

Curriculum, Teaching and Learning Policy - Prep

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

1.1. 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.

1.2. 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. Aims and ethos for learning, development and care in the Early Years Foundation Stage (EYFS)

2.1. We believe that the Early Years are critical in children’s development and that the EYFS builds a firm basis for future learning, development and independence. We know that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We understand that children learn to be strong and independent through positive relationships and this is further facilitated through providing enabling environments. Children’s experiences are planned based on their individual needs and there is a strong partnership between practitioners and parents and/or carers. As children develop and learn in different ways and at different rates, learning opportunities are differentiated accordingly.

We aim:

- To provide a happy, secure, well-ordered and stimulating indoor and outdoor environment, where children can develop as independent individuals through interaction with sensitive adults and other children.
- To offer a broad and ambitious curriculum which extends and develops mastery in previous learning and covers the seven areas of learning as set out in the Early Years Foundation Stage Framework (Sept 2024).
- To ensure that children develop positive attitudes to learning, self-motivation, curiosity, confidence and responsibility.
- To provide children with first-hand learning experiences rooted in purposeful play in which they can become actively engaged, expressing thoughts, ideas and feelings.
- To develop the whole child personally, socially, spiritually, emotionally, physically and intellectually.
- To foster and maintain strong partnerships with parents and others, including other professionals who are involved with the development of the child.

3. The areas of learning & development in EYFS

3.1. There are seven important and inter-connected areas of learning and development which shape educational programmes in the School’s Early Years settings. These are:

3.1.1. ‘Prime’ areas:

- Communication and Language (‘Listening, Attention and Understanding’ and ‘Speaking’)
- Physical Development (‘Gross Motor Skills’ and ‘Fine Motor Skills’)
- Personal, Social and Emotional Development (‘Self-Regulation’, Managing Self and Building Relationships)

3.1.2. ‘Specific’ areas, through which the three prime areas are strengthened and applied:

- Literacy (‘Comprehension’, ‘Word Reading’ and ‘Writing’)
- Mathematics (‘Number’ and ‘Numerical Patterns’)

- Understanding the World ('Past and Present', People, Culture and Communities' and The Natural World')
- Expressive Arts and Design ('Creating with Materials' and 'Being Imaginative and Expressive')

3.2. The staff set high expectations for children's attainment and progress. Teaching utilises a balance of approaches and groupings, appropriate to the age and stage of the children and what is being taught. Sessions are organised so that there is a balance of teacher-led and child-initiated activities. The children's own interests and experiences are valued, and the ongoing planning and their learning takes these into account. Teaching includes the wider curriculum which promotes the development of the whole child, and which includes the opportunity to explore the unexpected. The Characteristics of Effective Teaching and Learning (playing and exploring, active learning and creating and thinking critically) underpin all planned activities and facilitated learning opportunities.

4. 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 & 8	<ul style="list-style-type: none"> • English, Mathematics, Science, Spanish, French, Geography, History, RPE, Philosophy, Computer Science, IT, Art and Design, Graphic Computer Design Technology, Music, Drama, PSHEE, Physical Education, Swimming, Outdoor Education and Games. Outside of the timetable is compulsory Outdoor Education.
Middle School Years 9-11	<ul style="list-style-type: none"> • Year 9: English, Mathematics, Science, Biology, Chemistry, Physics, French, Spanish, Geography, History, RPE, Philosophy, Computer Science, IT Training, Art and Design, Computer Design Technology, Music, Drama, together with PSHEE, Physical Education and Games.
Middle School Year 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: Lower Sixth and Upper Sixth	<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.

5. The Prep School Archway Curriculum

5.1. In September 2024, The Prep School launched its Archway Curriculum: A cross-curricular, thematic framework for learning that incorporates academic rigor and character development. Active, and experience based, the education is designed to be more meaningful, and memorable. The curriculum is underpinned by themes incorporating the Fundamental British Values and the 6 Round Square IDEALS:

- **Internationalism** – embracing similarities and differences between countries and cultures
- **Democracy** – developing a personal compass for equality, fairness, justice, self-discipline and responsibility
- **Environmentalism** – broadening horizons to understand our place within the universe, the forces that shape our surroundings and the impact we have
- **Adventure** – encouraging children to push themselves beyond perceived limits, cross boundaries and discover they are capable of more than they thought possible
- **Leadership** – recognising that successful leaders are driven by a desire to nurture, guide and help others improve and succeed
- **Service** – applying and developing an understanding in support of individuals and communities close to home, and further afield.

5.2. Through each theme, opportunities to develop attitudes, attributes and skills in preparation for the modern world of higher education and employment are presented: Problem solving, inquisitiveness, responsibility, tenacity, teamwork, communication, critical thinking, inventiveness, and compassion. The intention is that children are deeply invested in their learning and that 'Mode B' styles of teaching feature heavily (See Radnor Model of Excellence – Appendix A).

5.3. Each 'Archway Group' comprises two year groups: Pre-School and Reception; Years 1 and 2, Years 3 and 4, and Years 5 and 6. The Archway Group follows the same theme. For example:

- Pre-School and Reception: My Home
- Years 1 and 2: Into The Woods
- Years 3 and 4: Life on The Dump
- Years 5 and 6: Secrets of The Amazon

5.4. Based on the National Curriculum subject requirements, and the time allocations described above, teaching is delivered through each theme. Core texts are selected from the Literacy Tree scheme, which support the theme. Classrooms are decorated to become immersive spaces relevant to the theme or core text.

5.5. Three different themes are studied within each year, carefully planned to ensure curriculum coverage across the Key Stage.

5.6. Teaching time allocations for each subject average-out across the year. Some themes may lend themselves more to some subjects and less to others, but the range of themes ensures that nothing is missed out. Occasionally, 'discrete' lessons will be used, where teaching content does not fit with any theme.

5.7. Science, RS, PSHEE, maths and specialist subjects are taught almost entirely discretely, but links to themes are made when relevant.

5.8. During each term, each child produces a portfolio of their work. Work in the portfolio is of presentation standard, but classwork books are used for drafting.

6. Prep-School: Pre School to Year 6

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

- There are 6 x 55-minute lessons in a day, plus a 15-minute registration from 8.20-

8.35 am, 10 10-minute registration in the afternoon and a session at the end of the day with the class teacher. Within Pre-School the registration period is called 'soft start' to enable our youngest pupils to start their day calmly by accessing a range of activities.

- We have assemblies twice a week, Whole Prep-School Celebration Assembly occurs at 8.30 am -9.00 am on a Monday and Whole Prep School or separate Phase or House themed assemblies take place on Friday at 8.30 am - 9.00 am.
- Lunchtime is staggered to best support the needs of the pupils and is followed by playtime: Pre-school at 11.30 am.
- Reception-Year 2 at 11.55 - 12.25, then Beechwalk play time from 12.25-12.55 pm.
- Year 3-6 at 12:25 pm -12:55 pm, then Beechwalk play time from 12:55 pm-1:25 pm.
- We have a 10-minute afternoon registration period to allow a smooth transition from lunch back into lesson time. In addition, at the end of the day before collection, pupils have time with their class teachers where a review of the day based around our IDEALS and DISCOVERIES can take place.
- The School day finishes at 3.30 pm for Pre-School to Year 2 and at 3:45 pm for Years 3-6.
- Our Reception, Year 1 and Year 2 classes also have an afternoon break at around 2:15 pm. Some classes may use this slightly earlier or later due to specialist lessons or the needs of the pupils on that day. We encourage our Year 3-6 classes to take small movement and brain breaks as and when the pupils need them.

7. Prep-School curriculum breakdown by Year groups.

7.1. Blue highlighted subjects are taught by subject specialist teachers.

7.2. Pre-School Subject Distribution

7.2.1. In our Pre-School classes we offer two sessions of specialist lessons across the week (French, music, swimming, PE, Forest School, drama) to enable the room leaders and specialist teachers to group children by attainment and skills rather than age. The children will attend the session which is most appropriate to their needs.

7.2.2. 'Busy Time' incorporates holistic adult-led and child-initiated learning opportunities and continuous provision across the seven areas of the Early Years Foundation Stage curriculum.

Subject	No of periods	Total teaching time per subject (hours)
Phonics	3	1.5
Busy Time	27	13.5
Maths Carpet Time	4	2
Literacy Carpet Time	4	2
PSED Carpet Time	1	0.5
Pre-Prep Assembly	1	0.5
Story Circle/ Calm Time	5	2.5
Forest School	4	2
French	1	0.5
Music	1	0.5
Drama	1	0.5
PE	2	1
Swimming	2	1
Library	1	0.5

Total	57	28.5
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7.3. Reception Subject Distribution

Subject	No of periods	Total teaching time per subject (hours)
Phonics	5	2.5
Busy Time	19	9.5
Maths	4	2
Assemblies	2	1
Forest School	4	2
French	2	1
Music (inclusive of choir)	3	1.5
Drama	2	1
PE	3	1.5
Swimming	2	1
Computing	2	1
Library	1	0.5
Total	49	24.5

7.4. Year 1 and Year 2 Subject Distribution

Subject	No of periods	Total teaching time per subject (hours)
English	10	5
Mathematics	10	5
Science	2	1
RE	1	0.5
Swimming- teacher to accompany	2	1
PE- Games	2	1
PE	1	0.5
Art	3	1.5
Library	1	0.5
PSHEE	1	0.5
French	2	1
Humanities	2	1
Music (inclusive of Choir)	3	1.5
Computing	2	1
Assemblies	2	1
Reading/Phonics	1	0.5
Drama	2	1
Forest School	3	1.5
Total	50	25

7.5. Year 3 Subject Distribution

7.5.1. In Year 3, the children transition into the demands of the Prep curriculum. They do not have afternoon breaks and finish their day at 3:45 pm. During the year, Forest School lessons transition into Outdoor Education lessons.

Subject	No of periods	Total teaching time per subject (hours)
English	9	4.5
Mathematics	10	5
Science	3	1.5
RE	1	0.5
Swimming	2	1
PE	2	1
PE - Games	5	2.5
Art	2	1
Library	1	0.5
PSHEE	1	0.5
French	2	1
Humanities	3	1.5
Music (inclusive of Choir)	3	1.5
Computing	2	1
Assemblies	2	1
Reading/Phonics	1	0.5
Drama	2	1
Forest School	3	1.5
Total	54	27

7.6. Year 4, 5, 6 Subject Distribution

Subject	No of periods	Total teaching time per subject (hours)
English	10	5
Mathematics	9	4.5
Science	4	2
RE	1	0.5
Swimming	2	1
PE	2	1
PE-Games	5	2.5
Art	2	1
Library	1	0.5
PSHEE	1	0.5
Registration *	1	0.5
French	2	1
Humanities (Geography and History)	4	2
Music (inclusive of Choir)	3	1.5
Drama	2	1
Outdoor Adventure	2	1
Computing	2	1

Assemblies	2	1
Total	55	27.5

8. Teaching and Learning

- 8.1. 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).
- 8.2. Learning and development in Pre-School and Reception take place through a wide range of holistic adult-directed and child-initiated activities and continuous provision across all seven areas of the EYFS curriculum
- 8.3. Learning through high quality play, supported by well organised environments and first-hand practical experiences provides the children with the opportunity to develop in all seven areas. We call this 'Busy Time'. It provides a time in which the children can experiment freely, put their learning into practice, develop their ability to share, take turns, plan, negotiate and communicate their thoughts and ideas with others. In the Pre-School, the majority of the day is timetabled between topic/theme/child-initiated activities (Busy Time). The role of the practitioner may change from facilitating an enabling environment, sometimes making time and space available for children to invent their own play and sometimes joining in sensitively to support and extend children's learning. This enables the children to choose and move freely between adult-directed and child-initiated activities. The children gather together either as a whole class or in differentiated, smaller groups for: Phonics, Maths, Literacy learning, Circle times, story times, Music, Performing Arts, French, P.E, Forest School and Swimming.
- 8.4. In Reception, similar to Pre-School, learning through play and other child-initiated experiences (Busy Time) form a valuable and necessary part of the children's day. However, there is an increase in adult-directed activity and guided learning, which supports the pedagogy which underpins the Revised EYFS Curriculum. Lessons aim to be as practical and as multisensory as possible with a range of play-based activities involved within them. Art/design activities are often added to enhance or reinforce knowledge and understanding in all areas of the curriculum. Computing is incorporated into all areas of learning and daily life. The use of, for example, iPads, Bee-Bots, CD players, digital cameras, talking albums and voice recorders, are planned regularly through both child-initiated and adult-led activities. Most lessons involve the IWB for whole class, small group or individual work and the children often choose to use the IWB during Busy Time. Additionally, Reception children have an hour's discrete Computing per week.
- 8.5. Phonics begins as soon as children join us in Pre-School, with Phase 1 phonics being taught through both timetabled discrete sessions and cross curricular activities. When children are ready, quite often in the term before they go into Reception, practitioners introduce the systematic synthetic phonics programme 'Read Write Inc. Nursery'. RWI continues in Reception and beyond, where children take part in daily, rigorous, discrete phonics sessions. Handwriting is taught alongside this with children being exposed to both pre-cursive and non-cursive depending on their ability. Reception practitioners begin to incorporate White Rose Maths into both their planned discrete maths sessions and also continuous provision activities. All early years' children also have access to a wide range of play-based resources/activities designed to encourage them to develop mathematical awareness and understanding.

9. Home/School Communication

- 9.1. The importance of home school partnership is valued strongly at the School. Parents are encouraged to attend class assemblies, concerts, celebrations, sporting events, curriculum

workshops, Stay and Plays, afternoon teas and volunteer to help on school trips. Parents are also encouraged to join the FoRH7 and become a Parent Rep and attend the half termly Class Rep Meetings. Parent Bulletins every Wednesday contain curriculum coverage, information about up-and-coming events and celebrate the children's achievements.

- 9.2. On a daily basis, the main form of communication is through the 'Pre-School Log' and the Reception 'Pre-Prep Planner', with homework and observations being posted on Tapestry in Reception. All pupils in Pre School have a 'Key Worker' who is the first point of contact for parents and carers, in addition to the room leaders. Key Workers also oversee their key children's Pre-school logs and Tapestry journals. An 'open door' approach is encouraged throughout the whole school, but particularly so in the Early Years Foundation Stage. Parents/carers bring their children into the courtyard every morning and are free to talk to the class teachers and key Workers about any matters. If further time is needed to discuss a matter, a mutually agreed time is made to do so. Similarly, at the end of the school day, parents are free to speak to their child's class teacher. Parents/carers are encouraged to ensure either the teacher or teaching assistant is aware of any changes concerning the collection of their child, together with any other important information through either verbal communication or the logs/ planners.

10. Co-Curricular Clubs and Activities

- 10.1. The Prep School offers a comprehensive co-curricular programme designed to enrich the academic experience of the pupils. Co-curricular clubs and activities take place either before school, during break and lunch break and after school. They are run by staff or by specialist instructors.

11. Homework

- 11.1. The purpose of homework in the Prep School is to consolidate the learning that has taken place, not just in recent lessons, but also to further embed key literacy and mathematical concepts.

- 11.2. A homework timetable is created and distributed at the beginning of the school year outlining which subjects the children have homework in when homework is due.

- 11.3. Non-completion of homework in the Prep-School:

- In exceptional circumstances, where homework could not be completed, parents should provide a note to the class teacher either via email or a note made in the child's planner.
- In instances where homework is not completed and/or handed in at the correct time, a behaviour mark is added to ISAMs.
- We offer a homework club after School each day to provide a positive and productive environment for pupils in Years 3-6 to complete their homework in school.

- 11.4. Pupil responsibilities

- Pupils in Years 3-6 must check the homework details on OneNote.
- Homework is set on a Friday and due the following Wednesday. This allows the children to complete their homework around their other external commitments and begin to understand about effective time management. Also, if children find a piece of homework too difficult, they always have time to liaise with their class teacher to address any misconceptions. If a child is unable to complete their homework, they should always speak to their teacher before the deadline to ask for help or to request an extension.

- 11.5. Parents/Carers responsibilities

- To take an active interest in their child's work at home and support wherever appropriate. This includes either listening to their children read or modelling reading to their child on a regular basis.

12. Assessment:

- 12.1. Reception pupils sit the CEM BASE assessment Baseline test, which assesses their Literacy and Maths skills and provides a baseline for the year and enables us to identify needs early as well as identifying our likely higher attaining pupils that may meet their ELG (Early Learning Goals) early.
- 12.2. Pupils in Years 1 and 2 sit CEM assessments at the start of the year. These assessments indicate ability within Literacy and Maths whilst also providing a point of reference related to progress and attainment potential.
- 12.3. All pupils in Years 3-6 sit CATs (Cognitive Ability Tests) which assess verbal, quantitative, non-verbal and spatial ability and provide a cognitive profile for each student to show learning potential. This informs teachers planning ahead for the year and also helps to identify any pupils who need to be monitored and supported due to low standardised scores (below 85) or high standardised scores (above 115).
- 12.4. Pupil Progress Meetings are held after results are collated and before these results are shared with parents to enable class teachers to set actions and discuss any pupils of concern or note. This also allows teachers time to contact any parents before results are shared to discuss any matters needed. Pupil progress meetings are held in the Autumn, Spring and Summer terms with teachers from Pre-School to Year 6 to discuss data and agree actions needed such as a pupil referral to the SENDCO or additional stretch and challenge measures to put in place for a higher attaining student.
- 12.5. CATs, Baseline and PiRA, 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.

13. Ongoing Assessment

- 13.1. Our Pre-School and Reception classes follow the EYFS curriculum and input baseline data and termly data into ISAMs following Development Matters. We have updated our tracking to reflect the changes to Development Matters and assessment in EYFS. Pupil progress meetings are held to discuss baselines for pupils.
- 13.2. In Years 1-6 we have the 'Radnor Levels' assessment system that is a termly monitoring and tracking system. Teachers have digital markbooks that contain objectives that need to be taught in Reading, Writing and Maths. Teachers track all pupils individually on these markbooks to enable them to see which skills children have learnt or mastered and which skills or concepts need revisiting each term.
- 13.3. At the end of each term teachers will complete an 'assessment week' with pupils in Years 1-6 that consists of:
 - A moderation session exploring the variety of independent writing which has been completed by pupils over the year.
 - A PiRA (Progress in Reading Assessment) which gives us a standardised score and reading age for the pupils is shared with parents at the end of the term. along with grades for pupils.
 - A White Rose maths assessment consisting of a reasoning paper and an arithmetic paper. These scores (raw) along with the relevant GAP analysis are included within the national standardisation system of Smartgrade to give a real time standardised score for each pupil.
 - The teacher will use this information alongside their teacher judgment to make a 'best fit' judgment of pupils and their learning for that term. This information is reported to parents termly and is based on content and skills taught during that term.
 - Please see Appendix B (Marking and Feedback) for details of how teachers ensure consistency in these vital areas.

14. Reporting:

- 14.1. Reporting is used to help drive pupil progress and plays a vital part in communicating with parents. The reporting system at Radnor House Sevenoaks Prep School is based on our core values and 'Radnor Levels'. The Behaviours for Learning and Achievement reports measure an individual student's personal progress and how they have achieved that term. The achievement grade awarded is measured against Year group criteria.
- 14.2. Parents receive a full written report once per year and are invited to attend an academic parents' evening twice per year. These are crucial opportunities for communicating important information to parents regarding their child's academic progress to date in each subject. In the Prep-School it is expected that any academic concerns are communicated to parents as soon as they arise and that teachers do not wait for reports or parents' evening to share this information.
- 14.3. Forms of Reporting in the Prep School:
 - Behaviours for Learning grades 1 – 4, where 4 is exceptional, (twice termly)
 - Radnor Levels based on -Working towards, Achieving and Greater Depth, (once termly)
 - Full Written Reports (once a Year)
 - Parents' evenings
- 14.4. The Behaviours for Learning, and Behaviours for Learning and Achievement Reports are based on three of the School's Values; Respect, Courage and Perseverance as detailed below and are graded from 4 (highest) to 1 (lowest). In the Prep School, to allow the children to develop a full understanding of what these Behaviours for Learning might look like, we have developed age-specific descriptors which are detailed in the pupil planners for children in Year 1 – Year 6.
- 14.5. See Appendix C for Prep Assessment and Reporting.

15. EYFS Transitions and Links with Prep

- 15.1. In addition to a personalised settling model for Pre-School children, and optional staggered start models for Reception children at the beginning of the year, during the year Pre School and Reception (and KS1) work closely together and attend, for example, workshops, assemblies (both Pre-Prep and Whole School), Sports Day, summer picnics, fund raising days and EYFS/ KS1 events together and sometimes with the rest of the Prep School. They also take part in whole school initiatives and activities, including competitions. Year 6 Pre-Prep prefects work closely within EYFS. The children and staff also mix within the outdoor settings. In this way, the Pre-School children are already familiar with the Reception staff and the environments and the same applies to the children moving into Year 1. During the last week of term EYFS children spend part of a morning in their new class to further familiarise themselves with their new surroundings, the members of staff and learn a little of their new routine. Children new to the school similarly attend the morning and often come for a taster day during the Summer Term. At this time, handover discussions take place between class teachers in which information is exchanged regarding each child's development, medical and dietary needs and any other relevant information. SIMS data is shared, along with Reception ELG levels, targets and BfLs for each child.

16. Staff links in the EYFS

- 16.1. Whole staff Pre-Prep meetings take place every other week. Informal discussions take place frequently between all EYFS staff and other Prep staff and practitioners across Prep are encouraged to observe in EYFS. Similarly, EYFS staff are encouraged to observe older year groups. The Head of Pre-Prep is a member of the Prep Leadership Team which meets weekly. The Pre-School room managers, Reception teacher and Head of Pre-Prep attend whole staff

meetings once a week and relay relevant information to other EYFS staff. EYFS staff also attend whole school subject meetings where applicable.

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

- 17.1. 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.
- 17.2. Through the SMSC and related curricular programmes and in accordance with the Prevent Duty, the School also aims to educate to pupils about the dangers of extremism and to build resilience amongst them against the dangers of extremist views.

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

- 18.1. Our School is committed to providing a comprehensive programme of PSHEE for all our pupils that reflects the School's aims and ethos. 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.
- 18.2. 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.
- 18.3. 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.

19. Catering for all needs and abilities (SEND)

- 19.1. 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 child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers.
- 19.2. If a student is in receipt of 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 students 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.

20. English as an additional language (EAL)

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

21. Provision for more able students

21.1. 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.

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.	Plan and deliver sequences of inspirational and engaging lessons.	Model examples of tasks to promote and facilitate understanding.	Question and challenge to develop answers, overcome misconceptions and check understanding.	Use a variety of rehearsal and retrieval practices as a routine in every lesson.	Challenge pupils by providing Mode B activities at an appropriate level when appropriate.
Know individual students and celebrate their effort and achievement.	Use metacognition as a tool to engage and challenge.	Model high quality examples, thought processes and vocabulary.	Ensure understanding and give clear instructions.	Use scaffolds to target P&R for all abilities.	Use a range of Mode B strategies to promote learning and engagement.
Have high expectations of all.	Seek to challenge all learners with memorable learning experiences and utilise scaffolding and vocabulary.	Scaffold difficult or unfamiliar concepts in order to avoid misconceptions.	Use a range of feedback strategies (including live feedback) appropriate to the learner in a timely.	Ensure pace is effective and appropriate for all learners.	Use technology to facilitate and enhance learning.
Model our core values and teach with enthusiasm for learning.	Encourage cross curricular learning and skill application whenever purposeful.	Establish the purpose, intent and success criteria of all lessons (when appropriate).	Utilise a range of questioning approaches throughout a	Create engagement within the lesson and for the lessons which follow.	Develop opportunities for enquiry/project based, (student led) learning
Encourage collaboration and discussion when beneficial.				Use starters and extension tasks to engage from the	
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.	Incorporate opportunities for oracy, literacy, numeracy and real-life learning. Plan and use the teaching environment effectively (including learning through play or practical activities).		lesson which are planned, purposeful and individualised. Make Assessment for Learning (e.g. self, peer and whole class assessment) an integral part of pedagogy.	moment pupils enter the classroom. Forge connections from one lesson to the next.	where appropriate.
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Prep School

Learning is the purpose of the whole school and is a shared commitment. At Radnor House Sevenoaks, we recognise that education involves the whole school community, and that, for optimum benefit, all should work closely together to support the process of learning. We aim to develop, through the curriculum and wider educational programmes, an enthusiasm and love for learning, intellectual curiosity, resilience and creativity, as well as promoting a value for each individual's well-being, personal growth and development. By the time they leave the Prep School, pupils will have the foundations to take on the challenges of secondary education.

Planning

Class teachers create termly schemes of work. These schemes are working documents and, therefore, are always adapting to best support the pupils. Planning ensures coverage and progression and is informed by previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

Monitoring and evaluating teaching and learning

Pupils' work is monitored and moderated regularly in each curriculum area by subject leaders, the Deputy Head of the Prep School, and the Head of Pre-Prep. A termly review is held with all members of the teaching staff in the form of Pupil Progress Meetings and the Deputy Head of the Prep School and the Prep SENDCo which includes discussions around each child, the interventions that have been put in place and the impact of these.

Subject leaders and members of the Prep Leadership Team regularly monitor children's books and progress. They perform regular learning walks to monitor the teaching and learning. Learning walks are regular, open-door, drop-ins lasting up to 20 minutes. Feedback is provided to the teacher. All Prep School teachers will be seen by a member of LT during the year. New staff and ECTs will be observed for a whole lesson in the first term. At least once a year a member of the Board of Governance also completes a learning walk and feeds back to the Head and Head of the Prep School.

SEND and Personalisation

Radnor House Sevenoaks 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 Radnor House Sevenoaks. 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 SSLT.

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 Head of Senior School.

Appendix B: Marking and Feedback

Feedback

Prep-School

Below are a range of 'live' feedback strategies that can be adopted within lessons. It is not expected that all of them are seen every lesson and there will be lessons that lend themselves to some feedback strategies more than others. The purpose of these strategies is to support the teaching and learning and to address misconceptions when they arise. By doing this early, rather than when books are marked after the lesson, teachers give all children the opportunity to succeed. Written marking will still take place in books, but it will be more focused on the learning that has taken place and will help identify where children have been successful and to move their learning forward. Teachers can spend less time on written marking whilst still having a positive impact on the teaching and learning of all children across the curriculum.

It is important to emphasise that these are an arsenal of possible ways to provide effective feedback in lessons for children. Some may be more appropriate than others. It is for the class teacher to decide what they feel is the best way to assess the learning that has taken place in that lesson and how to provide the best opportunities for feeding back to each child.

Feedback in numeracy:

Retrieval practice

Teachers gain valuable feedback about how much math's teaching is being retained in the longer term from daily 'retrieval' sessions. This information should be used to revisit areas where learning is not secure. Spaced practice, where retrieval of learning takes place several weeks after the lesson, also provides vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

Whole Class Feedback

Teachers can give the class an opportunity to mark their own work by going through the answers together. By showing the processes taken to reach answers, whether children have answers correct or if a mistake has been made, means that misconceptions can be addressed and children can confidently assess their own work live during the lesson.

Self-assessment

In Prep (Years 3-6), teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have a misconception, they can alert the teacher immediately. Another benefit is that less confident children might want to start at an easier level of independent work, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level and challenge themselves.

Peer Assessment

Children of similar or near abilities can use time after a task has been completed to check over the questions that each other has answered. This could be with the answers given to them to check a partner's work. If an answer arises that one partner believes is incorrect or if a misconception has been identified, then they can discuss this together to support each other's learning.

Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should **not take their own book with them** and just read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long- term retention. The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will.

<p>Marking in books 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. <p>Marking in green pen only is also acceptable.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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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Feedback in Literacy:

Retrieval practice

Teachers gain valuable feedback about how new learning is being retained in the longer term from daily 'retrieval' sessions at the start of lessons. This information should be used to revisit areas where learning may not be secure, including grammatical and sentence level concepts. Spaced practice, where retrieval of learning takes place several weeks after the lesson, also provides vital feedback to the teacher about areas that might need more teaching.

Self-assessment

Children should have the opportunity to check their own writing, being encouraged to read what they have written. This gives them the opportunity to self-edit their writing and address their own errors before marking takes place.




Peer Assessment

During paired or group work, children can use the time after a task has been completed to read through the writing of a peer. These can be structured how the teachers deems appropriate: similar, mixed or differing abilities and can be used to share ideas and elements of good practice that others could 'magpie' to include in their own writing, if appropriate. It gives children the opportunity to identify errors in writing that can be checked and amended, if necessary.

It is important to re-emphasise that these are possible ways to provide effective feedback in lessons for children. It is for the class teacher to decide what they feel is the best way to assess the learning that has taken place in that lesson and how to provide the best opportunities for feeding back to each child.

<p>Marking in books Feedforward: 'The next step is the next lesson'.</p>	<ul style="list-style-type: none"> • 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. 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.
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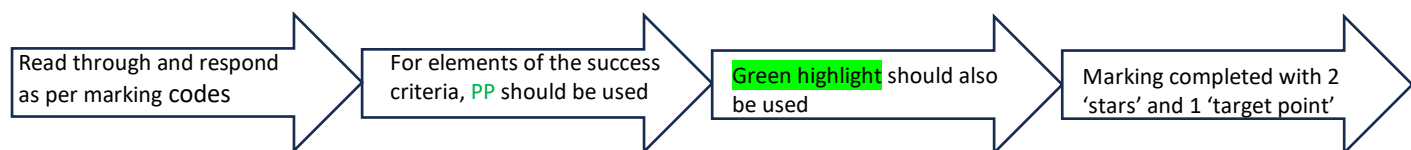
Marking Codes

<u>Code</u>	<u>When used</u>
sp	Spelling error made. Code identified in the margin
 a	Capital letter omitted. Letter identified with a circle around it.
	Punctuation error. Misconception identified with a circle around it.
P	Punctuation error. Code used within margin for child to identify where misconception is on that line.
^	Missing word. Code used where word should be inserted. Teacher discretion as to whether word is written or whether child is expected to write the correct word when responding to feedback.
	Finger space. Code used when adequate spacing between words is required.
//	New paragraph required. Code used in the margin to signify position where new paragraph should begin.
G	Grammatical error. Code used in the margin to signify where the grammatical error has been made.

Extended writing feedback and marking

When extended writing lessons have taken place, there are two ways that written feedback can be given to pupils. The choice of feedback method is dependent on the writing genre, but it will be at the teacher's discretion as to which is applied.

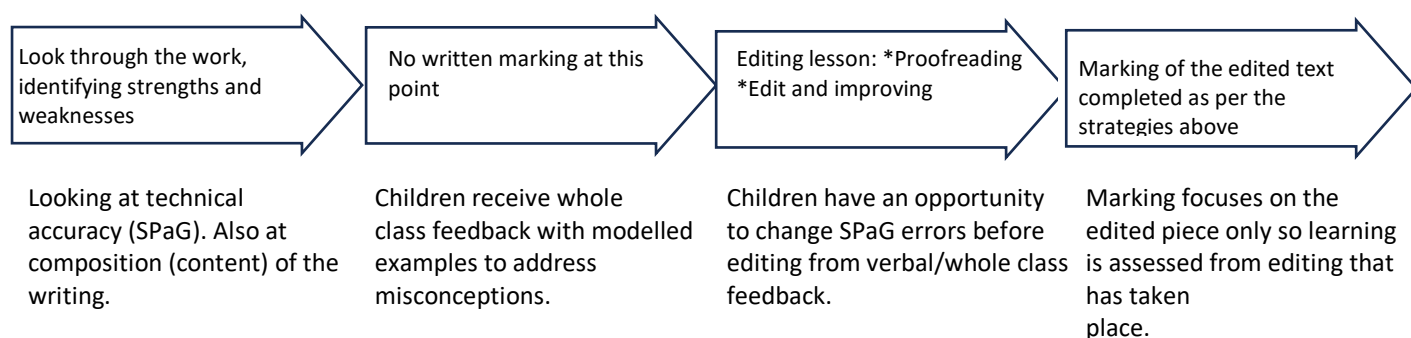
Direct feedback given to pupils



Don't identify all errors for children, therefore doing the hard work for them. Children will see their hard work recognised. To identify elements of writing (vocabulary, phrases, sentences) that go beyond the expectation. Linked to the learning objective. Sometimes a target may not be necessary.

Where necessary, children should then, as close to the lesson as possible, *preferably the next lesson to maximise impact*, have the opportunity to respond to this marking and edit their writing. Teachers may also want to give a further comment about writing, not linked to the learning objective or success criteria for children to take note of. This could be linked to expected spelling, punctuation or grammatical use within their writing.

Editing and improving after extended writing



Within the editing section, the teacher may show writing where a child has described a character very well, for example, pointing out what it is that has made the description so vivid. They may then share an example that needs developing - from an anonymous or fictional piece. Children would then suggest together how this might be improved. They could then read together each other's work, and suggest improvements, alterations and refinements, which the author of the piece then adds – in either pencil (longer passages) or red pen (slight adaptations to writing) - to help the teacher see what changes the child has made.

N.B. It is expected that both of these methods should be used across the academic year, with children regularly given the opportunity to edit and improve their writing as part of the writing process.

Extended Writing Feedback strategies – a summary:

Strategy	Support Provided
Extended Writing - Direct Feedback	<ul style="list-style-type: none"> Green highlighter used to identify particularly good examples of vocabulary, phrases, clauses or sentences that meet the learning objective or success criteria. PP within writing for direct links to the learning objective.

	<ul style="list-style-type: none"> • Two 'star' comments linked to success criteria. • Next step comments linked to success criteria, if appropriate. • Teacher's discretion to add a further 'next step' as a specific focus for children to action that maybe linked away from the learning objective. For example, consistent misuse of apostrophes. • Children to show that these comments have been acted upon within their editing and signing next to the comment or responding to the comment directly.
Extended Writing - Editing and improving	<ul style="list-style-type: none"> • Whole class feedback given to highlight elements of good practice and where there are common misconceptions, punctuation errors and spelling mistakes. • This will inform planning of the following session for children to proof-read and edit their writing.
	<ul style="list-style-type: none"> • After editing, books can be marked using the 'Marking in books' strategies above. • Two 'star' comments linked to success criteria. • Next step comments linked to success criteria, if appropriate. • Teacher's discretion to add a further 'next step' as a specific focus for children to action that maybe linked away from the learning objective. For example, consistent misuse of apostrophes. • Children to show that these comments have been acted upon within their editing and signing next to the comment or responding to the comment directly.
Stamps	<ul style="list-style-type: none"> • Stamps may be used by teachers to reinforce learning but should not be used to replace the above strategies.

Appendix C: Prep Assessment and Reporting Schedule 2024-2025

Prep Assessment s	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Baseline Assessment	Pre-Prep moderation in Pre-Prep meeting <i>EYFS assessment information into SIMS by and pupil progress meeting</i>	Whole School Moderation	<i>EYFS assessment information into SIMS and pupil progress meeting</i>	Whole School Moderation	EYFS ELGs into SIMS ELG progress sent with full reports.
In class assessments		PIRA test WR termly maths test Progress in writing- moderation to be completed – this will happen during pastoral meetings informally to reintroduce moderation.	Whole School Staff meeting- moderation meeting.	PIRA test WR termly maths test Progress in writing	Whole Schol Staff meeting- moderation meeting.	PIRA test WR termly maths test Progress in writing
BFLs and RH levels- due dates	BFL grades due into sims- BfLs send to parents-	BfLs and Radnor levels- BfLAs and RH levels send to parents	BFL grades- BfLs send to parents-	BfLs and Radnor levels-- BfLAs send to parents-	BfLs and Radnor levels- Marksheets open- BfLs send to parents-	BfLs and Radnor levels- Marksheets due- BfLAs send to parents-
Other assessments	CAT testing- years 4, 5 & 6 only- September		January <i>GL PASS assessments completed</i> <i>20 minute computing slot date to be confirmed</i>			
Report timelines				Report guidance meeting	Complete reports Reports to a peer t	Reports due on ISAMs - final reports due into SIMS with corrections made Reports to Proof-reader- Note for EM- PROOFREADER. Full reports sent to parents
Parents Evenings		†Parents evening		† Parents evening + specialists		*Parent information evening for New Year groups

Legend:

† Parents evenings: This is an opportunity for parents to meet with their children's teacher and with specialists (Specialists Spring only). Information as to how to make appointments will be made available through the school bulletin and MSP.

*This event which normally takes place at the end of the Summer term in preparation for the new academic year. This is an opportunity to meet the class teacher for the next school year and receive information about the next year.

BfL: Behaviours for Learning Reports. Children are graded on their courage, respect and perseverance in each subject, 6 times a year, once in each half term.

BfLA: Behaviours for Learning and Achievement Reports. In addition to the reports above, the children are graded on their achievement in Reading, Writing and Maths. 3 times a year in Autumn 2, Spring 2 and Summer 2.

Full reports: Teachers will give in-depth feedback on student performance in each area of school life and in every subject.