

## Curriculum, Teaching and Learning Policy

### Key Aims of the Curriculum and Co-curriculum, and of Teaching and Learning

- Our collaborative approach aims to promote and develop best practice for improving the quality of teaching and learning in our school.
- The curriculum at each stage of the education at the school aims to promote effective learning across a broad range of academic subjects.
- This is supplemented by learning experiences beyond the classroom for pupils of all needs and abilities, including those who are more able, those with special educational needs and/or disabilities (SEND) and those for whom English is an additional language (EAL).

### Appendices to this Policy cover:

- A – Strategies for and Guidance on Effective Teaching & Learning
- B – Feedback & Marking
- C – Homework
- D – Differentiation
- E – Assessment, Recording & Reporting

The school has a separate policy for remote teaching and learning.

### Availability

This policy is available to parents, staff and pupils: via the school website, within the Parent Policies Folder in the reception area, and on request, a copy may be obtained from the school office.

### Monitoring and Review:

This policy is subject to monitoring, audit and, when required, appropriate change by the Principal, who reviews it annually.

Signed:

Amy Cavilla  
Principal  
September 2025

## Curriculum Overview

Fundamental to the ethos of Radnor House Twickenham is our aim to provide the best education we can for all our pupils. Our collaborative approach aims to promote and develop best practice for improving the quality of teaching and learning in our school.

During their time in the school, pupils will acquire knowledge, skills and understanding in a wide range of key areas:

- aesthetic and creative, including art, drama, and music;
- human and social, including business, economics, geography, history, ethics and philosophy;
- politics and religious studies;
- linguistic, including English, French, Spanish and Latin;
- mathematical;
- physical, which is supported by an extensive co-curricular programme in this area;
- scientific, including general science in Year 7 with discrete biology, chemistry and physics thereafter
- technological, including art and design, and ICT.

We aim to develop through the curriculum and wider educational programmes an enthusiasm and love for learning, intellectual curiosity, resilience and creativity, as well as encouraging wellbeing, personal growth and development. By the time they leave the school, pupils will be equipped to deal with the challenges of further and higher education and the demands and responsibilities in their wider adult lives.

We aim to teach children how to grow into positive, resilient people who can work and co-operate with others while developing knowledge and skills in order to make the most of their talents. Above all, we believe in creating a purposeful and engaging environment for learning.

The teaching is committed to inspiring, motivating and enriching the learning opportunities for its pupils within both the curriculum and co-curriculum. Teaching styles are adapted to meet the varying needs of our pupils. Our schemes of work, providing the details of our curriculum for each stage of learning and for each subject taught, are designed to bring the curriculum to life.

Our school curriculum is underpinned by the school's core values of courage, excellence, perseverance and respect, alongside the other aspirations set out in our ethos and aims. In particular:

- we respect each pupil;
- we treat pupils with fairness and honesty;
- we provide equal opportunities for pupils of all needs and abilities;
- we value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own;
- through the curriculum and co-curriculum, we nurture the spiritual, moral, social and cultural development of each pupil as well as their intellectual and physical growth.

## Curriculum Stages

The curriculum is organised into four distinct stages:

The Middle School: Years 7 to 9:

English, mathematics, science, biology, chemistry, physics, French, Spanish, Latin, geography, history religious studies, ICT, art and design, music, drama, PHSEE, Konnections, physical education and games.

The Upper School: Years 10 and 11: GCSE subjects:

English language and literature; double or triple award science; mathematics; and four optional subjects, together with games (physical education afternoon).

The Sixth Form: Lower Sixth and Upper Sixth: three A Levels is the standard number. This may go up to a

maximum of four A Levels in special cases such as pupils taking Further Mathematics. All pupils also have 'Reflections' and a games afternoon.

The curriculum includes not only the formal requirements of an enriched National Curriculum but also a wide range of co-curricular activities in order to enrich the experience of pupils.

### **Key Responsibilities**

The Principal is responsible for monitoring the implementation the school curriculum and overseeing the work of the Deputy Head (Academic) and the Director of Education and Innovation, who in turn oversee the work of Heads of Department.

The Deputy Head (Academic) and the Director of Education and Innovation ensure that all classes are taught the requirements of the courses and ensure that lessons have appropriate learning objectives.

The Deputy Head (Academic) and the Director of Education and Innovation determine, support, monitor and review the school policies and practices on teaching and learning, which support the whole-school policy on Curriculum, Teaching and Learning.

Heads of Department monitor the way their subject/s is/are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. They provide strategic lead and direction; support and offer advice to colleagues; monitor pupil progress in specific subject area or activities; provide efficient resource management; and oversee subject- and/or faculty-level data collection and tracking.

### **Co-Curricular Activities**

The school has an extensive programme of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all pupils.

The programme of activities is designed to ensure that pupils of all needs and abilities, including those with SEND, have access to a wide range of co-curricular opportunities.

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the staff and pupils, while some will also involve the input and expertise of external specialists.

### **Teaching and Learning in the Classroom**

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- cater for the needs of individual pupils;
- personalise learning;
- enable pupils to understand their community and help them feel valued as part of our community – 'all different, all equal, all belong';
- help pupils grow into reliable, independent and positive citizens;
- enable achievement and provide challenge appropriate to the ability, interests and needs of each pupil.

Teachers ensure that clear and appropriate learning objectives are embedded in lesson delivery and that

pupils are working towards learning outcomes that will further their knowledge and understanding.

Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual pupils identified and met.

### **Learning Beyond the Classroom: Educational Visits and Off-site Activities**

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom and the school offers a series of educational excursions that deepen the pupils' understanding of the world around them, extending pupils' knowledge of past and present.

Residential trips are part of the programme on offer, and our experience is that pupils forge strong bonds of friendship during these trips and their respect for one another grows as a result of sharing the experiences.

### **Standards of Attainment and Progress**

The school carries out benchmarked data analysis regularly throughout each year and uses the data provided to find out how well pupils are achieving, compared with pupils of similar abilities in similar schools.

We analyse the data to help answer the following questions:

- do pupils perform better in some subjects than others?
- are there significant differences between boys' and girls' performances?
- how well are the more able pupils doing, and do enough pupils achieve the higher levels?
- how well are pupils with Special Educational Needs and Disability doing, and are they achieving at or above expected progress?
- can we identify any groups of pupils who may be underperforming?
- can we compare expectations and estimates with final results?

In turn, this analysis enables the school to identify ways in which the progress of individual pupils may be promoted further; and areas where we can implement overall improvements to the strategies for teaching and learning.

### **Catering for All Needs and Abilities**

For further details of SEND provision and care at the school, please see Radnor House Twickenham's Learning Differences Policy, which sets out in detail the school's SEND, Academic Enrichment and English as an Additional Language policies.

Pupils with Special Educational Needs and/or Disabilities (SEND):

Our curriculum is designed to provide access and opportunity for all children. If we think it necessary to adapt the curriculum to meet the needs of individual children, we do so only after parents have been consulted.

If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, a teacher, parent and/or pupil may identify this to the Head of Learning Support, who makes an assessment in consultation with the classroom teacher.

In most instances, the teacher will be able to provide resources and educational opportunities that meet the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. We always provide additional resources and support for children with learning difficulties and/or disabilities as appropriate. This includes providing detailed information via the SEND list that is accessible to all teachers.

Pupils with an EHCP:

Should a pupil be in receipt of a statement or EHCP, the school will endeavour to provide them with an education that meets their needs as specified by their plan. However, it may be the case that some pupils in possession of an EHCP cannot be accommodated at the school because their needs are beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

Academic Enrichment:

The majority of provision for high attaining pupils takes place in the classroom and is done in an inclusive manner whereby all pupils may benefit from particularly challenging and stretching material. High attaining pupils are catered for as individuals by teachers who know them well and who have strong subject expertise.

Pupils in Year 10 and the Sixth Form have the opportunity to undertake the Higher Project Qualification and the Extended Project Qualification, respectively. This is an additional qualification accredited by AQA where pupils plan, research and develop a project on a topic of their choice. The project is internally and externally moderated and then graded by AQA. These projects benefit pupils by allowing them to develop their independence as learners and foster genuine intellectual curiosity.

All pupils are invited to attend subject level talks and events, both in and outside school, that allow them to explore ideas and concepts beyond the curriculum. These events mostly involve guest speakers and educational trips which are open to all relevant pupils.

English as an Additional Language (EAL):

We are committed to providing pupils with the necessary support and teaching who require English as an Additional Language. To this end, there is a policy in place and established practices implemented by the school, which includes a clear EAL list with detailed information on each child that is available to all teachers.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

The school is a non-denominational school where pupils of all faiths and belief systems, and none, are encouraged to strive for academic excellence and a spirit of open and shared enquiry, while developing their individual potential and qualities of character so they can make a positive contribution to the world.

While SMSC is integral to all aspects of our curriculum, PSHE education and religious studies also make a strong contribution. Pupils are led towards distinguishing right from wrong, respecting the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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

Further details are included in the Safeguarding Policy and the Online Safety Policy.

### **Political Education**

Political issues are introduced in a number of courses and are presented in a balanced manner. The school does not allow the promotion of partisan political views in the teaching of any subject. We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils, always with a balanced presentation of opposing views.

Visiting speakers are vetted in accordance with the school's Safeguarding Policy and Visiting Speakers Policy.

### **Personal, Social, Health and Economic Education (PSHEE) and Citizenship**

The school is committed to providing a comprehensive programme of PSHEE for all its pupils that is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Principal and is specifically overseen by the Deputy Head Pastoral and the Head of Reflections.

Pupils explore and express their emotions and consider a variety of coping strategies that they can employ. This time promotes an awareness of the emotions of others and how our behaviour affects them. Our structured activity sessions are specifically tailored to the needs of the various groups, from working with a child who is developing coping strategies to facilitating turn-taking and initiation.

We help pupils achieve more by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. We plan our, personal, social, health and economic education and citizenship through assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

We provide positive experiences through planned and coherent opportunities in the curriculum, co-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and co-curricular programme, and their participation in these opportunities.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans that enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

### **Learning and Pastoral Care**

The Pastoral and Careers Teams provide advice to children and their parents about the progress of pupils in their studies, decisions about subject choices for GCSE and A Level and higher education courses and careers.

Pupils are supported both academically and pastorally in their preparation for formal examinations at various stages of their education. They receive specific support in study skills that includes guidance on revision techniques, making notes, examination techniques and the management of stress.

Pupils are encouraged to learn about their own academic strengths and weaknesses and effective ways of approaching learning, so that they themselves become able to identify and deploy suitable methods across different tasks.

### **Careers Guidance**

We provide opportunities for pupils to understand the world of work and the promotion of their economic wellbeing in all year groups.

There are talks with professionals from various fields as well as visits to places of employment. Through visiting speakers, pupils receive motivational and inspirational guidance that will help them in their current and future endeavours.

Specific careers events are held at the school, including Evening events for Year 9, 11 and the Sixth Form and a Careers Day for Year 11, giving them access to general careers information as well as the opportunity to hear a range of speakers. Year 10 undergo a set of careers tests (Morrisby) to help prepare them for A Level choices and beyond, while Year 11 participate in a week of work experience.

Pupils receive interview training at the appropriate stage. Drama also assists in developing pupils' confidence and public speaking abilities. LAMDA is an optional activity which further develops these skills.

These are a few of the ways in which pupils are prepared for the future beyond Radnor House Twickenham. We refer in our planning to *Careers Guidance and Access for Education and Training Providers – statutory guidance for governing bodies, school leaders and school staff* (DfE: October 2018).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

Careers guidance is overseen by two members of staff who jointly share responsibility for the careers provision across the whole school, alongside the Director of Sixth Form, who has detailed knowledge of the university application process (UCAS) and other options available to school leavers.

### **Special Circumstances where the National Curriculum can be Modified**

The DfE recognises that in some cases, the full National Curriculum may not be the most appropriate route to maximising pupils' learning and achievement.

In accordance with the law, Radnor House Twickenham has the right to respond to individual needs by modifying the curriculum programmes. Decisions will be made after discussion with parents. This will:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area; and
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

### **Religious Studies**

Religious studies is taught in the curriculum and is a discrete subject in Years 7-9 called 'Religion, Philosophy and Ethics' (RPE); it is an optional subject in Years 10 and 11. Sixth formers can choose to study Philosophy A Level which covers many RS elements.

### **Relationships and Sex Education**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

At Radnor House Twickenham, we understand the importance of educating pupils about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives. Following the guidelines set out in the DfE document: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, September 2021, the school is committed to delivering the specified topics to each pupil in their relevant key stages.

For further information about the relationships and sex education curriculum, please refer to the school's Relationships and Sex Education Policy, which outlines the specific content of the education within these areas. In line with the DfE, the school defines the RSE programme as: 'Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.'

### **PE and Games**

All pupils are expected to take part in the school's physical education and games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

## **Communication with Parents**

We believe that parents have a fundamental role to play in helping pupils to learn. We do all that we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies;
- information being accessible to parents concerning each subject their child studies through Microsoft Teams, available for each of their classes;
- uploading curriculum policies and overviews to the school website;
- uploading Key Stage 4 and Key Stage 5 subject information to the school website;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework; we suggest support for older pupils with their projects and investigative work;
- posting information regarding controlled assessments on the parent and public pages of the school website;
- being available - we have an open door policy.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school, staff and learning in general; and
- fulfil the requirements set out in the homework agreement.

## **Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Tutor or the subject teacher, if appropriate. If the issue is not resolved, parents should contact the Head of Department or Head of Year. The school has a Complaints Procedure in place, which is on the website or available from the school.

## **Legal Status**

This is a Statutory Policy which complies with Part 1, Quality of Education Provided (curriculum) paragraph 2.(1)(a)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations September 2018.

## Appendix A: Strategies for and Guidance on Effective Teaching and Learning

In our school, the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of schemes of work, as well as appropriate feedback and assessment. It also includes support and intervention strategies.

In assessing the quality of the teaching in our school, we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves;
- setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress; and
- managing instances of poor or disruptive behaviour quickly and effectively.

We acknowledge that people learn in many different ways and respond best to different types of input, for example visual, auditory and kinaesthetic. We must therefore deliver teaching in different ways to address the needs of all our learners.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, in which they enjoy learning, and know that they will succeed because they know the challenge will have been set at the right level. All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with these principles.

We offer opportunities for pupils to learn in different ways' including:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest; and
- debates, role-plays and oral presentations.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and feedback are an integral part of the teaching and learning process. Informal formative assessment takes place continuously in the classroom and comprises:

- well understood learning objectives which are shared with the pupils;
- plenaries being used as assessment opportunities;
- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils;
- individual target setting; and
- pupils understanding how well they are doing and how they can improve.

When teaching, we focus on motivating pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use individual subject curriculum policies and plans to guide our teaching. This sets out the aims, objectives and values of the subject and details what is to be taught throughout each key stage.

We base our teaching on our knowledge of pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of our pupils, and we strive to ensure that all tasks set are appropriate to each pupil's level of ability.

When planning work for pupils with special educational needs, we give due regard to information and targets contained in the SEND list and, in the case of pupils with EHC plans, in their Individual Educational Plan (IEP). Teachers modify teaching and learning as appropriate for pupils with special educational needs and disabilities.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work at school should be of the highest possible standard.

We set academic targets for pupils in each academic year and, as and when appropriate, we share these targets with pupils and their parents through the reporting system. Reporting takes place at least every half term and Form Tutors review the reports with pupils after each round of reporting. We review the progress of each pupil at the end of each term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess pupils' work. We evaluate lessons so that we can modify and improve our teaching in the future.

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the Class Code of Conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

We aim to provide a learning environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal access and inclusion; and
- provides a professional working atmosphere.

We ensure that all tasks and activities that pupils perform are safe. When we plan to take pupils out of school, we follow a clear set of procedures to ensure safety. Appropriate risk assessments are completed. Parents are informed and their permission obtained before the visit takes place. Volunteers and other adult helpers are deployed as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups.

Our school is an attractive learning environment and we aim to maximise the numbers of pupils that have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by pupils.

We use lesson observations by colleagues and teacher self-evaluation which takes account of:

- how well challenging tasks are matched to pupils' learning needs and successfully engage all pupils in their learning;
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning;
- pupils' attitudes to learning, behaviour and relationships in the classroom;
- the promotion of pupils' spiritual, moral, social and cultural development;
- direct observation, which is supplemented by a range of other evidence to enable us to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include Senior Leadership Team observations of all teachers and line management observations of all teachers; the reports from these observations are collated by the HR Department, and used to structure individual and group professional development by the Deputy Head (Teaching & Strategic Development);
- discussions with pupils about the work they have done and their experience of teaching and learning over longer periods;
- discussions of teaching and learning with staff;
- the views of pupils, parents, staff and placing authorities, where appropriate, including through our regular surveys of pupils, parents and staff;
- the school's own evaluations of the quality of teaching and its impact on learning;
- regular pupil work scrutiny, organised and collated by the Deputy Head (Teaching & Strategic Development); and
- regular departmental reviews, carried out by the Deputy Head (Teaching & Strategic Development), and the Deputy Head Academic, alongside the respective Head of Department.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all. For further details, please refer to the Continuing Professional Development (CPD) Policy.

Members of staff ensure that the learning outcomes required to achieve the goals in the foregoing paragraphs are included in the teaching that reflects the curriculum. Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual pupils identified and met.

### **Auditing our Curriculum, Teaching and Learning**

We ask ourselves the following questions when auditing our current performance:

- how well are we doing?
- how do we compare with similar schools?
- what more should we aim to achieve?
- what must we do to make it happen?

## Appendix B: Feedback & Marking Policy

Providing feedback is a key form of Assessment for Learning (AfL), giving staff a clearer understanding of pupils' progress, and enabling a response that moves each child forward in their learning. The purpose of providing feedback is to show the pupils that teachers care about the work they complete and to enable pupils to make progress over time.

Marking should be regular and thorough, with feedback on work provided in a timely fashion. Feedback is a key way we help children to make progress. Individual subjects develop and implement their own particular marking practices as appropriate; however, all marking should meet the following criteria:

- marked work should be returned in a timely fashion, so that it is still fresh in the minds of pupils and improvements can be made in response to feedback;
- the effort and time spent on written work by pupils should be acknowledged, and feedback provided should be **appropriate** and **effective**;
- pupils should regularly be receiving in-depth detailed feedback on lengthier pieces of individual work;
- for shorter or less significant pieces of work produced by the pupils, for example drafted work, planning for oral work, visual work, short Q & A, etc., a brief comment may be given; notes or transcribed written work does not need to be acknowledged, but should be checked for accuracy;
- targets should be regularly set that provide pupils with the opportunity to put improvements and/or new techniques into practice in relation to previous learning objectives and topics of study; time should regularly be set aside in lessons and/or homework for the pupil to act on these targets;
- when marking books, teachers should look back on past targets and acknowledge where targets have been met; books should demonstrate pupil progress, and teacher-pupil dialogue is important to this.
- where a conversation takes place about the work between pupil and teacher, this can be indicated in the book by the teacher or the pupil;
- where appropriate, teachers should correct errors in spelling and/or grammar, but this should not overpower the pupil's work, so the teacher may decide to focus on a few key errors;
- teachers may wish to use peer and/or self-assessment in class to provide prompt feedback for pupils; when such work is then marked, the teacher should check pupil comments and corrections, amending if necessary; teachers are encouraged to utilise a variety of feedback techniques;
- the use of merits, stampers and stickers can provide positive reinforcement, encouragement and motivation for pupils; individual departments may also develop other methods of recognising success and/or effort;
- teachers should only write GCSE or A Level grades on a pupil's work when that work has been supervised in exam-like conditions and both the level of difficulty and marking criteria match that of the exam board; all care should be taken to ensure that any GCSE or A Level grades given by teachers reflect likely outcomes for their pupils.

Feedback and marking should be used by teachers to inform their planning and to inform reporting. With this in mind, a balance of summative and formative assessment techniques should be used: e.g., for some work, teachers may wish to provide comment-only marking, with an emphasis on practising techniques and raising pupil confidence; for other work, examination criteria may be used. As well as applying grades/levels to attainment, teachers may wish to use effort levels on pupil work.

All marks and grades given must be understood by pupils. Pupils should be aware of target levels/grades, and of level/grade criteria. Each department should explain their marking and grading system and this can be most easily done by issuing an explanatory sheet to be placed in books or files.

The levels/grades attained in termly assessments should be recorded in the departmental markbook. This is overseen and maintained by the Head of Department. The baseline data (Yellis for Year 7-9; ALIS for Year 10-11; and ALIS for the Sixth Form) must be included in the departmental markbook as soon as this information is made available by the Deputy Head (Academic).

## **Appendix C: Homework Policy**

Homework is an essential part of pupils' learning and it is used by teachers to reinforce and extend the work done in class. It is a key factor in teachers' ability to measure pupils' knowledge and understanding, and it is a vital aspect of encouraging self-motivation and independent study in pupils. Homework is not a standalone task designed to fulfil a stated amount of time for the sake of keeping pupils busy.

### **Purpose**

The purpose of homework is to:

- support the aims of the school in helping to raise pupil achievement and attainment;
- encourage pupils to develop the confidence and self-discipline to work on their own, which is an essential skill for adult life;
- consolidate and reinforce school learning, skills and understanding;
- prepare pupils for future lessons;
- allow pupils to explore their learning further, through additional research or reading;
- enable pupils to devote time to particular demands such as GCSE coursework or project work;
- support the home/school relationship.

Homework is marked by staff in accordance with the marking policy in Appendix B above.

### **Setting of Homework**

Homework is carefully planned by teachers to support the delivery of the school curriculum. As such, a medium-term scheme of work is created for each subject from Year 7 to Year 11, which also outlines the sort of homework assignments to be set. Sixth Form work requires a longer-term strategy which is discussed with pupils by teachers.

Homework is set by teachers through Microsoft Teams from Year 7 to Year 11, while Microsoft Teams is utilised as a resource platform in the Sixth Form and may also be used for homework purposes at the teacher's discretion.

Following the completion of their homework, pupils should engage with an educational activity for at least twenty minutes per night, such as reading a book, playing an instrument, watching a documentary, etc. Parents are advised on the maximum time a pupil should be spending on homework each evening.

### **Structure of Homework**

A homework timetable is created and distributed at the beginning of the school year, outlining the subjects in which pupils have homework and on which nights it should be done. Homework is designed to be done on the night that it is set. It is important that pupils do this, so that a 'backlog' of homework does not develop.

Homework is recorded in pupils' planners during the lesson and/or made available through Microsoft Teams which provides an additional support for homework.

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

We offer a homework club in the library after school each day to provide a positive and productive environment for pupils who need to stay at school to complete their homework in school.

### **Non-Completion of Homework**

In exceptional circumstances, where homework could not be completed, parents should write a note or an email to the subject teacher, who will arrange a new deadline.

Pupils who miss lessons unexpectedly must see the subject teacher as soon as they return in order to catch up on homework. Pupils who miss lessons for anticipated reasons, for example an authorised absence from school, should see the subject teacher before the absence to collect homework.

In instances where homework is not completed and/or handed in at the correct time, and where no parental note is received, teachers issue the pupil with a 'misconduct' and provide a new deadline for the work, a process that is monitored by Form Tutors. Sanctions are applied where necessary in line with the Behaviour Policy.

Additionally, parents are advised on the following strategies for private study:

- to try to help their child to organise their time to their best advantage, so that homework is not left to the last minute or even forgotten, it is often best to give children a short period to unwind after the school day before they start their homework;
- to aim to provide suitable quiet working conditions at home;
- to give help, if required, but not to complete the work for their child;
- to regulate the amount of time a child spends on a piece of work, and not to let them get upset about a piece of work that he or she is finding difficult; parents should use their judgement as to when to intervene and say that it is time to stop working on a piece of homework; a corresponding note should be put in the pupil's planner;
- to inform subject teachers, or the Form tutor, as soon as they are aware of a problem with their child's homework.

Parents are asked to take an active interest in their child's work at home rather than just insisting that it is done. This sustained, active interest can make a huge difference to the quality of work produced, the pupil's attitude towards homework, and eventually their achievements in public examinations. A guidance document is provided to parents to provide support and direction.

### **Teacher Responsibilities**

Teachers must ensure that adequate time is given for pupils to record homework details; if this is left to the very end of the lesson, insufficient time often leads to inadequate details of what is required being written in pupil planners.

Teachers should provide an overview of what type of homework can be expect during each term.

Teachers should create homework that meets the needs of the class and for the effective delivery of the curriculum. It should be stretching and challenging for pupils and reflect the understanding and progress made by each class.

Teachers should set homework tasks that are differentiated and are appropriate to the needs of individuals, providing guidance on timing, appropriate to the task.

### **Pupil Responsibilities**

Pupils should record accurately the homework details and note the date the work is due to be handed in.

Pupils should do their best with each piece of work. If some of the homework is too difficult, they should ask for help – from teachers or parents or a fellow pupil – with sufficient time to then complete the homework.

## Appendix D: Notes on Differentiation

Differentiation takes place in all lessons in order to ensure that each and every one of our pupils is able to access the curriculum to their full potential and to feel confident in their success as a learner. Effective differentiation helps pupils to realise excellence through perseverance, two of the core values at the heart of the school's ethos. For this reason, our ultimate aim is that differentiation should be personalised, such that each child is able to work to secure maximum learning and engagement. Our differentiation policy and procedures take into consideration the implications of the Special Educational Needs and Disability Code of Practice: 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities, as well as recognising the importance of stretching and challenging the most able.

Differentiation takes five distinct forms:

- By task – where pupils of differing abilities and/or learning styles are given tailored activities to enable them to achieve the learning objective to the best of their abilities;
- By outcome – where all pupils are given the same, open-ended tasks to complete, allowing for pupil response at different levels; this can be demonstrated through the use of 'All, Most, Some' structure for learning outcomes, within an all-encompassing objective; this should not be relied on regularly as the sole means of differentiation, however, since it can inhibit the attainment of pupils at the lower-performing end of the class;
- By support – where more support is given to some pupils than others; it should not be assumed that more support will necessarily be given to one particular pupil demographic, since it will vary by task;
- By choice – where more than one method or strategy may be deployed in order to achieve the same learning outcome, pupils are allowed to select the style/method that will work for them, and that they enjoy; this is most effectively used when accompanied by pupil metacognitive reflection upon how each child learns best;
- By resource – where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable dependent upon literacy, speed of working, need for stretch and challenge, etc.

A curriculum that is differentiated for every pupil will:

- build on past achievements;
- present challenges to allow for more achievements;
- provide opportunities for success; remove barriers to participation.

Pupils learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all pupils in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that any one pupil will be at the same level in all parts of a programme of study.

All classes require an element of differentiation if the pupils are to meet all the learning outcomes. The following is a guide to how we attempt to achieve this, and to make tasks accessible to the whole range of pupils within a class.

### Differences in Learning Styles

Teachers should be aware that while learning styles are not fixed, and should not be seen as a restriction on pupils' ability to learn in different ways, nonetheless pupils have 'habitual' or 'preferred' learning styles (Sternberg, 1997: 134). The differences in learning styles are often linked with personality and emotional factors. Teachers should be aware of this wealth of individual differences within their teaching groups and maintain a flexible approach to teaching methods. A wide range of audio, kinaesthetic and visual resources is encouraged in order to create a greater variety within each lesson.

## **Special Educational Needs and Disabilities (SEND)**

To differentiate effectively, teachers must recognise the differences in learners and create learning opportunities for all these pupils. This requires activities in which pupils can learn at different rates, to different levels and employ a range of strategies.

There are obvious ways in which the curriculum requires differentiation for some individuals. Pupils with visual impairment will require enlarged texts in addition to the presentation of the lesson through a variety of media. Hearing impaired pupils will need to sit in the best possible position to make use of residual hearing and see the teacher in order to lip-read. Precise advice on this should be obtained from the SEND list, and further information can be obtained from the Head of Learning Support if required.

Differentiation can be tackled from several standpoints, for example by presenting and setting tasks at various levels of complexity. It can also be addressed by the way in which the children are expected to carry out tasks, the groupings, resources, and mechanisms for feedback by teachers and children.

### **Higher Attaining Pupils**

Higher attaining pupils, if not fully stretched, can become bored and disengaged. This can be addressed, in part, through a diverse and rigorous curriculum and supplemented with challenging homework tasks. Within lessons, pupils should always be given opportunities to be stretched further. This will generally be through tasks that encourage and facilitate higher-order thinking.

### **Learning Environment**

The aim is to create a learning environment which encourages children to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe environment. It should be:

- encouraging independence, tolerating and promoting child initiative;
- accepting, encouraging acceptance of others' ideas and opinions before evaluating them;
- complex, including a rich variety of resources, media, ideas, methods and tasks.

### **Process Modification**

The aim is to promote creativity and higher-level cognitive skills, and to encourage productive use and management of the knowledge the children have mastered. This can be facilitated by encouraging:

- higher levels of thinking: setting tasks involving logical problems, critical thinking and problem solving;
- open-endedness: encouraging risk-taking and the response that is right for the pupil by stressing there is no one right answer;
- group interaction: with highly able and motivated pupils sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives);
- variable pacing: allowing pupils to move through lower order thinking more rapidly but allowing more time for children to respond fully on higher order thinking tasks;
- variety of learning processes: accommodating different pupils' 'learning styles';
- debriefing: encouraging pupils to be aware of and able to articulate their reasoning or conclusion to a problem or question;
- freedom of choice: involving pupils in evaluation of choices of topics, methods, products and environments;
- grouping strategies: facilitating pupils to work with 'like minds', in some situations, or deliberately using 'mixed-ability' grouping where interaction and differentiated roles may benefit all participants.

## **Language Considerations**

It can be misleading to assume that the language used by a teacher will be understood by all the class. Some pupils have very weak linguistic abilities with both receptive and expressive language problems. They may miscomprehend simple commands and appear to be lazy or stubborn, when in reality they just do not understand the instructions. Bearing this in mind, the teacher needs to differentiate the language used, keeping it simple, again highlighting key words, and ask pupils to repeat the instructions of a given task in their own words.

## **Good Teaching Practices**

Teachers should get to know the pupils well, becoming aware of any factors which may affect their learning, for example minor hearing problems. Moving around the class will let pupils feel they have had the teacher's individual attention. An ethos should be established whereby a contribution from pupils is valued, with all achievements being celebrated and pupils being encouraged to become involved and to take risks with the articulation of ideas and suggestions.

Constructive feedback should be given to pupils orally and in the marking of their work. Records of assessment, which indicate what each pupil has already achieved and their individual levels of understanding, should also be kept.

## **Useful Strategies to Use in the Classroom Readiness / Ability**

Varying the level of questioning, and consequent thinking skills, is a useful strategy for accommodating differences in ability or readiness.

Adjusting Questions: during large group discussion activities, teachers direct the higher-level questions to pupils who can handle them and adjust questions accordingly for pupils with greater needs. All pupils are answering important questions that require them to think but the questions are targeted towards the pupil's ability or readiness level.

## **Summary**

Even within 'similar' groupings there will be a wide range of learning styles, and the lesson structures require breaking down into various sub-tasks which are multi-sensory and clearly defined. Teachers need to know what the learning outcomes are and assess whether these have been reached.

## Appendix E: Assessment, Recording & Reporting at Radnor House Twickenham

At Radnor House Twickenham, we use a combination of informal assessment for learning which takes place on a frequent basis, and more formalised summative assessments of learning. This is done across all subjects to gauge pupil progress and support our tracking. We adjust our teaching in relation to pupil attainment, and use assessment data alongside homework, classwork and teacher judgement to inform regular reporting.

Our approach is underpinned by the following key principles about what assessment should do:

- inform the planning and delivery of lessons;
- be used as the basis for academic and/or pastoral intervention where appropriate;
- be accompanied by regular formative feedback, both written and spoken, so that pupils clearly understand how to improve;
- inform reporting so that parents can support their child and work alongside the school to enable their achievement;
- be used to inform differentiation.

Pupils should be encouraged to celebrate their own success and to see mistakes as something 'not yet' learned, rather than comparing themselves with others.

The Academic and Pastoral teams and/or Principal will review reporting data to gauge the efficacy of learning and teaching within the school and to ensure individual needs are being catered for.

To fulfil these principles, teachers will:

- record accurate assessment data at regular intervals appropriate to the Key Stage in a department pupil tracking document;
- involve pupils in the assessment process as part of taking responsibility for their own learning, for example in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- use the results of assessment to set work which challenges and stretches pupils;
- carry out effective planning for teaching and learning to recognise the full range of achievements of all pupils by focusing on how pupils learn;
- recognise assessment as central to effective classroom practice and regard it as a key professional skill for teachers;
- adopt sensitive and constructive practices in recognition that assessment can have an emotional impact;
- take account of the importance of learner motivation;
- promote a commitment to learning goals and a shared understanding of the criteria by which pupils will be assessed;
- provide constructive guidance for pupils about how to improve;
- develop the pupils' capacity for self-assessment and the recognition of their next steps and how to take them.

### Summative Assessment

Summative assessments are undertaken throughout the year to help evaluate learning at the end of a unit of work or period of time. This information is then used by teachers to help inform future teaching and learning and by pupils to help inform them of their strengths and weaknesses.

Year 7 to 9 – End of unit, half-termly or termly tests are used in all subjects, as appropriate. Summer examination sessions take place in the final half term of the year, with time after the examinations to review progress made.

Years 10 and 11 – Regular assessments which comply with the GCSE or iGCSE examination board specifications for each subject being studied are taken. Year 10 pupils sit summer examinations in the final half term of the year. Year 11 pupils sit GCSE mocks in January and their GCSE and iGCSE examinations in May and June.

Sixth Form – Regular assessments are taken in the curriculum areas being studied. Formal November assessments are carried out in all subjects in both the Lower Sixth and Upper Sixth. Further formal assessments take place in February for both year groups. For the Upper Sixth, these are their A Level mock examinations. The Lower Sixth then take a full suite of summer examinations in the final half term of the year. A Level examinations for the Upper Sixth take place in May and June as specified by the specific syllabus of the examination board being used.

### **Baseline Assessment**

Pupils sit baseline computer adaptive assessments in September or October, which provide data on their innate ability across a range of skills. This data is then distributed internally to teachers to help inform teaching and learning, reporting and interventions.

New pupils in Years 7 to 9 sit the Midyis tests (Middle Years Information System), which assess mathematics, vocabulary, non-verbal and skills.

Year 10 sit the Yellis tests (Year 11 Information System), which assess mathematics, vocabulary, and patterns skills. The test provides indicators of likely outcomes at GCSE, which are used internally to inform teaching and learning, reporting and interventions.

Lower Sixth pupils sit the Alis tests (Advanced Level Information System), which assess vocabulary, maths and non-verbal skills. The test provides indicators of future A Level grades and is also used to help inform teaching and learning.

Alis, Yells and Midyis are nationally standardised tests that allow the school to understand the strengths and weaknesses of its pupils in a national context and can aid in setting internal academic targets.

### **Reporting**

Reporting is used to help drive pupil progress and plays a vital part in communicating with parents. The reporting system gives an accurate indication of a pupil's attitude to learning in class and with their homework, and their attainment at different stages of their development. Attainment is an indication of a pupil's standard of work in a particular subject as measured against pre-defined criteria, for example mastery statements and examination board specifications.

Parents receive a full written report once per year and are invited to attend an academic parents' evening twice per year. These events take place online via MS Teams and provide important opportunities for communicating information with parents regarding their child's progress to date in each subject.

### **Recording and Tracking Data**

Reporting data is recorded centrally by the Deputy Head (Academic) and all relevant information is shared with the Principal, Head, SLT, Heads of Year, Heads of Department, teaching staff and parents as appropriate. Class teachers keep records of assessments and homework and liaise with Form Tutors and Heads of Year regarding standards of homework as necessary. Pupils record their report grades in the pupil planners when they are published and set appropriate targets based on these grades.

### **Responsibilities**

#### **Class Teachers:**

- annual written reports;
- attitude to learning and attainment reports;
- feedback at parents' evenings;
- ensuring all internal examinations and tests are of a level appropriate to the schemes of work;

- analysing results and discussing any individual performances that give cause for concern;
- marking papers and ensuring quality feedback to pupils on their performance;
- recording appropriate assessment data in departmental pupil tracking documents for each Key Stage they teach.

**Deputy Head (Academic):**

- management of assessment and reporting activities;
- ongoing monitoring of assessment and reporting activities to the Senior Leadership Team;
- consultation with Heads of Department and teachers in order that they have the information/data required to monitor successfully their subject and that the result of subject monitoring is shared effectively with stakeholders;
- facilitating the exploitation of assessment data within the school.

**Principal:**

- awareness of the assessment and reporting activities taking place within the school;
- receiving reports regarding pupil progress from teaching staff;
- confirming agreement of targets for the school following discussion between the Principal, Head and relevant SLT members.