

## CURRICULUM POLICY

At St. Dominic's Grammar School, we offer a broad and balanced curriculum from the early year's development in the Pre-Preparatory to examination success at 'A' level. The culmination of our academic excellence is in our varied Sixth Form programme, further details of which can be found in the Sixth Form prospectus. Dynamic teaching and a breadth of study allow the pupils to reach their full potential, further enhanced by a rich extra-curricular programme. All staff aim to develop the whole child in line with the school's ethos of growth in mind, body and spirit. The flexibility of the curriculum ensures that the learning needs of each individual pupil are not only met, but allowed to flourish. The Curriculum Policy embraces the contents of PSHE Policy and SEN Policy.

### Early Years Foundation Stage

In our Early Years department at St. Dominic's Grammar School the learners are at the centre of everything we do. We offer quality learning experiences to develop every learner's full potential. The children's learning environment is:

- Stimulating
- Exciting
- Safe
- Varied

In our department we have the youngest members of our school community and it is here that your children begin to learn about the high standards of behaviour required of them in our school. We see every individual learner as unique and aim to foster and develop positive relations where all parents and staff respectfully play an active role in the individual learning journey of each pupil.

Our EYFS Department offers a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual learner and are assessed and reviewed regularly. Partnership with parents is paramount to our success and we use every opportunity to involve our parents in their learners' 'Learning Journey'.

Every child is included and supported and we offer equality of opportunity to each and every learners', in all learning opportunities.

At St. Dominic's Grammar School we believe that every learner is a unique child who is constantly learning. They are encouraged to be resilient, capable, confident and self-assured. Children learn to be strong, independent learners through positive relationships with their peers and all members of the EYFS team. We provide an enabling environment believing that our children learn and develop in a child centred, vibrant department in which the educational

experiences and opportunities we provide respond to their individual needs. Children learn and develop in different ways and at different rates so our educational experiences are tailored to all the unique individuals in our department.

The Early Years Department aims to support and develop every learner, which is achieved by:

- Providing opportunities for children to learn about themselves and others
- Providing opportunities and a learning environment for children to feel safe and secure
- Provide areas which learners can identify as their own special place
- Allowing learner to communicate in a range of ways
- Give the learner freedom to express their feelings appropriately
- Provide plenty of physical play
- Ensure that the learning environment/activities suitably challenge the learner
- Encourage learners to make choice and demonstrate likes and dislikes
- Encourage learners to express themselves creatively through a range of mediums

We ensure the learners gain the attitudes, skills and knowledge appropriate to their age and individual needs. Furthermore, we ensure that the parents are given every opportunity to be involved in their children's learning journey.

In the EYFS we believe that:

Learners should:	Parents should:
Be happy, confident and enjoy themselves	Be happy and assured
Be secure and know what's happening	Be well informed
Feel good about themselves and develop as individuals	Feel confident and secure with their learner's care choice
Learn social skills and make friends	Have good relationships with their learners, other learners and practitioners

Develop a love of learning through access to indoor and outdoor opportunities	Nurture their learner's learning
Be valued as an individual whatever their particular need	Be confident informing practitioners of any diverse needs
Learners should:	Parents should:
Be given time and space to become familiar with different rooms, people and resources	Be involved in planning transition issues

### DAILY ROUTINES

All our learners are greeted at every session by an experienced member of the Early Years Team who understands the needs of each individual learner.

Our department reflects a holistic philosophy which promotes the development of the 'whole' child and reflects 'Every Child Matters' components and our active SEAL policy.

During each session the learners have the opportunity to take part in a 'Focus Activity' and also have the opportunity to make choices and select activities, following their own particular interests. These plans are shared with you, the parents, and together we plan the next steps in your learner's development.

### BEHAVIOUR POLICY

In the Pre-Preparatory Department, the teaching of good social skills is at the heart of our philosophy. Each child learns from their earliest days that they must respect all the adults and the other children around them.

Children being children will have 'unkind hands or words' from time to time but are encouraged, via our policy of 'Positive Empowerment', to listen to how the injured pupil feels and to consider how they can make amends.

Mostly, the situation is resolved in this way immediately and both parties have been allowed to say how they feel. However, we do use a 'cooling down' cushion should the behaviour become a persistent problem. This allows the learner to calm down and think about the consequence of his/her actions and gives the staff the opportunity to talk through the situation on a 1-1 basis away from other children. Corporal punishment must never be used or threatened.

## INDIVIDUAL ACHIEVEMENTS

Observations of each individual learner form the core of our daily practice in the EYFS Department at St. Dominic's Grammar School. The outcome of observations inform all future learning opportunities by identifying the 'next steps' to ensure your child's learning journey is developed further.

The Early Years Team ensures observations are made during 'Focus' activities and child choice activities. We identify each learner's strengths and areas for development in the six key areas of the Early Years curriculum.

In the EYFS department we celebrate all your learner's achievements. We have individual boards with photographs, Golden Assemblies and individual achievement profiles. These are a celebration of each learner's achievements with photographs and observations to support the learner's progress.

We encourage regular dialogue with parents a 'meet and greet' at each session, via home link books, termly open evenings, open working days and parental interviews. We encourage you, as parents, to contribute towards the profile content. As parent you will be given a copy of the profile which I am sure will become a treasured possession.

## PLAY

Every session at school involves a time for play, when each learner will be able to choose from a wealth of activities including sand, water, modelling, construction, art activities and imaginative play. To young learners, play is work and is an essential part of each day. Children make sense of life through play situations. Structured play activities are needed for the learners to try out their ideas, practise and consolidate new knowledge, learn new skills, make decisions and solve problems. The staff has a vital role here creating a context that encourages learning through play, then intervening at the right moment to take learners to a further level of development and plan individual tasks accordingly.

The components of the Early Years curriculum form an integral part of everything we do alongside the Every Child Matters components and our positive SEAL (Social and Emotional Aspects of Learning) Policy.

The development of the whole child is of paramount importance. However, at this level it is not possible to split learning into specific lessons, but the areas outlined below give an overview of areas taught in our broad-based, child-centred curriculum.

A weekly list of activities, skills and concepts being taught are displayed in all classrooms.

Curriculum booklets will be provided annually in each year group, and termly topic sheets will be issued at the start of each new term.

## PRIME and SPECIFIC AREAS

There are seven areas of learning and development in the early years' educational programme. All these areas are important and inter-connected. Three areas are particularly crucial for fuelling learners' curiosity and enthusiasm for learning. These areas are called the Prime Areas and are the building blocks for their capacity to learn, form relationships and succeed. The other four elements are called Specific Areas. These strengthen and support the development of the Prime Areas.

### PRIME AREAS

#### 1. COMMUNICATION and LANGUAGE

Learners will develop their language abilities, including speaking and listening and early writing and reading skills and will be supported and extended.

A stimulating environment coupled with interesting discussions helps promote learners to talk. Providing suitable resources and play activities and displays, which are changed frequently, encourages early reading and writing skills. The learners will be encouraged to use these skills and are supported as their confidence and disposition improves.

Stories well told provide an excellent way of introducing books and print to the learners. The learners need to share books and understand the uses of print.

Our Department places great emphasis on communication, language and literacy skills. Through language, the learner's social awareness, imagination and intellect will develop and grow. The learner's listening skills will be developed through the telling of stories and listening to a wide variety of story tapes and 'listen and do' activities.

An essential part of language development is the use of rhymes, nursery rhymes, finger rhymes, poetry and role-play. These encourage the learners to use their skills in a range of fun situations and for a wide range of purposes.

#### 2. PHYSICAL DEVELOPMENT

Our young learners are encouraged to be active and interactive and are given every opportunity to improve their skills of co-ordination, control, manipulation and movement.

Our learners are encouraged to use their senses to learn about the world around them and to make connections between new information and what they already know.

In PE, the learners will be given the opportunity to run, jump, climb and play – indoors and outdoors. We have an extensive range of outdoor equipment which is rotated regularly.

They will use small apparatus such as hoops, beanbags, balls etc. and large equipment such as benches, tunnels, slides and climbing frames. Learners will be introduced to games and the application of skills and are taught to understand the importance of physical activity. A healthy body is also encouraged by supporting the learner's development in making healthy choices in relation to food.

We hold an annual 'Fun and Games' afternoon to 'show off' our skills to parents but emphasis is placed on fun and participation.

### 1. PERSONAL, HEALTH, SOCIAL AND EMOTIONAL DEVELOPMENT

In the Kindergarten and Pre-Preparatory Department the teaching of good social skills is at the heart of our philosophy. Each learner needs to learn from their very earliest days at St. Dominic's Brewood that they must respect both the adults and other learners around them. It is at this early age that the 'foundations' are laid, upon which other staff will build in later years. It is expected that the learners will greet all adults, addressing them with respect and confidence.

The learners are provided with a variety of experiences to help them develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. The learners are given emotional support to help them know themselves and what they can do. This builds each learner's emotional well-being which is paramount.

All our learners are encouraged to behave in ways that are safe for themselves and others. We teach safety through role play and simple songs such as 'Matches, Matches' when we light birthday candles and 'Stop the Curb' when we go to and from the dining room. In this way we teach our learners about danger and how to stay safe. Our learners are encouraged to tell the staff if they see something dangerous such as a wet floor and explain why, with confidence.

Through our 'buffet style dining' and our 'Food Group' songs all our learners are encouraged to make healthy choices at lunch and all snack times. Healthy habits also form an integral part of daily life as we sing 'happy birthday' to ensure hands are washed hygienically, sing our 'Tissue' song to reinforce good practices and learning about 'healthy hearts' via our 'Taking Care of Ourselves' CD and vigorous programme of daily physical activities.

It is essential that the teaching team encourage and reinforce good manners at every opportunity. The learners are required to be polite to staff, visitors and other learners, whether in Kindergarten, corridors or off site.

We aim to help learners develop in confidence and to establish effective relationships with both learners and adults. Interpersonal and social skills are highly valued and celebrated in our 'Golden Book' and rewarded in our 'Celebration Assemblies'.

We ensure that all experiences offered to your learners reflect our multicultural society and offer equality of opportunity. We avoid stereotypical language so that all the learners develop to their full potential. For example, we refer to police officers, not policemen.

## SPECIFIC AREAS

### 2. LITERACY

Communication, language and literacy skills are an essential and regular part of the Early Years, which prepares learners for daily life. We, the staff, need to encourage the learners to understand written texts. Should a learner show signs of 'reading readiness' then we begin to teach them to read by introducing their 'look and say' vocabulary. Conversational books and a wide variety of schemes are used depending on individual interests and individual comprehension skills. Then the learners use a mixture of 'sight vocabulary' and phonic skills to decipher new vocabulary.

We introduce early phonic work through a variety of activities and the use of Letterland and Jolly Phonics. Each learner will enjoy entering a positive writing environment where we provide the materials and encouragement necessary for the learners to make their early 'writing marks'. We will endeavour to teach every learner to write their own names with appropriate use of upper and lower case letters. Opportunities to write are an integral part of our Department. We provide offices, writing areas and cafés.

All Kindergarten, Transition and Reception learners have regular access to an electronic technology in the form of a computer, with programmes tailored to their needs, and a more structured 'writing area', such as Post Offices, clinics and a vet clinic.

### 3. MATHEMATICS

Early Numeracy in the department is mainly based on practical activities and skills. It is an integral part of the daily routine. Numeracy skills will be developed by practical activities such as sorting, ordering and counting. Each learner is encouraged to use 'reasoning' and problem solving skills to solve a wide variety of numeric activities and reinforce known skills, especially at snack times.

Learners will learn shape and size vocabulary (square, circle, triangle, rectangle, big, small, shorter, lighter etc.) and words describing position (above, underneath, by the side of etc.). Patterns will be explored and set work and recognition of numbers introduced as individuals are receptive.

Learners will be taught numbers songs, rhymes, and games to consolidate and reinforce concepts in a fun manner and will be supported in developing the confidence and disposition to use these skills.

A wide variety of puzzles and games will be used to reinforce and evaluate new skills. Problem solving tasks will enhance each learner's experience.

As the learners progress they are introduced to formal recording using a wide variety of different schemes. A wide range of support materials and extension materials are also used on an individual basis.

The learners will be encouraged to talk about their developing understanding.

#### 4. UNDERSTANDING OF THE WORLD

Learners are encouraged to talk, paint and draw pictures about where they live, their environment, their families and past and present events in their own lives. Thus developing a knowledge and understanding of the world and helping them make sense of it.

Our scheme is based on first-hand experience. Learners are investigating as they play with natural materials e.g. sand, water and clay, and construction materials e.g. Duplo, scrap materials and large building blocks. They undertake practical 'experiments' working with a wide range of materials.

Learners begin to use machines such as remote control toys, CD players and are introduced to the computer based technology in Kindergarten and the Reception class.

They will undertake themes or topics termly that broaden their horizons and develop awareness of the world around them. They get first-hand experience of a variety of life cycles such as butterflies, chicks and tadpoles in the natural environment. Our learners participate regularly in 'Muddy Mondays', 'Wellie Wednesdays' and 'Track and Trails' activities, using our extensive grounds. These outdoor adventures ensure our learners observe, question and appreciate their environment.

Learners gradually learn to look carefully, to question, to make suggestions and offer explanations. They will be encouraged to become independent and able to choose appropriate tools and materials for the task in hand.

Learners experience collective worship in various forms promoting a tolerance of other cultures through stories, customs, costumes and drama etc. We gather as a department once a week for Personal, Health, Social and Emotional Education and daily for assemblies based on the learner's interests and current topics.



Festivals, including Chinese New Year, Diwali, Easter, Shrove Tuesday, are celebrated throughout the year which help develop the learner's understanding of different cultures and beliefs.

We hold 'theme and cultural days' each term to encourage the learners to be aware of, and gain a tolerance for, the culture and beliefs of others.

## 5. EXPRESSIVE ARTS and DESIGN

Curiosity, exploration and play are the key words to developing our learners' creativity. Learners will have every opportunity to express themselves through creative activities; painting, crayoning, modelling etc. This develops perception and understanding and also develops control and co-ordination, enabling confident use of brushes, pencils and scissors etc.

Learners are encouraged to use their imagination through art, music, dance, musical stories and role play. A wide range of materials, instruments and other resources will be used by the learners to express ideas and to communicate their feelings.

Singing, Music and Dance specialists work alongside the Early Years Foundation Stage team develop each learner's full potential.

The Early Years Foundation Stage department produce a Christmas nativity each year as well as a variety of topic related activities, including Harvest Celebrations, Mother's Day Pageant etc.

## TOPICS

We devise new topics each term in the department but these topic plans are very flexible to incorporate the interests and needs of the learners. Plans are shared with all parents and form part of our home links system.

## COMMUNITY LINKS

We aim to foster links with local agencies, thus enabling learners to gain a wider view and understanding of the community. Learners will visit local areas and will receive visitors such as the local police officers, fire officers, nurses, parents with specific roles, and grandparents. In this way we hope the learners will begin to appreciate, and gain an understanding of different lives and cultures.

## HOME SCHOOL LINKS

Partnership with the parents is the key to the school's success. We therefore work in close partnership with the parents and like to communicate freely on a daily basis at 'meet and greet' times. In order to keep parents fully informed about their child's progress and participation in daily activities, we use Communication Diaries and warmly welcome your comments, as these are added to your child's 'Learning Journey'.

Termly 'topic news sheets', termly targets and weekly updates also form part of our 'Home Links' policy.

Transition and Reception learners are encouraged to take home a variety of activities. These include bingo games, lotto, number games, conversation books, matching games, reading books and prepared worksheets to reinforce and/or extend individual skills.

We ask that you share these activities with your learner on a daily basis. With very young learners, 10 minutes a day will reap enormous rewards.

### The Preparatory School

Responsibility for subject curriculum and lesson planning is delegated to subject coordinators. Each member of the Preparatory School staff has responsibility for at least one area of the National Curriculum. They provide schemes of work, planning, resources, support and guidance for the teaching staff and learners. They aim to inspire others and ensure that the needs of all pupils are met. The co-ordinators enable consistency and continuity across the years. The Senior Leadership Team and the Head of Preparatory School monitor the standards across the curriculum by carrying out department audits, book trawls and lesson observations. The curriculum is taught through separate subjects in Pre-Preparatory and Preparatory, with good use of cross-curricular and cross-phase links.

### Pre-Preparatory – Years 1 and 2

In Years 1 and 2, all pupils study a broad range of subjects in which National Curriculum guidelines and standards are followed. The core curriculum is English, Mathematics and Science. The skills developed in these areas are used across the foundation curriculum and in problem solving situations.

The Pre-Preparatory learners are also taught History, Geography, RE, Computer Science, PE, Expressive Arts, Art and Design, Design and Technology, French, PSHE, Singing, Music and Dance. Many of these subjects are taught by specialists working alongside class teachers to develop each learner's unique talents. In the summer term the Pre-Preparatory learners are also given the opportunity to attend weekly swimming lessons, again by a team of specialists.

To ensure that each learner reaches their full potential across the whole curriculum, the teaching staff use 'on-going' assessment opportunities each half term and plan 'next steps' for each individual learner. Pupils know what is expected of them by the use of CARS and Learning Journey sheets at the start of each new unit of work.

There is a wide range of 'curriculum enrichment' opportunities on offer to the pupils each term via our Extended Day activity programme. These include Dance, Drama, tennis, Spanish, karate, band practice, Football and Library club. The programme for these activities is changed termly to take into account the learners' current interests. These provide each pupil with the opportunity to develop new skills and fulfil their 'creative potential'. Private singing lessons, drama and piano lessons are also available. Many Pre-Preparatory learners take external examinations in these subjects and go on to perform in local competitions.

All Pre-Preparatory pupils have the opportunity to sing in the choir and represent our school at local competitions.

At the end of the Pre-Preparatory Department the learners demonstrate a love of learning. They are independent, confident and self-motivated learners with a real thirst for knowledge.  
Preparatory – Years 3 to 6

In Years 3 to 6 all pupils study a broad range of subjects in which National Curriculum guidelines and standards are followed. The core curriculum is English, Mathematics and Science sessions. The skills developed in these areas are used across the foundation curriculum and in problem solving situations.

Pupils are also taught Computer Science, History, Geography, Religious Education, Music, Physical Education (including Dance), Art and Design, Design and Technology, and PSHE. Some areas of the curriculum are taught by specialist teachers. We also offer school trips based on the curriculum covered.

On-going teacher assessment takes place in all subjects and forms the basis for planning the next steps for pupils.

At the end of Preparatory, our pupils are becoming independent, self-motivated and confident learners. They are starting to be equipped with skills that will assist them in later life. They will have had opportunities to become involved in the needs of the wider community.

### Learning Skills

Learning skills are supported through areas of the curriculum. Knowledge and skills learned in one subject are applied to others, thus reinforcing their learning and increasing their understanding and confidence. The aspects of subjects that bring them to life: enquiry, problem-solving and practical work, are actively planned for. The curriculum model makes the best use of all available curriculum time to actively develop learning skills.

### Curriculum Enrichment for Reception through to Year 6

Curriculum enrichment is provided through the extended day programme where a wide range of activities is on offer, which are generally inclusive in the fees. Activities in the past have included Japanese, rock climbing, reading and writing club, rounder, sewing, fencing, Latin, calligraphy, tag rugby, football and netball. The programme for these activities is changed every term.

Extra-curricular activities available to pupils include private lessons in drama, piano, violin, singing, flute, saxophone, clarinet and guitar. When learners have developed in these areas, they have the opportunity to take examinations and perform in competitions and assemblies. The choir performs in concerts and major theatre productions.

There are yearly residential visits.

### Transition to the Senior Department

Part of the timetable in the Preparatory Department is taught by specialist Senior School Department staff to help the transition to the Senior Department. Year 6 are also given the opportunity to socialise with Year 7. Years 6 and 7 attend discos, social evenings and go on trips to the theatre.

### Senior Department

#### Years 7 to 9

The first three years of the Senior Department at St. Dominic's Grammar School follow the National Curriculum guidelines, but also shape the curriculum to meet the needs of pupils, whether it be through educational support or GCSE fast tracking. Girls who need support with their learning will have Personalised Provision devised by the SENCO and their subject staff, with targets to work towards. They will also receive in-class support. Those pupils recognised as more able will be academically challenged through enrichment activities and through Individual Education Plans. They may also be invited to take early entry examinations for some of their GCSE subjects. To allow this the Year 9 curriculum for the core subjects is devised to allow pupils to begin their GCSE studies, in particular Mathematics, English Language, RE and the Sciences.

In the Senior Department pupils study the following subjects; Mathematics, English, RE, PE, Computing, Physics, Chemistry, Biology, History, Geography, French, Spanish, Art, Drama, Music, Design Technology, Home Economics, Textiles, Citizenship and PSHE.

#### Years 10 and 11

The following subjects comprise the core curriculum for Years 10 and 11:

#### English Language

English Literature

Mathematics

Sciences – Biology, Chemistry and Physics are taught separately,

PE (non-examination)

Citizenship/Careers/PSHE (non-examination)

In addition pupils can opt for up to five option subjects from the following:

Computing, History, Geography, RS, French, Spanish, Music, Performing Arts (Btec), Textiles, Art and Design (Fine Art), Child Development, PE, Food Preparation and Nutrition, Art, Textiles, Drama.

Science is taught as separate disciplines and is examined as either a triple award or combined science award in the core curriculum. Pupils studying science in Set A study towards qualifications in each separate science (triple award). They begin the study of these sciences in Year 9 allowing them to achieve triple award by the end of Year 11. Those pupils who are not as scientifically inclined, complete a combined science award course, through separate Biology, Chemistry and Physics lessons.

The option blocks are created from the girls' choices and, on the whole, pupils study their first choice of subject to GCSE. In Year 11 pupils will have the opportunity to experience 'A' level 'taster' sessions in a range of subjects, to assist their choices at 'A' level.

## SIXTH FORM

### Years 12 and 13

In Years 12 and 13 students move to the Sixth Form Centre and begin a more independent learning programme. They have a study and library area with internet access and a bank of laptops to enable them to use their study time productively. The students are supported throughout Year 11 to make suitable AS level choices and this continues into Year 12 after they have received their GCSE results. At 'A' level the following subjects are offered in option blocks for the pupils to choose from. Each year these subjects form five option blocks tailored to meet the students' needs:

Business Studies

Music

Drama

Photography

Physical Education

Physics

Psychology

RE (Philosophy and Ethics)

History

Health and Social (Cambridge National)

Art

Biology

Chemistry

English Literature

French

Geography

Spanish

Sociology

## Mathematics

The subjects offered allow students to continue studying the subjects they have taken at GCSE, but also opt for new subjects that they have not experienced before. The option list offers a balance between traditional, new, academic and more practical subjects. Each year the subjects form five option blocks tailored to meet the students' needs. Students can take either three or four A'level options in Year 12. If a fourth option is chosen, pupils will sit this as an AS at the end of Year 12. Alongside the option choices, students have a double period session of PSHE. In PSHE students will have the opportunity to develop the skills needed to be successful learners and to fully prepare themselves for university life. An Extended Project Qualification is offered on an area of study of their choice. Curriculum enrichment is continued into the Sixth Form with speakers, workshops and visits timetabled to broaden their experiences beyond their subject choices. Various roles and responsibilities are offered to allow students to take on positions of responsibility and build skills towards the university applications. Students are also given the opportunity to continue with skills such as LAMDA, Duke of Edinburgh, choir, Young Enterprise Award, orchestra, public speaking, playing a musical instrument and singing.

## Monitoring Pupil Workload

The school takes active measures across the age ranges to monitor the workload for pupils. All pupils are given a homework timetable devised by senior staff so spread their workload evenly across the week. These are also sent to parents with recommended times for how long pupils should work each evening. Parents are advised to stop their pupil from working in excess of this and write a note on the homework to inform the teachers of how long they have spent on a task. In the Preparatory Department, pupils have weekly spelling and times table tasks; in addition homework in their subjects is introduced gradually, beginning with the core subjects. By Year 6 the pupils are helped to manage a homework timetable that is similar to Year 7 to aid transition. Homework diaries are monitored throughout Years 3 to 9 to ensure that: pupils are recording their homework correctly, are organising themselves and that homework is being set according to the published timetables. Internal school examinations are timetabled twice a year but pupils are supported in revision through a robust revision schedule that includes revision aids, study workshops and parent workshops. For the Sixth Form, the timetable also includes responsibilities and enrichment and allows students to be mentored accordingly. Finally, the school actively listens to feedback from parents and pupils so that, where possible, pressure can be alleviated. The Parents' Forum have made a significant contribution to this area of school life in recent years.

## Extended Day Activities – Years 1 to 11

The curriculum is enhanced with extended day activities. These allow pupils to socialise with learners from other year groups and develop their skills in areas not yet experienced by them.

As well as sport, extended day activities in the past have included golf, Japanese, chess, origami, knitting, making Fabergé eggs, Language clubs, Irish dancing, calligraphy, Destination Imagination, Kung Fu, debating, and various playground and sporting games. Homework Club in the Senior Department runs each day allowing pupils to complete homework in a supervised environment. The programme is changed each term.

In Year 7 pupils have the opportunity, through their weekly Drama lesson, to take their first examination in speaking verse and prose for the English Speaking Union Board. They can explore this skill further through LAMDA examinations, or use this as a vehicle to enhance their acting skills. Private lessons are available in drama and singing and a range of musical instruments including piano, violin, flute, and guitar – pupils will have the opportunity to take examinations and participate in public performances, including professional productions of ‘Hairspray’ and ‘Whistle Down the Wind’ at the Stafford Gatehouse Theatre, Stafford. There are numerous opportunities for pupils to participate in the many concerts and recitals that are performed throughout the year.

St. Dominic’s Grammar School runs a full programme of competitive sport after school, including home and away fixtures as well as entering ISA competitions at local, regional and national level. The girls have the opportunity to compete in the following, netball, hockey, athletics, gymnastics, swimming, tennis, cross-country, and rounders. As well as experiencing a wide range of sport during the extended day and lunchtime, the girls can take part in a variety of holiday courses run by professional coaches.

#### EXTENDED DAY TIMETABLE –example – but varies

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONSTRUCTION CLUB Reception-Year 2 Mrs Hall (Year 1 classroom)	CHRISTMAS PRODUCTION REHEARSALS Years 3-6 Mrs Kirwan (Junior Hall)	11+ Years 3-6 Mrs Kirwan (Year 5-6 classroom)	LAMDA * Year 5 and 6 (30 mins) Mrs Molin (Drama Studio)	
YOUNG VOICES Years 3-6 Mrs Pumphrey (Year 3-4 classroom)	RECORDERS * Years 1 and 2 Mrs Jones (Library)	BADMINTON Years 3-6 Mr Brocklehurst (Sports Hall)	KARATE * Years 1- 6 Mr Harvey (Sports Hall)	
FOOTBALL Years 3-6 Mr Spooner (Sports Field)	LAMDA * Years 3 and 4 (30 mins) Mrs Levick (The Hub)	TAG RUGBY Years 3-6 Mr Saul (Sports Field)	ART Reception-Year 2 Mrs Nicklin (Junior Art Room)	
ST. DOMINIC’S BAND Years 5 and 6 Mr Hall (Music Room)	FIZZPOP SCIENCE (AUTUMN 2) * Years 1-6 (Junior Art Room)	CHRISTMAS PRODUCTION REHEARSALS Years 1 and 2 Mrs Grigg (Junior Hall)	CHRISTMAS PRODUCTION REHEARSALS Years 3-6 Mrs Pumphrey (Y3-4 classroom)	

READING CLUB Reception-Year 2 Mrs Grigg (Junior Library)	ECO CLUB Reception- Year 2 Mrs Grigg (Year 2 classroom)	CHRISTMAS PRODUCTION REHEARSALS Reception Mrs Beardsmore (Junior Hall)	SPORT Years 1 and 2 Mr Spooner (Sports Hall)
	ART CLUB Reception- Year 2 Mrs Beardsmore (Junior Art Room/ Reception classroom)	SPORT Years 3-6 Mr Spooner (Sports Hall)	
LUNCHTIME ACTIVITIES			
	LAMDA * Year 1/2	RECORDERS * (Library)	
	GYMNASTICS Years 4-6		



### EXTENDED DAY TIMETABLE – example

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Bulletin	Sports Matches	Sports Matches	Science
Weather Station	Chess Club	Badminton	MOMO
Football	Sports Club	Young Enterprise	Zumba
Art and Textiles		Rugby	
		Spanish	
HOMEWORK (HALL) 1 VON 2 RB	HOMEWORK (HALL) 1 HCM 2 GS	HOMEWORK (HALL) 1 MB 2 BW	HOMEWORK (HALL) 1 AB 2 BNJ

LUNCHTIME ACTIVITIES				
Years 9,10-11 Netball LH	Gym JT Production/Show CM/EC	Sport GSP	BTEC Performing Arts Yr10 Sport GSP	Years 7 & 8 Netball LH
		Chamber Choir SW	Senior Choir SW	

As well as the extended day programme, St. Dominic's Grammar School offers the pupils a wide variety of activities before and after school as well as during lunch hours. Pupils have the opportunity to practise their sport and train as a team for competitive matches. Choirs for both the Preparatory and High School have a weekly rehearsal to prepare them for their annual programme of performances and competitions. Other activities such as Debating Club allow pupils to build confidence and skills to enhance their academic progress.

## Visits and Excursions

As often as possible curriculum subjects throughout the school take the pupils on excursions to enrich their learning experience. Geography, RE and History both in the Preparatory and High School Departments use field trips as a valuable tool for bringing learning to life. In Religious Education the pupils visit local churches and other religious centres relevant to their GCSE studies. Texts studied in English are seen in performance where possible and Drama students are also taken to the theatre regularly. Outside experiences are also a vital part of the pastoral system of the school.

Staff across the school actively seek ways to enrich the learning experience of pupils in the classroom. Resources and technology are used to enhance the learning environment. The school also uses targeted curriculum experiences such as Citizenship Day and Book Week to broaden pupil awareness. In Pre-Preparatory themed and cultural days are used to enhance the learning experience of our learners and explore different cultures or explore particular concepts. The Preparatory Department also use historical themes such as the Victorians and World War 2 to give pupils a flavour of what it was like to dress, eat and socialise at these times.

St. Dominic's Grammar School also organises two foreign exchange programmes (France and Spain) as well as a skiing trip, Science trip to Florida (2018), World Challenge and Duke of Edinburgh.

### Extending pupils

Throughout the school year, staff across the school nominate pupils alongside those awarded academic scholarships or Awards to be placed on an extension programme. The staff identify how their particular talents will be nurtured in their subject areas.

Pupils on the programme take part in a number of enrichment activities throughout the year.

The following are examples of visits that have taken place as part of the programme, a day's visit to the Imperial War Museum and the Lowry Gallery at Salford Quays, a DNA day at Bristol Think Tank, Shakespeare 4 Kidz productions at the Grand Theatre, Liverpool Cultural Experience, Poetry Slam, rocket making at Cosford, a tour of the BBC at The Mailbox, Birmingham and attending the Hay Festival.

Study Skills and Revision Programme – Senior Department

The study skills and revision programme in the Senior Department introduces the pupils to a variety of study approaches to suit their learning style. These skills are then developed to meet the increasing needs of the curriculum through Years 7 to 9 into GCSE and 'A' Level. In Year 7 the pupils begin the programme as part of their skills days' rota. They will establish their own learning style, create an effective working environment, create a revision timetable that helps with time management and have an introduction to general revision techniques. In Year 8 pupils will be introduced to a series of revision techniques during their PHSE programme during the autumn term. Each learning style will be catered for through a number of practical activities. Years 9 and 10 have a joint afternoon session exploring how their memory works and visiting a carousel of workshops, mind mapping, flow diagrams, round the room and clock face, information chunking, before creating their own revision timetables. The first session takes place at the beginning of the year, the following year the session is repeated in the summer term as part of a two year cycle. Year 11 have a specific afternoon devoted to effective note taking both at home and in class. Finally, the Sixth Form's programme focuses upon the specific skills needed for advanced study including, research, critical reading, note taking, and examination language. Below is a table outlining the programme:

	Activity	Delivery	Timescale
Year 7	Learning styles Time management Organisation General revision ideas	Skills day	Afternoon
Year 8	Auditory, visual, kinaesthetic revision ideas	PHSE form periods	First half of autumn term
Years 9 and 10	Introduction to revision How do we learn? Carousel of activities	Afternoon off timetable session Year 9 1 autumn term Year 10 summer term	Two year cycle
Year 11	Note taking	Afternoon off timetable	Autumn term

Years 12 and 13	Learning environment and use of non-contact time Research skills Examination rubric Note taking	Period 5	Autumn term
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Further support is offered to pupils through the form tutor and our academic mentoring programme. Elevate Education offer study sessions to Years 10 to 13 in order to provide additional support. All pupils from Year 11 to 13 meet weekly with their academic mentor and copies of meeting notes are emailed home to parents so that parents and staff can work together.

Please refer to Staff Handbook, Part C: Key Mentoring Policy, for additional details.

Reviewed September 2024

Date of Next Review September 2025

ACADEMIC

SUMMARIES

### Key Stages 1 and 2

Subject	Year 1	Year 2	Year 3/4	Year 5	Year 6
English	10	9	8	10	10
Mathematics	9	10	10	8	8
Science	4	4	2	2	2
CIC (Science, History, Geography)	N/A	N/A	5	5	4
History	2	2	(CIC)	(CIC)	(CIC)
Geography	2	2	(CIC)	(CIC)	(CIC)
RE	1	1	2	2	2
PSHE	1	1	1	1	1
Computer Science	2	2	2	2	2
PE/Games	2	2	2	4	4

Dance	2	2	2	N/A	N/A
Music	2	2	2	2	2
Art and Design/DT	2	2	2	2	2
French	1	1	2	2	4
Total	40	40	40	40	41

### Key Stage 3 (YEARS 7, 8 and 9)

	Yr 7	Yr 8	Yr9
ENGLISH Inc DRAMA	8	7	7
MATHS	6	5	5
SCIENCE	6	6	6
LANGUAGES	4	6	7
HISTORY	3	3	2
GEOGRAPHY	2	2	2
PE and GAMES	4	4	4
ART	2	2	2

MUSIC	2	2	2
TEXTILES / HOME ECONOMICS	2	2	2
ICT	2	2	2
RELIGIOUS STUDIES	2	2	2
CITIZENSHIP	1	1	1
PSHE	1	1	1
Assembly			
TOTAL	45	45	45

#### Key Stage 4 (Years 10-11)

SUBJECT	Yr10	Yr11
ENGLISH	6	6
MATHS	6	5

SCIENCE (DUAL)	8	8
OPTION 1	4	4
OPTION 2	4	4
OPTION 3	4	4
OPTION 4	4	4
OPTION 5	4	4
PSHE/MENTORING	1	2
P.E.	4	4
		45
TOTAL	45	

#### Key Stage 5 (years 12 and 13)

SUBJECT	Yr12	Yr13
Option 1	8	8

Option 2	8	8
Option 3	8	8
Option 4 (AS level)	8	0
PSHE	1	1
Mentoring	1	1
Private Study	various	various
		45
TOTAL	45	

## EPQ

Our EPQ has proved to be popular with students and teachers alike. It provides an opportunity for students to extend their abilities beyond the A-level syllabus and prepare for university or their future career. It can also be used to earn extra UCAS points and at St. Dominic's Grammar School, our sixth formers take it as a stand-alone qualification.

It allows students to embark on largely self-directed projects. By taking responsibility for the choice and design of an individual project (or an individual role in a group project). They:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills



- learn to apply new technologies confidently demonstrate creativity, initiative and enterprise.

Undertaking an EPQ can also deliver other benefits for students and schools. It can:

- boost student recruitment by making your curriculum more attractive
- increase student motivation by allowing them to study topics of personal interest
- enable students to apply their new skills to other areas of study.

The EPQ specification prepares students for university study. It develops and provides evidence of the skills universities are looking for:

- experience of in-depth study in specialised topics, e.g. medical research, politics or astronomy, closer to actual university courses confidence to work independently and creatively practice in essay writing and independent research.

The EPQ also attracts extra UCAS points.

Subjects offered at AS and A level: Might change due to uptake

Subject	Examination Board	Subject	Examination Board
Psychology	AQA	Photography	OCR
Biology	AQA	Religious Education	OCR
Physics	AQA	Textiles	OCR
French	AQA	Business	OCR
Spanish	AQA	English Literature	OCR
Geography	AQA	Chemistry	AQA

History	AQA	Maths	Edexcel
Maths	Edexcel	Chinese	Edexcel
		Dance	Pearson (Btec)
		Health and Social	Cambridge

## MONITORING AND EVALUATING POLICY

### Senior Department

#### Teaching and Learning

Standards of teaching and learning are regularly monitored across all areas of the school. Standards are checked through a variety of lesson observations and through the sampling of exercise books. Subjects have pupil evaluations built into schemes of work for internal monitoring. In the Senior Department the Heads of Faculty are monitored by the Deputy Head and they in turn evaluate the teachers within their faculty. In the Preparatory Department the Head of Preparatory School monitors the staff in the Pre-Preparatory and Preparatory departments. All new members of staff are observed by the Head of School as part of their induction process and where appropriate in the audit process.

Work samples are asked for each year by the Deputy Head, Heads of Faculty, and Heads of Subject.

Records are kept by the Deputy Head, Faculty Heads and Heads of Subject. The Deputy Head will also ask pupils to bring in their exercise books the following day as a 'spot check'.

#### Quality Assurance Schedule

Month	Curriculum / Pastoral		SLT	
August			Data booklet from summer results published	
September	Quinquennial Reviews Learning Walk (EA) Book scrutiny (EA)			

October	Learning Walk (STEM) Yrs 7,8,10,11,12  Progress Review Year 11		Governors meeting results to present  EYFS Audit Book Scrutiny Year 8 Learning Walk Year 11 Student Voice Year 11 Progress Review Year 11	
November	Learning Walk (Comms)		Book Scrutiny Year 9  Learning Walk Year 10 Student Voice Year 7	
December	Student Progress Analysis KS5 and interventions		Student Progress Analysis KS5 and interventions  Student Voice Year 8 Student Voice Year 9	
January	Year 11 Mock results analysis and interventions Student Progress Analysis KS3		Prep Audit  Year 11 Mock results analysis Weekly mentoring begins Student Progress Analysis KS3 Learning Walk Years 12/13	
February	Student Progress Analysis KS4		Learning Walks Year 7  Learning Walks Year 8 Book Scrutiny Year 11 Student Progress Analysis KS4 Student Voice Year 10 Student Voice Years 12/13	
March			Pre-Prep Audit	
April			Book Scrutiny Year 10	
May				
June			Learning Walks Year 9 Book Scrutiny Year 7	
July	Year 10 exam results analysis and interventions		Year 10 exam results analysis and interventions	

Lesson observations and Faculty Audits are carried out on a two year rolling programme. Every member of staff is formally observed, without prior notice, every two years. The following year the lesson observation will take the form of sharing good practice, team teaching or as a part of their performance management; this will not be a formal observation. The formal observation involves written feedback, which is kept as above for the work sampling. All staff

use a common form for lesson observations. After the proforma is a copy of the guidance given to staff on the sources of evidence available for gathering information on their subject.

The fortnightly faculty meetings provide a further opportunity for informal monitoring and evaluation. On the agenda of the meeting is an opportunity for sharing good practice and the meeting also allows staff to share strategies and concerns. Any major areas of discussion minuted or highlighted on subject development plans are used to structure annual training needs, both whole school and individual inset.

Monday before school briefings also provide an opportunity to share good practice with one member of staff providing a 10 minute CPD session each week on a rota.

## Preparatory School

### Teaching and Learning

The principles for teaching and learning in Preparatory School are:

- Set high expectations and give every learner confidence they can succeed.
- Establish what learners already know and build on it.
- Structure and pace the learning experience to make it challenging and enjoyable.
- Make individuals active in their learning. • Develop learning skills and personal qualities.

These principles value and celebrate all learners and recognise their individuality, efforts and achievements. 'The child' is the main focus and the department celebrates the skill and competence of each individual and highlights the inter-relationship between growth, learning and development and recognises the 'holistic' nature of development and learning.

Therefore the curriculum is continually monitored and evaluated through evaluation of daily activity plans, topic schemes of work, and Preparatory School policies. This process determines any changes to resources, staffing and accommodation.

The curriculum is continually being monitored and evaluated in the Preparatory School through individual lessons, units of work, schemes and policies. Individual lessons are monitored and evaluated daily, units of work and schemes when they are completed and policies yearly. Such a process determines the necessary changes to timing, resources, staffing and accommodation. Curriculum areas are evaluated, monitored and altered yearly through a self-assessment process, according to the school's development plan, new government legislation and national trends.

The Senior Leadership Team carry out audits every two years which include book trawls, lesson observations and a self-evaluation process. These are fed back to the Head of Preparatory School, so that training needs can be met.

## The Staff

The performance management process allows for the monitoring and evaluation of staff, where they are able to set their own personal targets for themselves and their curriculum area. Yearly book trawls and lesson observations ensure that staff delivery of the curriculum is monitored and of a high standard and there is the biennial audit by SLT.

All the staff meet fortnightly to evaluate, monitor and develop the components of each area through a self-assessment process, in accordance with the School Development Plan and mindful of any new government initiatives.

‘Good or best’ practice is shared at staff meetings. The Head and SENCo communicate with the department frequently to ensure that the progress of learners with specific learning disabilities is monitored and evaluated.

## Assessment and Reporting

Assessment of pupils and subjects in the Preparatory School is an on-going process and assists the monitoring and evaluation of teaching and learning. The pupils are involved in this process through the use of targets and peer assessments. The assessments in place are continually monitored and evaluated by curriculum co-ordinators, with changes made before the start of an academic year.

There are detailed reports sent to parents at the end of the summer term. This ensures that the work of pupils is evaluated and targets are set. The summer term report will include a percentage and a class average for subjects based on formal and controlled assessments. Halftermly reports (grade cards) are sent to parents will provide an attainment descriptor (developing, achieved, exceeding) and an attitude to learning level (graded 1-5) and a target descriptor (Emerging, Meeting and Exceeding) based on previous written targets given. The Preparatory School have three Parents’ Evenings.

The learners are actively involved in the learning process by use of ‘What Are Learning to...’ (WALT) and target setting. Parents are also an integral part of the teaching and learning process and are actively involved in their child’s education.

## EYFS Assessment and Reporting

The ‘Birth to Three’ framework, ‘Stepping Stones’ Curriculum and the ‘Early Years’ Curriculum are all based on formative assessments of each individual child. Every planned and childcentred activity is accompanied by an observation recording sheet in which the ‘next steps’ for each child are recorded. These ‘next steps’ inform the future planning for the following week’s activities.

Each child has a 'Diary' or 'Profile' which records all the child's individual achievements from the weekly observation sheets. The staff meet weekly to moderate and evaluate the observation sheets to ensure that the skills and 'stepping stones' recorded are fully secure.

In the Reception class summative assessment also take place half termly after a completed unit of work and appropriate targets set. The learners take an active part in the assessment process after each activity when they verbally complete 'Now I Can ...' (NIC) statements. At the end of each term the class also complete an individual assessment sheet in which they record, in their own words, what they have enjoyed, what targets they have achieved and what they hope to improve in the following term.

Marking work with each individual child also forms part of the assessment process in the Preparatory School. The work is marked using a marking code, as well as verbal feedback. In the Reception class, work is also marked regularly using 'two stars and a wish' system whereby the child is awarded two stars for positive aspects of work and is given a 'wish' which is a target for how the work can be improved in future. When a child has acquired a new skill and is ready for a new challenge 'next steps' (NS) are recorded at the end of that particular piece of work to ensure the child is given an appropriate activity to move them onto the next 'step'.

#### Lesson Observation Pro-Forma EYFS

##### Observation Form for Early Years Foundation Stage

Date		Time of day					Length of observation		
Year group(s)		Grouping					Present / NOR		
Subject codes		Support teachers / assistants	SEN		EAL		Oth		Lesson observed by
Focus (main purpose of the activity)			Context (lesson objective or description of activity)						
Previous targets/development points									

Overall Grade: (Excellent (E); Good (G); Satisfactory (S); Development needed (DN))

Attainment	Learning and progress*	Behaviour	Teaching	Assessment to support learning	Curriculum	Care, guidance and support	Aspects of leadership and management and capacity to improve**

Particular evaluations related to safety, health, contribution to the community, economic well-being, SMSC

\*You should take account of the learning and progress of different groups of pupils in coming to an overall judgement. \*\* Your evaluation should make clear which aspects of leadership, management and capacity to improve you are grading.

<p><b>Strengths:</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Areas for development:</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
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N.B.: further work scrutiny will be required in order to look at marking of notes and work packs

(Eval Making judgements about the quality of provision in the Early Years Foundation Stage)					Schedule Quality of Provision in EY)				
Aspect	Excellent (E)	Good (G)	Satisfactory (S)	Development needed (DN)					

How well the adults support learning and development and utilise the ideas and interests of the learners	The provision is at least good in all major aspects and is exemplary in most. Exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the need of all children exceedingly well.	Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being.	The provision is satisfactory in all major aspects, and may be good in some. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage.	Adults' knowledge of the learning and development and/or welfare requirements and guidance is inadequate and the specific requirements <sup>1</sup> that have a significant impact on children are not met.
The quality of the learning environment both indoors and outdoors	A highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community.	An interesting, well-equipped and welcoming environment successfully reflects most children's backgrounds and the wider community.	Adults provide a secure environment which reflects the children's backgrounds and some sections of the wider community.	Staff are insufficiently vigilant to protect children's safety and wellbeing because systems are weak and some records, policies or procedures are missing or out of date.
How well information from observation and assessment informs planning and is put into practice	Assessment through high-quality observations is rigorous and the information gained is used very effectively to guide planning.	Thorough and accurate observations and assessment are used to inform planning.	Observation and assessments and their use in planning are satisfactory, and generally consistent in quality.	OR
The quality of planning for individuals to motivate, challenge and meet individual needs	Planning ensures rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Inspirational and innovative teaching motivates children.	Activities are well planned and matched to the full range of children's needs.	The level of challenge is sufficient to interest and engage children.	Adults do not have a clear enough understanding of the children's needs because observations are not frequent or accurate enough to monitor children's progress and to plan appropriate activities.
Play and exploration, in and out of doors, with a balance of adult-led and <u>child-led activities</u> to foster active learning	Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress	High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided.	Adults use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs.	
Developing appropriate behaviour in an appropriate and calm manner	Practitioners are highly skilled and sensitive in their management of children and their behaviour. Relationships are excellent.	Relationships are good and children's behaviour is managed well with a sense of calm when dealing with the issues.	Adults generally manage children and their behaviour appropriately and calmly. Relationships are secure.	OR
The steps taken to safeguard and promote the welfare of the children which include use of appropriate sue of songs/ rhymes etc	Adults consistently give the highest priority to safeguarding all children.	All adults are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. There are effective partnerships with parents/carers, other agencies and providers.	Adults work sufficiently well with parents/carers and external agencies to meet the needs of the majority of children.	Some individuals and/or groups of children with special educational needs and/or disabilities are not sufficiently well supported and integrated; this may be because partnerships with parents and external agencies are not sufficiently well developed.



Encouraging good health & well-being and the use of snack time to reinforce this.  The suitability and safety of outdoors / indoors furniture equipment and toys.	Children's health, safety and wellbeing are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are individual to the setting.	Comprehensive policies and procedures ensure that children are protected and well supported.	Policies and procedures are adequate. Where outdoor play space is not regularly accessible, effective alternatives are planned.	
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4 areas (Highlight or circle the	What does it look like ?	<u>Comments</u> <u>Evidence</u>	/
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St. Dominic's Grammar School: Lesson Observation Criteria 2017/18

Teacher:		Date:	Year:	Subject:
Observer:	Role:	Period:	Set/Group:	Length of Observation : (mins)

4 areas (Highlight or circle the statement that is most applicable in a row)		What does it look like ?				<u>Comments</u> <u>Evidence</u>	/
		Development needed	Satisfactory	Good	Excellent		
1	Lesson structure	Starter	The start of the lesson is inadequate	There is a purposeful and clear start to the lesson	A starter activity provides a clear and purposeful start to the lesson	Students are engaged in a learning activity as soon as they enter the 'room'	
		Learning outcomes	Learning outcomes are not shared with the students	Learning outcomes are shared with the students	Learning outcomes are well planned and shared with the students	Learning outcomes are well planned and used throughout the lesson to focus learning	
		Plenary	A plenary activity does not take place and the end of the lesson is unsatisfactory	A plenary activity adequately summarises the learning from the lesson. Students contribute to this discussion	A plenary activity effectively reviews the learning from the lesson and sets the scene for future learning	A plenary activity engages all students in effectively reviewing their learning from the lesson and sets the scene for future learning	

	Impact / progress	Students have made little or no progress by the end of the lesson	Students have made the progress that was expected by the end of the lesson	Students have made good progress by the end of the lesson	Students have made exceptional progress by the end of the lesson	
	Performance targets	Neither students nor teacher have any awareness of their performance targets	Most students and the teacher have some awareness of their performance targets	Most students and the teacher are clear about their performance targets	Performance targets are discussed regularly. The motivational effect of this is evident	
	Peer & self assessment	Opportunities to engage students in self or peer assessment are missed	Students are encouraged to assess the quality of their own and others' work	Teacher encourages all students to assess the success of their own and others' work	Teacher encourages all students to assess the success of their own and others' work and to set their own targets	
2	Standards / assessment criteria	Assessment criteria are not communicated to students	Assessment criteria are implicitly communicated to students	Assessment criteria are explicitly communicated to students	Assessment criteria are expertly communicated to students	
	Attainment	Awareness of prior and current attainment is lacking	Awareness of prior and current attainment is evident	Prior and current attainment has been used effectively to drive the lesson	Knowledge of prior and current attainment is used expertly to extend every child	

	Verbal feedback	Verbal feedback is not given or is unhelpful	Verbal feedback is helpful. Some praise is given to students.	Verbal feedback is helpful and suggests ways to improve. Praise is a key feature in the lesson.. Is in line with Written and Oral feedback policy	Verbal feedback is personalised and suggests ways to improve. Praise for both 'learning' is frequent, appropriate and specific. May exceed policy.	
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	Development needed	Satisfactory	Good	Excellent	
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Sharehowtobetter	Assessment & written feedback	Assessment of students' work is poor	Written feedback is helpful	Assessment of students' work is regular, consistent and is in line with the Written and Oral feedback policy. It makes a good contribution to their progress	Written feedback meets, and on occasions exceeds, the standards set out in the Written and Oral feedback policy. It is personalised and suggests ways to improve	

B:\Office\ISI Website Inspection Documents 2015-16\A1-16\A3 Curriculum policy

3 Lessonsprovidechallengeand support	Use of Support Staff	Inadequate use is made of other adults in the classroom	There is a role for other adults – they are able to support the learning	Support staff are provided with a framework for supporting and challenging individuals and groups of students and they are clear about this role.	Support staff are directed well so that the learning of specific individual and groups of students is enhanced	
	Use of time	Inadequate use is made of the time available in the lesson	There is evidence of planning the use of time in the lesson	Good use is made of time	The management of time in the lesson is exemplary	
	Level of challenge	The level of challenge is often wrongly pitched. The teacher does not have a clear understanding of learners needs	Work is matched to the different capabilities of learners, including those with additional learning needs, allowing them to progress as expected	Work is closely tailored to the capabilities of different groups of learners so that all can succeed and make good progress	All learners, at all levels, make exceptional progress, through the work being tailored highly effectively to their capabilities	
	Variety of approach used	One approach to learning dominates	Activities show an awareness of learning styles	A range of learning styles are evident	A wide range of learning styles are evident	

	Questioning techniques	Questioning / discussion work is not used to aid understanding	Questioning / discussion work is used to aid understanding	Questioning / discussion work is used to aid understanding and techniques are used to engage most students	Questioning / discussion techniques engage all students. The questioning probes for fuller understanding and is used to check understanding	
	Student behaviour	Behaviour is often inappropriate and is not adequately managed	Most inappropriate behaviour is managed adequately	Behaviour is normally good and any inappropriate behaviour is managed effectively	Learners behaviour is exemplary as a result of their level of engagement	
	Health and safety	The health and safety of the learners is endangered	The health and safety of the learners is not endangered			
	Teacher's subject knowledge	The teacher's knowledge of the curriculum and the course requirements are inadequate	The teacher's subject knowledge is satisfactory	Teaching is well informed, confident, engaging and precise	The confidence generated by the teacher's excellent subject knowledge pervades the classroom	
4 Students are engaged in their own learning	Independent learning	Little independent learning takes place or learners are excessively passive and dependent on the teacher	Students are encouraged to work independently at some stage in the lesson	Students work well independently	Learners are motivated and empowered to work independently	
	Attitude to work	Students' attitude to work is poor	Students generally show good attitudes to their work	Students show good attitudes to their work and enjoy what they do	All students show excellent attitudes to their work and clearly enjoy what they do	
	Homework	Homework is rarely set and/or no records are kept of performance on tasks	Homework is generally set and records are kept of performance on tasks	Homework tasks are set regularly and enhance understanding of concepts. Records of performance on tasks are thorough Is in line with Homework policy	Homework tasks are set regularly. They are varied in nature and enhance understanding of concepts. Records are thorough and detailed. May exceed policy	

NB There is a slightly amended pro-forma for the EYFS

B:\Office\ISI Website Inspection Documents

## Sources of Evidence

- Provide means of gathering stakeholder views in line with subject and year policies – pupil self-assessment, questionnaires, interactive lessons, fostering pupil viewpoint.
- Set pupil's targets and ensure that progress is tracked through a range of strategies in line with the school-wide system.
- Reflect on the effectiveness of teaching strategies, individual lessons and schemes of work in meeting the needs of all pupils and ensuring that progress is made.
- Apply established guidance on effective teaching to your lessons, to ensure use of appropriate pedagogy, teaching repertoire and resources and feed back to colleagues on their effectiveness.
- Evaluate lessons, incorporating pupils' views and responses, in order to reflect and act on strengths, achievements and areas for development.
- Engage in action research in the classroom to develop and improve practice.
- Use surveys, questionnaires or pupil interviews to collect formal feedback.
- Ensure that you consider a variety of sample sizes and collection methods, e.g. organise a written evaluation of questionnaire from a small sample, a tick box questionnaire from a whole group of pupils, a conversation with pairs of pupils.
- Build pupil self-evaluation activities into schemes of work in order to provide feedback on the curriculum and pedagogical approaches and their effectiveness.
- Make sure that you make a regular contribution to newsletters and the journal about the area for which you have responsibility.
- Use the school website to establish a partnership in learning with parents/carers. Publish homework assignments and give advice to parents/carers on how they can support their child to complete these.
- Collect evidence, such as data analysis booklet, Midyis and Yellis, subject systems for tracking, school and curriculum targets, analysis of IEP targets and achievement, subject residuals.
- Include other assessment information, such as end-of-term unit assessments, mock examinations, coursework, portfolios of work, Yellis, Midyis – to give a more accurate snapshot of attainments. Use information from peer assessment and self-assessment activities.
- Undertake a review of day-to-day marking and assessment by completing a pupil exercise book and work scrutiny.
- Monitor pupil's progress towards targets regularly, using comparative data, work sampling, lesson observation, pupil interviews.

- Work with SENCo and support assistants to provide intervention material where pupils' needs are not met within normal lessons or programmes.
- Use information from academic mentoring to inform action.
- Set up and/or support systems and opportunities for pupils to discuss specific and overall progress with tutors and teachers.
- Ensure regular discussion with your team about teaching and learning. Ensure that it is a standing item on team meeting agendas.
- Provide opportunities for teachers to share good practice with other members of the team.
- Create opportunities for formal feedback from pupils about teaching and learning in your subject area or year group.
- Ensure that CPD contributes to improvements in teaching and learning. Create feedback time for the subject or year team.
- Ensure that learning objectives and success criteria are clear to pupils.
- Visit several lessons over the course of a week, a few minutes into the lesson or at the end. On each occasion, ask pupils what they are learning today and how they will know they have succeeded.
- Monitor and review the work of teaching assistants in your subject. Talk to pupils about how effective they find any support given.



## TEACHERS PLANNING REQUIREMENTS

CONTINUITY and PROGRESSION are key issues of our teaching.

CONTINUITY is achieved by detailed planning. We must have schemes of work in place which everyone follows. Teachers should build on what has come before. Continuity across year groups is vital – in particular from Year 6 to Year 7 in all subjects.

PROGRESSION is achieved by a skill-based scheme of work. We must have evidence to show that we have planned the curriculum and based our schemes of work on skills. The content can then be decided upon.

### St. Dominic's Grammar School Model for Planning the Curriculum

#### 1. Planning Objectives

Why plan? To impart

- (i) Skills
- (ii) Knowledge/subject content

#### 2. Evidence of Planning the Curriculum

Planning takes place on 3 different time scales:

##### (a) Long Term Planning (whole school/subject/department planning)

- (i) Subject policies/Departmental handbooks (see previous information).
- (ii) Scheme of Work/Annual Planning Grid. Each subject must have a plan (see standard form) for each year group, showing the skills taught over the whole year.

##### (b) Medium Term Planning (subject/department planning)

- (iii) Termly plans – details of work (skills/content) to be covered by each year group (see standard format).

##### (c) Short Term Planning (individual teacher planning)

- (iv) Individual lesson/topic plans – details of each lesson detailing the teaching and learning to be delivered to cover the content outlined in the medium term planning.

#### 3. Learning Journey sheets

At St. Dominic's Grammar School we recognise the importance of pupils being involved in their learning journey. It is essential that pupils understand what they are learning and how this fits into the big picture. We require all departments to produce Learning Journey sheets for each topic so that pupils can evaluate their progress against specific learning objectives. These are then used as revision lists for examinations and assessments.

## SUBJECT POLICIES

Framework for all Subject Policies – all policies should include the following sections

All subject policies at St. Dominic's Grammar School should be written according to the following framework and updated annually in July. A copy of each policy should be handed to the Deputy Head (Curriculum) by the first day of the autumn term.

1. Introduction: What it is; when it was written and by whom;  
when it was agreed by the  
department staff/Preparatory/Senior Department  
staff; when it was agreed by the Head of School; when it will  
be reviewed?  
(yearly)
2. What is (subject)? What is involved?
3. (a) Aims of School  
(b) Aims/Objectives e.g. Aims in teaching the subject; skills and knowledge to be  
Learnt  
(c) How Aims of Department/Subject teaching are linked to Aims of School.  
(d) How does your Department/Subject contribute to SMSC policy?
4. Principles of teaching and learning (subject)  
e.g. Why it is taught. Its place in the National Curriculum
5. Strategies for teaching (subject)  
e.g. How it is taught; teaching methods/learning experiences, including time allocation  
for each year group/class/set.  
Teaching methods used e.g. including Video, Audio tapes, Visits, Fieldwork.  
Use of ICT – Information and Communication Technology.  
Contribution to literacy and numeracy.  
Differentiation: exceptionally able pupils/pupils with special needs/learning difficulties.  
Methods of differentiation used in mixed ability groups or sets.

6. Teaching Strategy for Learning Styles – the teaching strategies used to accommodate VAK learners.

The department aims to accommodate pupils' different learning styles by using a variety of teaching strategies for the following types of learner: (a) Visual learner

(b) Auditory learner

(c) Kinaesthetic learner

7. Enriching Young Minds Policy (suggested framework)

The department aims to recognise pupils who are able, gifted and talented in their subject areas and to provide suitable stimulation to challenge and further develop their specific abilities.

We recognise and develop the skills/strengths of able, gifted and talented pupils in the following areas in the following ways:

- (a) Literacy/written work
- (b) Numeracy work (c) Practical work
- (d) Class discussion
- (e) Investigation/Research
- (f) Cross-curricular links
- (g) Teaching others
- (h) Use of ICT

Note: This list is not exhaustive; neither may all areas apply to all subjects. Each department/subject should use the list as a guideline and all other areas where appropriate. Remember, different pupils will show different strengths and so some areas will not be relevant to a particular pupil.

Learners love being in control, are motivated by real life tasks and achieve more highly when challenged to organise, plan and lead.

8. Homework Policy – see Preparatory/Senior School Homework Policy

9. Strategies for assessment – see Preparatory/Senior Department School Policy, e.g. How do we check what the pupils have learnt? Grade criteria for half term grades and pupil reviews and target setting.

10. Strategies for recording and reporting  
– see  
Preparatory/Senior  
School Recording and Reporting Policies
11. Role of HOD/Subject Co-ordinator including monitoring and evaluation.
12. Extra-curricular activities e.g. clubs, teams, visits, fieldwork.
13. Health and Safety issues e.g. COSHH regulations, field trips, movement of PE equipment.  
Risk Analysis – done annually.
14. Catalogue of resources (this may be a separate document)  
Under useful headings e.g. Textbooks/sets of books  
Departmental/classroom/library books  
Video recordings  
Audio recordings  
Filmstrips  
Photographs/slides  
Computer Programmes  
Booklets, pamphlets  
Other resources
15. Strategies for the use of resources e.g. suggested uses for specific resources.
16. Staff Development – INSET record.
17. Departmental Development Plan

## ASSESSMENT POLICY

St. Dominic's Grammar School policy on assessment is built upon regular and constructive feedback to our pupils through both formative and summative assessment. In lessons the criteria for formative is shared with pupils and this is used to inform marking, give grades and set targets. All comments put on pupil's work are constructive and where possible offer

praise. Pupils are then set constructive targets that will help them to improve. These comments form the process of on-going individual feedback supported by the teacher's knowledge of the pupil's individual learning styles.

Each subject should have in its Departmental Handbook or policy an agreed assessment policy. This should include guidelines on how to:

- a) plan for on-going formative assessment
- b) plan for half termly summative assessments and whole school examinations
- c) mark work and provide feedback to pupils
- d) record assessments
- e) use outcomes from all assessments to identify strengths and weaknesses and inform the planning of future teaching.

Agreed criteria for success on formative and summative assessments should also be included, along with statements of grade criteria for each year group.

Assessments in each subject should be set regularly and may be:

- a) end of topic test
- b) end of module assessments
- c) end of half term or term assessments

If a) or b) are not used, then at least one assessment should be set each half term. Assessments can take many forms. It is the responsibility of the subject coordinator/Head of Faculty to decide/agree what summative assessments should take place during the course of a term to award term grades on achievement.

## ASSESSMENT

### Early Years Foundation Stage

Assessment is an essential part of what the EYFS team do to ensure that we tailor our education to meet the individual needs of each of our learners. The learning style, individual strengths and learning pace of each child is ascertained to ensure progress.

Marking work with each individual child also forms part of the assessment process in the Reception class. The work is marked using 'reward stampers' and stickers, as well as verbal feedback. In the Reception class, work is also marked regularly using 'two stars and a wish'. The star comments reflect positive statements and a 'wish' is a target for how the work can be improved in future. When a child has acquired a new skill and is ready for a new challenge 'next steps' (NS) are recorded at the end of that particular piece of work to ensure the child is given an appropriate activity to move onto the next 'step'.

Reception sit tests in English (reading and writing) and Maths in the spring and summer term using PiRA (Progress in Reading Assessment) and PUMA (Progress in Maths Assessment).

Our learners are also encouraged to make positive critiques on their work and that of their peers. They learn to assess their own performance and appreciate how they can improve.

#### Preparatory School

Years 1-6 sit tests in English (reading and writing) and Maths each term using PiRA (Progress in Reading Assessment) and PUMA (Progress in Maths Assessment). There are controlled assessments and formal tests in all other subjects in the summer term. These are reported to parents as a percentage and set against a year group average.

#### Senior and Sixth Form

Assessments take place at the end of each topic and as a minimum half termly. Marking that takes place by the teacher is done using CARS (Comment, Action, Response, Staff check). This ensures that pupils are aware of what they have done well, what they need to do to improve, a response from pupils to evidence that any gaps in learning has been addressed and then finally that staff have checked that learning has taken place as a result of the feedback.

Year 11 sit mock examinations in November and Year 12-13 in January; these results are reported to parents in December and February respectively. All mock examinations should strictly follow Examination Board requirements and assessment criteria. Results are then used to predict GCSE/GCE grades and ensure all learners are on target for their predicted target grades.

Formal examinations in each subject are set for Years 7 to 10 in December and May/June.

#### SELF ASSESSMENT – High School

Pupils are actively involved in the assessment process where staff share assessment criteria with them, use Learning Journey sheets to encourage them to reflect on their progress and invite pupils to set targets based on their feedback from assessments.

Each half term, each pupil in a process of self-assessment, and in discussion with the form teacher sets one or two individual targets using copies of the summer reports initially, and then teachers' marks and comments on work and assessments. Targets are recorded in homework diaries and reviewed at the end of each term by Form teacher and pupils. This system gives opportunity for constructive discussion with individual pupils and is a way of dealing with some individual problems. It also gives pupils a specific aim, which can be

referred to in future lessons. It is a good way of forming a positive relationship with pupils and it can increase motivation by giving them ownership of their own progress.

During lessons, pupils are encouraged to self-assess using a green pen to give self and peer feedback. In addition, the school employs a 'C3B4me' policy whereby children have to think of 3 ways to find an answer to a question before seeing a teacher.

## REPORTING

### Early Years Foundation Stage

The Early Years Foundation Stage is based on the individual needs and strengths of each learner and as such planning is key.

Planning is based on frequent, accurate assessments of what our learners know, understand and can do.

As the week unfolds the Foundation Stage plans are very flexible and constantly updated/amended as the needs and interests of the learners arise.

Formal assessments also take place through the application of specific work designed to reveal what our learners understand and can do.

In the Reception class formative, summative assessments also take place half termly after a completed unit of work and appropriate targets set. The learners take an active part in the assessment process after each activity when they verbally complete 'Now I Can ...' (NIC) statements. At the end of each term the class also complete an individual assessment sheet in which they record, in their own words, what they have enjoyed, what targets they have achieved and what they hope to improve in the following term. Parents are provided with the opportunity to discuss their child's individual progress at termly parents' evenings.

### Preparatory School

Pupils in Years 1 to 6 receive a half term grade card when a formal report is not being sent home. Their attainment during the term is reported against their performance in the PiRA and PUMA tests against national expectation descriptors: developing, achieved and exceeding. Each term includes a report on attitude to learning (grades 1-4 as described above).

This information, along with an attitude to learning grade, is sent home to parents on an A4 grade card; on the bottom of the card is an explanation of the attitude to learning grades criteria. Parents have the opportunity to discuss these targets at Parents' Evenings.

### Senior

Parents are informed of progress in December, April and July through an Achievement Report. These reports contain information about progress using GCSE criteria as well as a target grade, aspirational target and progress summary. Pupils also receive a target given by each subject teacher. Full academic reports are issued in July.

In October, February and May, Attitude to Learning reports are distributed. This provides parents with feedback about their child's attitude to learning including independent learning skills.

Pupils in all senior years are given a GCSE grade that informs parents of the standard they are currently working at. A mentoring system is in place that sees on a regular basis those pupils who need additional support. Students in Years 12 and 13 are given an AS or A2 grade and all are mentored according to their needs.

#### TRACKING AND TARGETS

At St. Dominic's Grammar School, assessment is on-going and takes place informally throughout the day via individual and group observations, listening to the learners discussing their work and marking their classwork. Observations, during teacher-led and child-initiated activities are recorded in each pupil's profile. Weekly observations lead to the staff reflecting on what each individual knows, understands and can do. Then 'next steps' recommendations are recorded by the staff of the activities that need to be offered in the following week, to ensure the learners are offered further challenges.

#### EYFS Department

All learners in the EYFS Department at St. Dominic's Grammar School have their individual achievements recorded in a unique 'Learning Journey' Profile as required by the statutory framework for the Early Years Foundation Stage

All the learners within EYFS work towards the Early Learning Goals and profiles are completed by the class teacher, during the academic year in which the learners reach their 5<sup>th</sup> birthday.

Our learners are skilfully assessed, monitored and 'tracked' individually and targets and challenges set to ensure all our learners benefit from a tailored 'learning journey'. The principles of Every Child Matters is also an integral part of our philosophy and is part of our planning to ensure each of our learners reaches their full potential. Thus, all our learners make excellent progress from their starting points to their final scores at the end of Reception.

Learners transfer to Year One regularly with profile scores of 97 and the maximum points of 117.

#### Preparatory School



At the end of the summer term the teachers in the Preparatory School complete spreadsheets indicating the level that has been reached at the end of that academic year.

Years 1, 3 and 5 pupils sit the CATs tests at the start of the summer term. These assess verbal, non-verbal and quantitative skills and give a prediction of end of Key Stage 1 and 2 results and levels in English, Maths and Science. These results are discussed amongst the Preparatory School staff and pupils are identified that are under-achieving. These pupils are targeted, tracked and supported accordingly throughout the Key Stage.

Senior and Sixth Form Departments

Year 7 sit the CATs tests in the autumn term, which assess pupils in a range of skills and give predictions in achievement for the end of KS3. These results are used by the Deputy Head, Senior Teacher and HOFs to identify any pupils who may be underachieving, so that extra support may be given.

At the end of the academic year teachers complete a final spreadsheet indicating the level the pupils have reached at the end of the year and predicting the level they will reach at the end of the Key Stage.

Year 10 sit the Yellis tests in the autumn term, which give GCSE predicted grades. These results are used to identify pupils' under-or-over achievement and value added in each subject. This is tracked by staff, pupils and parents using their diaries where a table sees a comparison with their target grade.

Year 12 sit ALPS tests in the autumn term. The Head of Sixth Form meets with each student and their parents to discuss the information and set agreed targets.

Every half term, staff are asked to complete a tracker whereby attainment is entered onto a central tracker together with an indication of whether this is on line with expectations and if not, what intervention is taking place. Heads of Faculty are expected to monitor trackers and ensure that subject interventions are taking place. Deputy Head is responsible for monitoring progress across subjects and to identify underachieving pupils.

Where underachieving pupils are identified, the following procedure is in place:

1. Subject Teacher to put in place interventions to support the student. These interventions are to be recorded on the trackers in the shared area so that we have evidence. Parents and subject leaders are to be informed (subject leaders to support).

2. If Stage 1 is not successful, the matter should be passed on to the Head of Faculty. A formal plan to support is to be put in place involving Head of Faculty, class teacher, subject leader, pupil and parents. Again, please record any interventions on the tracker.

3. If Stage 2 is not successful, the matter should be referred BY THE HEAD OF FACULTY, to Deputy Head who will discuss next steps with the Head of Faculty and parents.

Concluding comments

In Early Years Foundation Stage, individual target are set with parents in accordance with the Early Learning Goals.

Preparatory school attainment descriptors are given each term for Years 1 to 6 in all subjects; individual pupils are tracked accordingly.

KS3 levels (GCSE numbers) are set for Years 7, 8 and 9 each year and are recorded in each subject development policy, in line with the School Improvement Plan.

GCSE Target grades are set for Y10 and Y11 and recorded in each subject, in line with the School Improvement Plan. Pupils identified as achieving below grade C are targeted for extra support.

A copy of each GCSE mock examination and internal end of year exam paper should be passed to the Assistant Head for reference purposes.

All of this information is stored on Brom com and individual excel sheets and is then available for pastoral care meetings, etc..