



WETHERBY  
PREPARATORY SCHOOL



the **Gold Standard** in education

**Wetherby Preparatory School**  
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# Curriculum and Assessment Policy

<b>Policy reviewed by:</b>	Richard Lock and Gayle Marshall
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<b>Reviewer's signature:</b>	
<b>Headmaster's signature:</b>	

**Circulation:** This policy is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with the boys.

**Please note:** 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

## **Aims**

Wetherby Preparatory School's curriculum aims to provide the following:

- Full-time education which is appropriately supervised for all children from Year 3
- Experience of linguistic, mathematical, scientific, technological, human, physical, aesthetic and creative education
- Appropriate subject matter for the age and aptitudes of the pupils including those with a statement of Special Educational Needs (where appropriate) and in fulfilment of the statement requirements
- Acquisition of skills in oracy, literacy and numeracy
- Personal, social, health and citizenship education
- The opportunity to learn and make progress
- Preparation for the academic and social expectations of life at senior school
- Preparation for the opportunities, responsibilities and experiences of adult life
- Promotion of social, moral, spiritual and cultural development

## **Curriculum Overview**

The Curriculum is delivered through discrete subjects and cross-curricular topic areas where relevant.

Learning takes place in a stimulating, challenging and supportive environment where we use a variety of learning experiences to develop learning opportunities to the full.

Long term, medium and short term plans are written by each department for each year group and are monitored by the Head of Department, Director of Studies and Assistant Head Teaching and Learning.

All Heads of Department and subject co-ordinators are responsible for developing their subject area(s) in liaison with the Senior Management Team and fulfilling both the statutory requirements and the School's aims.

Class teachers ensure that the relevant appropriate curriculum is delivered and that the aims are achieved for all in their care. Year group staff use a collaborative approach to planning to ensure quality and consistency in provision for all boys.

It is important that this policy is not considered in isolation but as a brief overview and rationale to the curriculum of the school and all individual subject or cross-curricular policies that expand in further detail our current procedures.

## Curriculum Map

**S** = Set by ability

Subject	3	4	5	6	7	8
<b>Art</b>	1 hour					
<b>Clubs</b>	1.5 hours					
<b>Drama</b>	30 minutes					
<b>English</b>	4.5 hours	4 hours	4 hours <b>S</b>			
<b>French</b>	1 hour	1.5 hours	1.5 hours	2 hours		
<b>Games</b>	5 hours					
<b>Geography</b>	1 hour			1.5 hours		
<b>History</b>	1 hour			1.5 hours		
<b>ICT</b>	1 hour					
<b>Latin</b>				1.5 hours	2 hours	
<b>Maths</b>	4.5 hours	4.5 hours <b>S</b>		4 hours <b>S</b>		
<b>Music</b>	1 hour			30 minutes		
<b>PSHE</b>	30 minutes					
<b>Reading</b>	1 hour	30 mins	30 mins			
<b>Reasoning</b>	30 minutes	1 hour				
<b>RS</b>	1 hour					
<b>Science</b>	2 hours			3 hours		
<b>Swimming</b>	30 minutes					

## Careers Guidance

Year 8 follow a Post Common Entrance programme which involves speakers from the parent and wider community to learn about different careers and opportunities, responsibilities and experiences of adult life. During the Post-CE programme, boys also have the opportunity to go to work with their father or mother for a day.

## Enrichment

The provision of academic enrichment opportunities is encouraged in all subjects. This may take the form of visiting speakers, project work and / or trips. All enrichment is recorded in the Enrichment Grid, with all departments being expected to provide some form of enrichment in both the Lower School and Upper School each academic year.

## Assessment

*“Assessment for Learning is any assessment for which the first priority ... is to serve the purpose of promoting pupils’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability or of ranking or of certifying competence.”*

*Paul Black 2002*

Assessment is formative, diagnostic, summative and evaluative:

- **Formative** assessment refers to any process by which boys are made aware of how they can make progress.
- **Diagnostic** assessment is a teacher’s method of identifying particular needs and providing the support required. (Centred around differentiation)
- **Summative** assessment involves measuring what has been learned in formal assessment.
- **Evaluative** assessment involves reporting on the overall progress made.

## Assessment OF and FOR Learning

Assessment of Learning is used to make judgements about attainment.

Assessment for Learning is the process of seeking and interpreting evidence for use by boys and their teachers to decide where the boys are in their learning, where they need to go and how best to get there

Assessment of Learning finds out what the boys know whereas Assessment for Learning finds out what the boys know and then plans the boys’ next steps.

## Aims

The aims are to:

- Recognise and take account of the variety of prior learning experiences, learning styles and multiple intelligences of all boys.
- Enable boys and teachers to identify achievements and plan for future progress.
- Assist with continuity and progression from Year 2 to Year 3 (and from Year 3 to Year 4), throughout the school and to senior school.
- To keep and use accurate records of pupil attainment which are used to inform all teachers of pupil strengths and sustained progress.

## Whole Year Assessment Plan

	Autumn Term	Spring Term	Summer Term
<b>Pupil attitudes to self and school (PASS)</b>	<b>GL Assessment Pass Survey</b> is completed in September to monitor how a pupils' attitude is to school. Intervention strategies are put into place in order to address any issues which may arise.	Assessment is repeated (up to four times a year) to assess the impact of intervention strategies.	
<b>Standardised Assessments (Potential)</b>	<b>CATS</b> tests for English Maths and Non-Verbal Reasoning completed within the first full week of term for year groups.		
<b>Standardised Assessment (Progress)</b>	Progress in Maths and English tests New Group Reading New Group Spelling		New Group Reading New Group Spelling
<b>Target Setting</b>	<b>Targets</b> set for all subjects. These targets should be set with the boys and should be SMART – <b>s</b> pecific, <b>m</b> easurable, <b>a</b> chievable, <b>r</b> ealistic and <b>t</b> ime related. These should be recorded either in the boys' Homework Diaries or exercise books and a separate record kept by subject teachers.		
<b>Marking</b>	Formative and summative assessment should be made on a regular basis with teachers keeping detailed records of scores/grades that the boys receive for assignments/short tests/homework pieces etc.		
<b>Parents' Evenings</b>	Years 3 to 8	Years 3, 5, 6, 7 & 8	Year 4
<b>Examinations</b>	Assessment week for Years 3 to 5 – during the second half of term.	13+ CE mock exams Year 7 Exams based on CE	Summer examinations for Years 3-7 13+ CE exams sent to boys chosen schools (Year 8)

<b>External Assessments</b>	Senior School entry tests at 11+, 12+ and 13+ for certain boys	Senior School entry tests at 11+, 12+ and 13+ for certain boys	Senior School entry tests at 11+, 12+ and 13+ for certain boys
<b>Written Report</b>			End of Year report

## Summative Assessments

These depend on the nature of the task, the subject and the criteria set.

Each piece of work completed, where possible and/or appropriate must receive a grade/percentage/score.

As a guide, the following grades and percentages may be used to establish a consistent system within Wetherby Preparatory School.

*There are exceptions and different subjects obviously require different grading approaches.*

<b>Common Entrance Grading</b>	
<i>For use primarily in the Upper School when discussing/assessing CE papers.</i>	
<b>A</b>	80 – 100
<b>B</b>	60 – 79
<b>C</b>	45 – 59
<b>D</b>	Under 44

All assessment processes must be useful in the sense that they should have a positive impact on boys' learning and the teacher's teaching.

It should encourage achievement beyond the National and Common Entrance Curricula, where 'non-academic' achievement is also seen as an integral part of the continuum of the individual boy's achievement.

## APPENDIX

### Guidelines and Additional Information for Teaching Staff

#### ASSESSMENT FOR LEARNING

Assessment for learning is ongoing and integral to the teaching and learning process. It should provide feedback on learning and involve the boys in self evaluation, setting goals and being responsible for their own learning.

*AfL requires children to have a clear understanding of what they are trying to learn (learning objectives), how they can recognise achievement (learning outcomes), what 'good' looks like (success criteria) and why they are learning this in the first place (i.e. the big picture, sometimes linked to personal curricular targets).*

**Learning objectives** in lessons are important because they help secure progress towards the medium-term and longer-term objectives. They support planning and help focus the teaching on what children need to learn. They help children see the point of individual lessons or sequences of lessons.

**Learning outcomes** are important because they focus on the boy's achievement and help teachers design lessons that enable boys to do well. As important as clear learning objectives are, it is the clarity of learning outcomes that most helps children make good progress over a sequence of work.

**Success criteria** are the refinement of the learning outcomes. They provide the detail needed to help boys understand how to evaluate the quality of their work and improve it.

There are nine main features of Assessment for Learning:

#### 1. CONDITIONS of LEARNING

This involves creating an ethos and environment in which pupils can enjoy learning and reflect, improve and grow in confidence which is fundamental to learning.

Boys should always be encouraged to take pride in their work and adhere to the presentation examples below. Teachers should aim to show the boys what 'good' looks like.

An example of what is found in a boys book is found on the next page.

## Presentation of work at Wetherby Preparatory School

Monday 6<sup>th</sup> September 2021

Title

Subheading

1. Point 1

2. Point 2

It is very important that your exercise book is presented in a neat and tidy way. The way you set out your book work should always be the same and it should not be difficult for me to read your handwriting.

- Date – on the right hand side of the page on the top line and underlined with a ruler.
- Leave one line after the date.
- Title – in the middle of the page and it must also be underlined with a ruler.
- Leave one line after the title.
- Always start writing next to the red margin on the left.
- When answering questions make sure you put the number inside the red margin.
- For extended writing, leave an indent or miss a line to show a new paragraph; this indicates a change in subject, place, action, time or speaker.
- Diagrams should be drawn neatly with a pencil and ruler.
- Graphs should be drawn neatly with a pencil and ruler. Label the x and y axes appropriately.

**Untidy work = redo!**

## 2. DESIGNING OPPORTUNITIES FOR LEARNING

This emphasises the importance of a clear focus on learning objectives and planning and sharing them with the boys and parents. It involves planning the key focus points for the learning and teaching and involving the boys by making them aware of, and part of, the creation of agreed **success criteria**. It is about ensuring that the context is designed to enable the learning objective to be fulfilled and being confident to adapt the planning and teaching at any time if the learning objective, based on the assessment during the lesson, is not being fulfilled.

### 3. FEEDBACK ON LEARNING

The most effective feedback is **oral and immediate**. It informs boys of their strengths and weaknesses and provides strategies for improvement. It should be in the form of comments, be positive, be prompt and regular and encourage boys to think for themselves how improvements may be made.

### 4. DAY TO DAY ASSESSMENT STRATEGIES

Day to day assessment is an essential aspect of effective teaching. It involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps. During the lesson teachers should be listening to, observing and engaging with the boys to be assessed. Strategies such as questioning, observing and discussion with boys can be used. To make full and effective use of assessment strategies, pupils regularly need to be involved in the process – assessment in partnership.

### 5. MARKING

Marking essentially has two functions: to provide an assessment record and to provide feedback to the boy.

Points to consider include:

- Can the boys read your comments?
- Do you allow time for the boys to read your comments?
- Are your comments written with the same level of care and attention to detail you expect from your boys?

Your marking should:

- Provide clear feedback to boys about strengths and weaknesses;
- Recognise, encourage and reward a boy's effort and progress;
- Help parents understand the strengths and weaknesses in their sons' work;
- Provide a good record of boys' progress;
- Focus teachers on the areas of learning where groups and individual boys need specific help.

Teachers should consider whether:

- Comments are to form the basis of a discussion between teacher and pupil;
  - Comments are to inform future work;
- and/or
- Comments are to correct or improve an existing piece of work;
  - Follow-up time has been built into lessons for pupils to reflect on marking and respond to it.

### 6. USING CURRICULAR TARGETS

Curricular targets are based on learning objectives. They are informed and identified by analysis of boys' work, discussions with pupils, teacher assessments and test performance.

They identify whole school priorities and areas for improvement which are included in the School Development and Improvement Plan and linked to Performance Management. Curricular targets are translated into year group targets based on age related expectations; they steer improvements, guide teaching and set the focus for future assessments.

## **7. FORMATIVE USE OF SUMMATIVE DATA**

An assessment activity can help learning if it provides information to be used as feedback by teachers and pupils in assessing themselves and each other, to modify learning and teaching activities in which they are engaged, such as:

- Helping boys structure their own revision through self and peer assessment;
- Encouraging boys to set questions for each other;
- Enabling boys to develop their own mark schemes to help their understanding of what counts as a high quality outcome.

## **8. USING ICT TO SUPPORT LEARNING**

As of September 2020 all pupils were issued with a Surface Go personal computer. This was be used both in school and at home for completion of learning tasks. Boys will have the full suite of Microsoft Office applications available to them to aid their learning

All teachers will set-up a Microsoft Team for their class and boys will have access to all online resources used by the school.

All homework will be posted on Teams as of September 2021 with resources made available for all pupils. There will be no physical homework diary for this academic year.

Where possible, teachers will utilise OneNote as a digital exercise book for their class with feedback and resources being created and shared digitally. OneNote resources have the benefit of having more interactivity and allow for transferable skills of working digitally across all areas of the curriculum.

This strategy forms part of the school commitment to reducing paper usage and wastage of paper resources as well as providing modern and interactive teaching resources for all boys.

Most textbooks will be made available online (via Dynamic Learning) as well as exam papers for pupils working towards CE.

Digital platforms available to teachers include:

- Century Tech;
- Mathletics;
- GL Assessment – Complete Digital Solution;
- Atom Learning.

## **9. INVOLVING PARENTS**

Parents are their son's first and enduring educators and know and understand their son better than anyone else. It is important to see parents as co-educators and encourage a two

way flow of information between home and school in which parents contributions are valued. It involves parents sharing information with teachers about their son's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for the boys that will capture their interests and extend their experiences. Equally, this sharing of information will provide support to parents, helping them to build on this learning at home. The following aspects of communicating with parents are delivered:

- Provide curricular information to parents through the produced booklet and planned evenings;
- Parent meetings;
- Interviews between teachers and parents.

### **Vocabulary for Writing Learning Outcomes**

It is important to find the right words when writing learning outcomes. The following list of words and terms is provided as an aid in the familiarisation process.

#### **Activities giving evidence of knowing may be described in terms of:**

Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, be aware of, extract, organise, recount, write, recognise, measure, underline, repeat, relate, know, match.

#### **Activities giving evidence of comprehension may be described in terms of:**

Interpret, translate, estimate, justify, comprehend, convert, clarify, defend, distinguish, explain, extend, generalise, exemplify, give examples of, infer, paraphrase, predict, rewrite, summarise, discuss, perform, report, present, restate, identify, illustrate, indicate, find, select, understand, represent, name, formulate, judge, contrast, translate, classify, express, compare.

#### **Activities giving evidence of knowledge / understanding may be described in terms of:**

Apply, solve, construct, demonstrate, change, compute, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, use, give examples, exemplify, draw (up), select, explain how, find, choose, assess, practice, operate, illustrate, verify.

#### **Activities giving evidence of analysis may be described in terms of:**

Recognise, distinguish between, evaluate, analyse, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, subdivide, compare, contrast, justify, resolve, devote, examine, conclude, criticise, question, diagnose, identify, categorise, point out, elucidate.

Increasing demand



Draw	State	Record	Recognise	Identify
Sort	Describe	Select	Present	Locate information from text
Decide	Discuss	Define	Classify	Explain how
Devise	Calculate	Interpret	Construct	Clarify
Plan	Predict	Conclude	Solve	Determine the key points from...
Formulate	Explain why	Use the pattern to...	Reorganise	Explain the differences between...
Link/make connections between...	Use the idea of... to...	Use a model of... to...	Provide evidence for	Evaluate the evidence for