reflection and ownership of learning.
- Quarter 4: Teacher review focusing on progress and setting future targets.

2. Feedback Over Marking

- Shift from traditional marking to a feedback-focused approach.
- Use formative assessments to provide ongoing feedback.
- Record oral feedback systematically to ensure it is documented and actionable.

3. Meaningful Feedback Tips

- **Be Specific:** Provide detailed feedback on what was done well and what needs improvement.
- **Immediate Feedback:** Offer feedback as soon as possible after the task is completed.
- **Encourage Reflection:** Help students understand and use feedback to improve their work.

4. Effective Feedback Practices

- **Self-Appraisal:** Teach pupils to evaluate their own work critically.
- **Goal Setting:** Guide pupils in setting realistic and achievable goals based on feedback.
- **Engagement and Motivation:** Foster a positive attitude towards feedback by highlighting progress and effort.
- Pupils are to receive guidance and feedback from assessed work within one week of completion, in order that this feedback is timely and can be acted upon quickly.

Implementation

- Training: Provide professional development for teachers on effective feedback strategies.
- Consistency: Ensure all teachers follow the feedback policy to maintain consistency across the School.
- Monitoring: Regularly review the effectiveness of the feedback policy and make adjustments as needed.
- Ensure that guidance and targets for improvement given in feedback are recorded in feedback grids, which are to be found in every pupil exercise book.
- Ensure that CRAFT time is allocated in order to allow pupils the opportunity to act on feedback given.

<p>Marking in books</p> <p>Feedforward: 'The next step is the next lesson'.</p>	<ul style="list-style-type: none">• Marking in green pen with a purple pen (used if teachers would like to differentiate between comments) to model, address misconceptions and provide next steps to learning. Marking in green pen only is also acceptable.• P for correct answers.• © for errors or misconceptions.• Modelling of correct process maybe required for one problem if a misconception has occurred regularly and not picked up during the lesson.• LO PP if learning objective has been achieved.• LO P if learning objective has been partly achieved.• A marking statement which recognises the effort made by the pupil if learning objective not met. Important to recognise work put in to build confidence.• I to show independent learning. (Pre-Prep only)• S to show some support has been given.• ES to show work was guided and heavily supported. • Use the following lesson to address misconceptions, where necessary.• Provide challenge of 'use and application' for confident children.• Use peer support to model and support learning, embedding understanding in long term memory for more confident children by repeating processes.
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Marking in books

Feedforward: 'The next step is the next lesson'.

- Marking in **green pen** to give positive reinforcement to work in line with the learning objective and success criteria. A **purple pen** can be used if teachers would like to differentiate between comments to model, address misconceptions and provide next steps to learning. Marking in **green pen** only is also acceptable.
- **PP** within writing for direct links to the learning objective.
- The attached marking code used to address an example of a misconception. (Appendix 1). Teachers should not be identifying all the errors in writing for the children, therefore doing the hard work for them.
- **Modelling of correct process** maybe required for one example if a misconception has occurred regularly.
- **LO PP** if learning objective has been achieved.
- **LO P** if learning objective has been partly achieved.
- A marking statement which recognises the effort made by the pupil if learning objective not met. Important to recognise work put in to build confidence.
- **I** to show independent learning. (Pre-Prep only)
- **S** to show some support has been given.
- **ES** to show work was guided and heavily supported.

Appendix C: Reporting Schedule

The reporting schedule for 2025-2026 is below

Autumn 1	Engagement Report Card	Engagement Report Card	Engagement Report Card	E&A Report Card	E&A Report Card	E&A Report Card	E&A Report Card
	Tutor Consultation	Tutor Consultation	Tutor Consultation	Tutor Consultation	Tutor Consultation	Tutor Consultation	Tutor Consultation
Autumn 2	E&A Report Card	Parents' Evening	Full Report	E&A Report Card	Full Report	E&A Report Card	Full Report
Spring 1	Tutor Consultation	E&A Report Card	Options Evening	E&A Report Card	Parents' Evening & Exam Grades	E&A Report Card	Parents' Evening & Exam Grades
Spring 2	Parents' Evening	Full report	Parents' Evening E&A Report Card	Full Report	E&A Report Card	Full Report	E&A Report Card
Summer 1	Full report	Tutor Consultation	Tutor Consultation	Parents' Evening & Exam Grades	<i>Exam Leave</i>	Parents' Evening & Exam Grades	<i>Exam Leave</i>
Summer 2	E&A Report Card	E&A Report Card	E&A Report Card	Tutor Consultation	<i>Exam Leave</i>	Tutor Consultation + UCAS Grade	<i>Exam Leave</i>