



Elstree School

Including the Pre-Prep Department and Early Years Foundation
Stage

Curriculum Policy

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I. Mission Statement

We encourage all the children to make their best effort to reach a level they thought they could not reach. We hope they will achieve this through the honesty of their endeavor, the dedication and skill of the caring staff, the inspiring environment for learning and the excellence of the facilities. Their talents will be underpinned by fostering an understanding that communities thrive and flourish through respect, courtesy, honesty, loyalty and fairness. Our wish is for them all to seek to serve their community.

The aim of the school is to discover, and then develop to the full, the natural ability that each child possesses, be it intellectual, cultural, athletic or social, thereby preparing them for their time at their next School and, of course, for later life.

It is our statutory duty to provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996 and the Education Independent School Standards Regulations 2014, as well as section 94 of the Education Skills Act 2008 and EYFS Framework 2021), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The pupils acquire speaking, listening, numeracy and literacy skills.

It is our belief that this aim will best be achieved if children are living, working and playing in an environment which is caring, energetic, well-ordered and guided by Christian principles. The curriculum, games, activities and general routine are arranged with this in view.

We encourage every child to take maximum advantage from caring staff, a beautiful setting and fine facilities. We hope every child will learn to communicate with confidence, both socially and publicly; we wish every child to be exposed to high standards of courtesy, honesty, loyalty and fairness.

Elstree comprises two sites within the same campus: the Prep and the Pre-Prep (including the EYFS). Whilst they are to some extent distinct and separate, every effort is made to create a whole school feel with both groups of children equally represented and nurtured. Further information on this can be found towards the end of this document in the section on the Pre-Prep.

This policy document aims to reflect current best practice at Elstree. It should be regarded as a working document, which is reviewed annually to take account of changes or improvements to our working practices. The school has a wide range of academic ability in each year group and, whilst we assess pupils who wish to join Elstree from Year 3 upwards, we remain, in principle, a non-selective school. One of the school's great strengths is to nurture and develop the talents of all our pupils regardless of their academic ability.

As a school and a teaching body, we have identified two key features that we wish to promulgate and for the pupils to understand; (a) 'that targeted effort and love of learning is king' and (b) 'that the development of the whole child is paramount'.

Our aim is to show pupils' progression from the Nursery to Year 8 across all areas of the curriculum and their extra-curricular activities and to demonstrate not only a breadth and depth of knowledge but also the acquisition of some important key skills.

This policy works in conjunction with our Pre-Prep Staff Handbook, Pre-Prep Parent Handbook and our Learning and Teaching Policy. Our curriculum does not discriminate against pupils contrary to the Equality Act, on the basis of protected characteristics which may include age, gender, disability, SEN, gender reassignment, pregnancy, maternity, linguistic background, religion and belief, sex or sexual orientation.

2. Introduction

The School is further divided into Academic Departments; each Department is responsible for its own curriculum and policy documents which include reference to the Pre-Prep where this is appropriate. These documents can be found in each Department's Handbook. The Head of the Pre-Prep will call upon Heads of Department for subject specific information and documentation. The members of each department are expected to read the document annually and to be aware of any amendments.

The Head of Department is also responsible for the monitoring of the delivery of his/her subject; this can be done both formally and informally although Heads of Department are encouraged to visit lessons in all sections of the school where this is possible to encourage and pass on good practice. In this context, the Head of Department will also pass on information to colleagues relating to relevant INSET opportunities where this may form an important element of an individual's professional development.

Where there are several members of staff teaching a particular subject, it is the responsibility of the Heads of Department to see that regular meetings take place and that information is disseminated. Minutes of Departmental Meetings are to be kept and made available for the Director of Learning and Teaching.

The Head of Department will submit a statement of budgetary requirements annually as part of their development plan, as requested by the Headmaster and/or Bursar.

The Head of Department is normally responsible for the organisation of curriculum based trips, where appropriate, in conjunction with the Educational Trips Coordinator. Please see the Educational Trips policy.

3. The Curriculum

The Year Structure

Elstree is a Preparatory and Pre-Preparatory School providing education for children between the ages of 3 and 13.

Elstree School	NC Year	Key Stage	Pupils' Age
Nursery (P-P)	Nursery	EYFS	3-4*
Reception (P-P)	Reception	EYFS	4 – 5
Year 1 (P-P)	1	1	5 – 6
Year 2 (P-P)	2	1	6 – 7
Year 3	3	2	7 – 8
Year 4	4	2	8 – 9
Year 5	5	2	9 – 10
Year 6	6	2	10 – 11
Year 7	7	3	11 – 12
Year 8	8	3	12 - 13

*Pupils can join Nursery the term that they turn three.

Within Nursery and Reception, The Early Years Foundation Stage (EYFS) Statutory Framework is followed, and the children explore the seven areas of learning (Personal, Social and Emotional Development – PSED, Communication and Language, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design). For more information on the Early Years Curriculum, please refer to Elstree Pre-Prep Parents Handbook, section 8. In KS1 – KS3, the National Curriculum forms the basis on our teaching. In addition to this, we teach the children about the world around them and cover concepts that are relevant to Common Entrance examinations, entrance examinations and Scholarships, where appropriate.

Within the Pre-Prep there is one form for Nursery and Reception, and two-form entry for Year 1 and Year 2. The children are not set, but may be grouped within lessons to help to differentiate their learning. Where year groups are split into two classes, the whole year group may come together for some of their lessons. We feel there is a fine balance between too few in a class and too many.

In the Prep School, there are two forms in Year 3 and two forms in Year 4 that run in parallel. No streaming according to ability takes place in Year 3. Year 4 pupils are placed in sets for Maths. In Year 5, there are three parallel forms which are mixed ability in literacy and English language skills. Year 5 pupils are also set in Maths. In Year 6, there are two mixed ability forms. The whole year group is set in Maths. The two mixed ability forms are set in, English, French, Science and Latin. As the pupils move up the school, their position within forms is monitored and reviewed by the Deputy Head (Academic). Pupils may move across streams in either direction to suit their own educational needs and, as they near the top of the school, to meet the entrance requirements of their chosen Senior School. In Year 7 & 8, the pupils are set in Maths, French and Latin. There are two Common Entrance forms, which are created to be mixed ability along social lines where it is felt that pupils benefit from a breadth of discussion and interest and a greater understanding of a 'good' standard of written work. Learning difficulties are also taken into account when pupils are placed in the final two years at Elstree.

The top academic streams and sets in Years 7 & 8 study a special two-year scholarship syllabus that provides the pupils with the best chance of succeeding in academic scholarship examinations.

Class sizes are small, typically on average 14. The size of our lowest sets and our scholarship classes will usually be of a smaller size to give pupils additional support at either end of the academic spectrum.

New pupils are placed in the form and stream that is most likely to meet their educational needs, based on the information available to us through Pre-Entry tests (typically Progress in English and Maths tests) and the reports from the Heads of the pupil's previous school. We review their placement early in the term of their arrival following class work, class assessments and new pupil screening.

4. Equal Opportunities

The school is committed to the principle of equal opportunities. Where pupils do not study the same subjects this is because it would not be in their best educational interest to do so.

All pupils will study both French (from Nursery in the EYFS) and most will study Latin (from Year 6). Occasionally, an overseas pupil or a pupil with a learning difficulty or disability will not learn Latin or French and instead receive lessons from Learning Development/EAL staff. Wherever possible, a child's academic needs are met within the normal timetabled curriculum. However, some pupils benefit from receiving extra individual tuition. This may mean that they miss a timetabled lesson. The Head of Learning Development tries to ensure that a pupil does not miss lessons in examinable subjects but is also sensitive to the strengths of individual pupils. Children with individual paid music

or LAMDA lessons may also miss lessons on a rotation basis. Work missed during these missed lessons should be caught up in their free time or at a time suggested by the teacher (for example: Rest, after supper or at home) and should be checked for completeness and quality by the teacher concerned.

PSHE is taught reflecting the aims and ethos of the school and encourages pupils to respect other people in line with the protected characteristics of the Equality Act 2010. Our objective is that a pupil leaving Elstree at the end of Year 8 should be a well-rounded individual, equipped to meet the challenges of the next stage of life. We aim to produce a person who is confident, self-directed, an active contributor and a positive citizen in British society.

In delivering our PSHE curriculum, we are aiming to address every child matters and see the delivery of PSHE as part of our safeguarding aims.

- Be healthy
- Stay safe
- E safety/ keeping their information safe
- Understand Relationships (Relationships and Sexuality Education)
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing (careers advice)
- Explore Feelings
- Make responsible decisions
- Self-management
- To understand life in British society

Please refer to the EDI Policy for further information.

5. Daily Routine

The routine for the Junior (Y3&4), Middle (Y5&6) and Senior (Y7&8) in the Prep school is as follows:

Monday to Friday before lunch		Saturday before lunch	
7.00	Rising Bell	8.15	Registration
7.30	Breakfast	8.45	Church/Lecture
8.00	1st Break	9.30	2 nd Break
8.00	Staff Briefing	10.00	Lesson 1/Prep 1
8.15	Registration	10.30	Lesson 2/Prep 2
8.25	Lesson 1 starts	11.00	Short Break
9.25	Lesson 1 finishes	11.20	Lesson 3/Prep 3
9.30	Lesson 2 starts	11.55	Lesson 4/Prep 4
10.30	Lesson 2 finishes	12.30	Lunch for Away
10.30	2 nd Break	12.30	Break for Home
11.00	Lesson 3 starts		
12.00	Lesson 3 finishes		
12.05	Lesson 4 starts	1.00	Lunch for Home
1.05	Lesson 4 finishes		teams or Y7&8
1.10	Senior Lunch (Y5-8)		
Monday to Friday after lunch (not Wed)		Wednesday/Saturday afternoon	
1.30	Junior Games starts	1.30	Rest starts
	2.00 Rest ends		
1.45	Rest	2.15	Games starts
2.15	End of Rest	2.30	Matches start

2.30	Junior Games finish	3.30	Matches/Games finish
2.30	Senior/Middle Games start	3.45	Change/Match Tea
2.35	Junior Lesson 5a starts	4.00	Day Pupils Home
3.05	Junior Lesson 5b starts		
3.30	Senior/Middle Games ends		
3.50	Junior Lesson 6 finishes (Buns)		
3.40	Senior/Middle/Junior Buns and break		
4.00	Junior Activities Starts (Y3-5)		
4.00	Senior Prep/Middle Lessons starts		
4.55	Junior Activities finish		
5:00	Senior Activities/ Lessons Start (Y6-8)		
5.00	Junior Pupils go home (Y 3-4)		
5.00	Late Club		
5.55	Senior Prep finishes		
5.55	Day Pupils Home		
6.00	Boarders' Supper		

On a Wednesday afternoon, Year 3 do not have Games/Matches. They have lessons from 1.30 – 2.30, a break from 2.35 – 2.45, and more lessons from 2.45 – 3.50pm. Year 3 & 4 do not have School on Saturdays.

The Pre-Prep day has more flexibility. The following outline is used as a basis:

8.15 – 8.30	Arrive
8.30	Bell/Registration
8.40	Lessons (celebration assembly on a Friday)
10.10-10.30	Break
10.30-11.45	Lessons
11.50-12.30	Lunch
12.30-1.20	Break
1.20	Registration/Lessons
3.00	Assembly (Monday for Reception, Tuesday and Wednesday for Y1+2)
3.30	End of School Day or after school clubs

6. Lesson Allocation

The following is a breakdown of the lessons allocated to Years 3-8. This allocation is revised and altered each academic year according to staffing and movement within the school of personnel. Pre-Prep is more flexible in its approach to lesson timings as they do not have the same restraints on the timetable, however a suggested summary is provided.

Lesson Allocation (includes Prep (30 mins); each lesson 30 minutes although most lessons in the timetable are doubles)

	Y8 Schols	Y8	Y7	Y6	Y5	Y4	Y3
English	7	9	7	8	9	10	10.5**
Maths	7	7	7	8	9	10	10.5**
Science	7	7	7	5	5	4	4
French	5	5	5	5	5	3	2
Latin	5	5	4	4	0	0	0
Geography	3	3	3	3	3	2	2
History	3	3	3	3	3	2	2
TPR***	3	3	3	3	3	2	2
ART	2*	2*	2*	2	2	2	2

DT	2*	2*	2*	2	2	2	2
ICT	1	1	1	1	1	1	1
Music	2*	2*	2*	2	2	2	2
PE	2	2	2	2	2	2	2
PSHE	1	1	1	1	1	1	1
Form Tutor	1	1	1	1	1	1	1
Spanish	0	0	1	1	1	0	0
VR/NVR				1	1		
Drama				1	1	1	1
	49	49	49	51	49	45	45

* Year 7&8 pupils do 2 of these 3 subjects.

** Year 3 have a spare lesson to catch up missed curriculum time.

*** TPR is Theology, Philosophy and Religion.

Pre-Prep:

	Y2	Y1	Rec**	Nursery****
English	12	12	10	
Maths	11	10	5	
Science	2	2*	1***	
French	1	1	1	1
Geography/History	2	2*	1***	
RS	1.5	2		
ART	2	2	2***	
ICT	1.5	2		
Music	2	2	2	2
PE	4	4	3	3
PSHE	1	1	1	
Drama***	1	1	1	1
	41	39	27	

*Year 1 have 2 x Topic sessions a week – these include Science, History and Geography.

**Reception have some focused lessons throughout the week (as shown above on the table). In addition, they have a number of child-initiated slots, covering a range of areas of learning.

*** Reception have 'Topic' each week with various sessions covering Science, History, Geography, ICT skills (Understanding the World) as well as Art (Expressive Art and Design)

**** The children in Nursery do different sessions. There are some focussed activities each week in Nursery (as shown above on the timetable). Otherwise, activities are altered each week to respond to the children's needs, interests and their next steps.

7. Good Teaching Practice

The school encourages and expects high standards of teaching and educational practice. INSET days are provided regularly for staff to reflect on and build their skills, ideas and philosophies of teaching. The staff appraisal and career development programme and the induction procedure for new staff are designed to maximise standards and provide teachers with the highest levels of satisfaction.

Department reviews are led by the Deputy Head (Academic) on a rotational basis with feedback shared with both the SLT and Governors.

At Elstree, good teaching practice includes the following:

Support for individual learning development

All staff are expected to provide regular opportunities for individual teacher-pupil contact both inside and outside the classroom. Opportunities in the classroom could include marking work individually, circulating and talking to pupils individually while they are working on tasks; individual oral or language work; pupils feeling able to approach the teacher individually during or after a lesson. Opportunities outside the classroom may include break times, lunch, rest, games sessions, half-holidays, evening clubs and time in the Boarding House.

Support for collaborative learning

The needs vary according to the subject, but collaborative learning should play some part in all subjects. Group work can also be competitive to achieve high standards - the competition can be between groups rather than between individuals. Group work, like all pupil study, requires specific aims, goals and guidance. For it to be effective, good class discipline is essential. Lower attaining children must not be allowed to lose out or become over-dependent on the help of others. However, involvement in a successful team effort can raise the sense of achievement and the confidence of weaker pupils. Teachers should group children carefully, according to pupils' knowledge, skills, personalities and attitudes to each other. All staff are encouraged to consider well planned seating plans, although there is likely to be more fluid seating within the Pre-Prep.

The use of diverse teaching techniques and supporting active learning

Teaching must always be such that the pupils see themselves as active participants in the learning process, rather than an audience. A feeling of involvement in the learning and ownership of the material used are essential parts of this perception. Teachers must be aware of, but not bound by, the various learning styles of children; detailed information is available to all teachers through the Learning Development Department. The more media and techniques through which a topic is taught, the more likely it is that all the children will learn it. Allowing time for independent learning is essential in the preparation of the pupils for Senior School.

Efficient preparation and properly structured lessons

- Common Entrance and Scholarship documents and the National Curriculum programmes of study, each department has a Scheme of Work established in their Departmental Documentation. This document provides information on what each class will cover in a year. It provides an overview of lessons and preps in the subject, showing what is being taught. The Director of Learning and Teaching, and Head of Pre-Prep for the lower part of the school, review these schemes of work on a termly basis, working with Heads of Department. These documents are very much seen as 'working documents'.
- Brief lessons plans for individual lessons should also be produced and made available for inspections and lesson observations. Teachers may either plan in their Teacher Planners having them on their desks or online in their departmental documents. They should detail the activities for each lesson. This also provides a record of what has been covered.
- Lesson structures vary according to the age and ability of the children, the nature of the topic and the time available. A well-structured lesson is likely to include:
 - The identification of a learning point is clear in lessons. Sometimes this may be introduced through an enquiry approach and therefore does not need writing on the board.
 - An introductory activity or starter to the lesson where basic concepts are introduced or the previous lesson is briefly consolidated. Asking big questions/thunks to support an enquiry approach to learning is encouraged.
 - A guided session delivering the content of the lesson, where the pupils actively develop their knowledge and skills.

- Or an opportunity for independent study on a given task and
- Conclusion or plenary session of reinforcement and/or revision.

Appropriate and creative use of resources

- Worksheets enable flexibility and the development of a curriculum suited to a class's particular needs. They can be particularly useful for preps. When used in conjunction with information sheets or a textbook they are a valuable aid to learning. They should not, however, hinder a pupil's ability to write in paragraphs or essays. Worksheets should be designed to develop and reinforce learning of ideas, skills and knowledge. They need to be varyingly presented, visually stimulating, user-friendly, and accurate, written in good clear English, relevant, up-to-date and related to pupils' age and ability level. There are considerable dangers of overuse of worksheets in lessons, particularly if one is not aware of the activities of a class elsewhere in the day.
- Textbooks reinforce learning and can be more visually stimulating than worksheets. Their use will vary between subjects.
- Videos, DVDs, internet material and downloads can be a valuable aid to learning, particularly for those pupils who respond primarily to visual material. However, these are an effective resource only if used with discretion and in small doses. The use of a video or DVD should be preceded by a clear introduction that places the video in its learning context and lead to a time for questions and discussion.
- Other resources. Many of the above points also apply to other resources. Possibilities include: interactive white-board, computers, mp3 recordings of readings, objects and artefacts, the library, practical equipment, the School grounds and other internet resources held on an approved 'white-site' list. All resources should be of good quality, relevant and well-presented. Educational Trips are an important educational resource for many subjects and should be organised in conjunction with the curriculum by the relevant teacher and the Educational Trips Coordinator. They should have a specific purpose, be carefully planned and be followed up in class.
- Our digital strategy allows pupils to be creative in their learning with Microsoft Surfaces used by individual pupils in Years 6-8. The ICT room and iPads can be booked out for all other year groups. We use digital resources to enhance the learning experience and outcomes where appropriate.
- Within the Pre-Prep, practical resources are used to aid teaching whenever possible.

Staff should refer to the Educational Trips Policy for more information.

Setting high standards, respecting diverse talents and encouraging effective use of time

- An effective classroom administrative system that is commonly understood and consistently maintained by the teacher is required. It requires the setting of challenging but realistic tasks; the use of positive incentives, in the use of Stars and Distinctions in the Prep School or stickers and individual rewards in the Pre-Prep; thorough explanation of and preparation for tasks; a building of planning and time-management skills; and the prevention of peer-group pressure deterring a pupil's effort.
- Teaching methods should allow learners to understand what they are trying to achieve, to access the criteria upon which work is being assessed, to have a stake in the planning of their learning, and to apply new skills, understanding and knowledge. Teaching should accentuate the positive progress made, motivating learning and providing opportunities for learners to reflect on their progress. Feedback should be sensitive and constructive, encouraging learners to seek improvements in their work. Goals must be specific, measurable, achievable, realistic and timed (SMART), and inform planning for immediate or subsequent implementation. Staff are encouraged to use Growth Mindset techniques to ensure pupils are not just outcome driven.
- Each pupil should be encouraged to fulfil their potential. Opportunities must be sought to allow all pupils to achieve. The focus of feedback to each pupil should be positive encouragement. The teacher- pupil relationship should show respect for the pupil's individuality and intelligence, and show differentiation in relation to task, outcome and speed of working.

The teacher should never be dismissive if a child has made an effort. Some respond to the pressures of time, others do not. Higher attaining pupils must be developed in their learning appropriately. They should be given the opportunities to collect additional information and develop both their skills and knowledge. Educational visits, personal folders and portfolios of work, and cross-curricular work can be beneficial. Staff should refer to the Able & Talented Policy.

- Teachers should communicate high but realistic expectations related to the ability and age of pupils. There should be a whole School approach to insisting on a high standard of classroom behaviour and manners. All staff should set high personal standards, for example in speech, punctuality and attitude. They must recognise their importance as role models. The use of other role models, e.g. living poets (perhaps as visitors) can be an important tool in encouraging high standards in academic attainment.
- Note on good writing: Good writing is dependent upon success in developing high level skills in grammar, punctuation, spelling and handwriting. All teachers should set and demand high standards in all of these areas, at the same time being sensitive to the needs and contributions of pupils with specific learning difficulties. Discussing pupils with the Learning Development Department is encouraged.
- Note on handwriting: Individuality in style is respected but all teachers should encourage and expect to see high standards of clarity, correct formation and a consistent size and orientation. Print writing is taught within the Pre-Prep and the children are encouraged to start joining when they are ready in Years 1 and 2.
- The intranet is a useful tool to support pupils' learning/revision and can provide an easy way to convey support materials for parents.

More information on how we monitor learning and teaching can be found in the Learning and Teaching Policy.

8. Effective Preparation of Pupils for Exams

Every teacher should provide specific guidance on revision and exam preparation. Form Tutors should provide back-up and support. We support our pupils further with a Years 7+8 Study Skills session in the Autumn Term and a Years 5+6 Study Skills session in the Summer term. This is led by our Director of Learning and Teaching. In many cases children can think they are working hard when what they need to be doing is working more efficiently. Pupils need:

- a) A list of appropriate topics and concepts to learn
- b) Well-organised notes and reference materials
- c) A plan/timetable - little and often is better than lots occasionally
- d) To distinguish between active and passive mental activity
- e) Guidance in making visual charts, using mnemonics, mind maps, flow diagrams or other suitable visual representations.
- f) Guidance in learning vocabulary actively - how to revise in pairs or groups
- g) Guidance on where best to revise and when best to revise.

Effective exam techniques can make the difference in grades in Common Entrance and in internal examinations. Sessions highlighting examination technique should take place at reasonable times in advance of exams. Independent learning is fostered, as well as providing the correct level of scaffolding for each pupil to reach their true potential. Particular guidance should be given concerning:

- a) Dividing exam time sensibly
- b) Accurate reading and understanding of instructions, questions and mark allocation
- c) Recognition of appropriate length and type of answer required and
- d) Allowing time for checking through at the end of the exam and how to do all of this.
- e) Target setting post exams and reflection time is encouraged by staff.

9. The Learning Environment

Classrooms should be kept in order, be tidy, vibrant and organised. Resources should be kept where they can be easily accessed. Pupils' work of all abilities should be celebrated where appropriate within the classroom environment. Displays should also include suitable visual stimuli appropriate to the subject/s taught within that room. Displays should be kept up to date and should be changed regularly, once a term is generally appropriate. Displays, where possible, should seek to elicit a cognitive response from the pupils as they observe it.

10. Code of Good Practice in the Classroom

Our aim is to spread good practice and thereby serve the academic community of pupils and teachers as a whole. Although there is room for flexibility of interpretation in some of the points, all colleagues should routinely proceed with this common agenda:

- Have a clearly defined lesson plan.
- Arrive punctually.
- Require pupils to enter the room in an orderly fashion.
- Require pupils to place all bags on the floor, tidily.
- Be aware of the reason for any pupil's absence from the lesson.
- Start the lesson decisively.
- Late-comers should be introduced to the lesson as soon as is appropriate.
- Set prep during the period, rather than when/after it ends, and ensure instructions have been recorded in the pupils' diaries.
- Teach up to - but not beyond - the end of the period.
- At the end of the lesson, pupils should ensure the classroom is tidy for the next lesson before being dismissed in an orderly fashion.
- Exercise books should be used wherever possible and in preference to loose sheets of paper.
- Where work is undertaken on photocopied sheets or is printed from a computer, these should be stuck into the exercise book or put into appropriate folders.
- Note the requirements of policies on presentation and marking later on in this document.
- All pupils should be able to access the curriculum and all pupils should make progress.

11. Prep

a) Aims and Rationale

Prep is an occasion when pupils are expected to work independently predominantly and resolve their own problems, showing what they have learnt. Prep is to be done in silence so that all have an opportunity to concentrate without disturbance and interruption. Prep should be set to promote good study habits and a positive work ethic. It should aim to:

- Reinforce, consolidate, or build on what has been learned,
- Prepare for a forthcoming lesson or topic,
- Practise a skill or digest a concept acquired in a lesson,
- Encourage independent learning.

As pupils progress up the school, more prep is expected of them. In general, quality matters more than quantity, but it is important that enough is set to occupy the time available. Preps may be open-ended in nature and differentiation should be applied, as standard. Prep must be set regularly and followed up. Departmental documentation (schemes of work/weekly planning) should include relevant and specific reference to prep.

In the Early Years, children are given story sacks to take home in Nursery to encourage literacy and mathematical conversations at home. In Reception, the children bring home sounds to revise at

home as well as reading books. Children in Years 1 and 2 also bring home reading books and a list of spellings to learn each week. They are also set consolidation games to play on their online Abacus accounts. Teachers will talk to parents on a 1:1 basis should there be specific areas that children would benefit from revisiting at home.

b) Prep Timetable

A prep timetable is produced at the beginning of each term by the Deputy Head (Academic) to help spread the subjects across the working week. The Prep Timetable has been incorporated into the Lesson Timetable so that the preps appear on both a pupil's and a teacher's daily timetable.

A Standardised Procedure for taking Prep

The following procedure should be adopted by all members of staff taking Prep. It is hoped that in doing so the pupils will understand exactly what is expected of them and that their Prep will, as a result, be of a better standard.

- Staff should arrive in good time and before Prep is due to start.
- Pupils should be in the appropriate Prep room before the start.
- All books, resources, pencil-case, Prep diary and a reading book should be on the desk by the beginning of Prep.
- Pupils should be settled and quiet at their desk at the start of prep.

In order for Preps to be a successful and valuable learning experience there must be:

- an atmosphere conducive to good learning
- an appropriate and adequate 30 minute task set
- adequate resources
- a clear understanding of the task set and of the minimum and maximum expectations
- thorough preparation by teacher and pupils

Pupils must be taught good learning skills appropriate to the task set. Learning preps should offer advice and resources on how to learn, usually involving both reading and writing. Reading preps should involve some aspect of report back. i.e., the pupils should be expected to write or to talk about what they have read in a subsequent lesson. Children must feel that teachers value their prep and will mark it and return it.

12. Opportunities outside the Academic Curriculum

Music, Drama and Debating at Elstree

At Elstree, pupils have the opportunity to learn a wide variety of musical instruments: strings, woodwind, brass, percussion, guitar, singing, theory of music, as well as piano. The number of peripatetic teachers varies from year to year as demand and availability vary. Individual lessons can start from Year 1. Class music is taught throughout the School as part of the main curriculum. There are three choirs and several ensembles, such as brass, string, Jazz Band and Orchestra. The department has its own computers and Music Technology is also available, as is the musical composition software, 'Sibelius'.

Individual music lessons can start in Year 1 on a case-by-case basis. Any child wanting to learn an instrument in Year 2 is offered the chance.

Performing opportunities are possible in regular musicals, plays, formal and informal concerts, morning assemblies and class music. Productions in recent years have been presented by Year 3&4, the Junior Play, Years 5&6, the Middle Play, and Years 7&8, the Senior Play and have included:

“Turning the Tables”, “Zeus on the Loose”, “Charlie and the Chocolate Factory”, “Fantastic Mr Fox”, “The Tale of Henry Sugar”, “Annie”, “Oliver”, “Carmen”, “Great Expectations”, “Treasure Island”, “My Fair Lady”, “Sweeney Todd”, “The Importance of Being Ernest”, “Joseph and his Amazing Technicolor Dreamcoat” and “HMS Pinafore”. Children in the Pre-Prep all take part in a Christmas Nativity Play as well as an end of year Coffee Concert.

There are regular concerts in the McMullen Hall. Informal concerts take place at lunchtimes (Y5-8) and in Junior Activities (Y3&4) and more formal concerts are scheduled for the evenings. Exceptionally able pupils in Music, Drama, DT and Art are entered for Scholarships to their chosen Public Schools.

Other aspects of the Curriculum in the normal School week:

1. Prep School assembly on Monday and Wednesday. Monday is usually led by the Headmaster. It may be split with a House assembly. Wednesday ‘assemblies’ are led by Form Tutors or our Lay Chaplain. Saturday is a church service.
2. Eight 30-minute prep periods per week in Years 7&8; Six in Year 6; Three in Year 5.
3. Evening Clubs every evening for boarders in the Autumn and Lent Terms.
4. A termly letter-writing prep at the start of term.
5. Private Study sessions in the evenings leading up to school examinations.
6. Regular plays with large companies of actors.
7. A daily programme of sport.
8. A wide range of enrichment and G&T opportunities during ‘Activities’ hours.
9. Pre-Prep assemblies on a Monday (Reception), Tuesday and Wednesday (Y1 and 2) and a celebration assembly on a Friday (for Rec-Y2).
10. A range of after school clubs for children in Reception – Year 2.

As a Prep School which has pupils up to Year 8, Elstree endeavours to start to lay the foundations of future career guidance by helping pupils come to have an understanding of their ability and interests. Careers guidance is presented in an impartial manner and helps encourage pupils to fulfil their potential. The Headmaster offers advice and guidance about future senior schools and talks are arranged detailing the process for choosing and applying to next schools by the Deputy Head (Academic). The enrichment programme helps to give breadth so that pupils can try new areas and explore different possibilities. In Years 5 to 8 this is complemented by a series of lectures and an enrichment programme when pupils have an opportunity to listen to invited speakers. There are also talks about moving on to senior schools and about safe social media use to pupils and parents. In the recent past they have heard a range of people to include explorers, skiers, extreme sportsmen, musicians and artists talk to them and answer questions. Within the Pre-Prep, parents are invited to come to talk to the children about their different jobs. In the leavers’ programme the pupils are exposed to visits from speakers of various jobs including law, medicine, technology etc. Heads of Department support pupils ‘love of the subject’ with links to future jobs as part of their teaching.

13. British Values

It is our aim at Elstree to provide opportunities for all children to demonstrate their abilities in a wide range of activities and prepare them in the senior part of the school not just to pass examinations but to want to serve their community. The Elstree Award through Years 6-8 builds up pupils’ skills to contribute to British society in a very positive and purposeful way; they learn life skills such as first aid, prepare food, undertake a camp and extended walk, undertake work for charity and help with the Friends of Elstree events.

Elstree delivers the key elements of understanding about a democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs particularly through its PSHE, Religious Studies programme, Pre-Prep assemblies and Saturday and Sunday church services and undertakes to open the pupils’ eyes to the possibilities of various careers through its Saturday

lecture programme; lectures on Egyptology, climbing mountains, the History of Art, life as a British soldier and exploring Space have been included in the last three years. Assemblies in the Pre-Prep are important for this delivery to the younger years.

Careers advice/discussion occurs in PSHE lessons, which is age appropriate and supports British Values. When pupils enter the leavers programme in Year 8 they receive not only valuable life skills/values but also inspirational advice for their futures both at Senior School level and beyond. The value of being able to speak in public is supported by the school through Headmaster's debates in assemblies, value discussions in form time and through practice interviews for Senior School entry.

14. Library

The Librarian welcomes suggestions for improvements and new stock. The Librarian co-operates closely with all Heads of Departments, as well as teachers of English and Drama, to encourage the pupils to see the effectiveness of the library as a resource. She is also keen to encourage the use of the library by other colleagues and welcomes discussion about the role of the library in all areas of the curriculum. All pupils visit the library weekly as part of their English curriculum. Please follow the link to the Library policy.

15. Assessment

Introduction

Assessment is the process by which pupils and teachers gain an understanding of progress. It is distinct from recording, which involves selecting and retaining what is significant in learning, and from reporting, which involves informing others about the learning. Both a balance of formative and summative assessments are encouraged at Elstree. Do look at 'Tests and Examinations below for more information'.

- a) Aims: Good assessment practice should:
 - Be part of effective planning of teaching and learning
 - Focus on how pupils learn
 - Be recognised as central to classroom practice
 - Be regarded as a key professional skill for teachers
 - Be sensitive and constructive and give guidance about how to improve
 - Take account of the importance of learner motivation
 - Promote commitment to specific learning goals
 - Increase a learner's capacity for self-assessment to help develop greater reflection
 - Recognise the full range of achievements of all learners
- b) Functions:
 - to focus on what a pupil can or cannot do (diagnostic)
 - to decide what a pupil needs to do next (formative)
 - to outline a pupil's progress so far, in order to inform all interested parties (summative)
 - to inform the next step of teaching and learning
- c) Principles for good assessment practice:
 - is based upon clear curriculum intentions
 - plays an integral part in classroom activities
 - is appropriate to the task
 - focuses on learning processes as well as learning outcomes
 - draws upon a wide range of evidence
 - indicates strengths and identifies weaknesses
 - involves pupils in reflection and review
 - informs about individual progress
 - involves both subject skills and knowledge

d) Methodology

Tests can provide important evidence of learning, but internal classroom-based assessment offers teachers wider opportunities for judging a pupil's performance. Teachers need to consider the range of evidence for assessment available to them from observation, listening, asking questions, setting tasks and viewing the outcome of their pupils' work.

16. Marking & Recording

Aims of feedback and marking

Providing pupils with accurate and timely feedback is the foundation of effective formative assessment. We believe that the best learning does not happen in isolation. While independent and self-regulated learning is encouraged, timely and carefully considered feedback is vital to ensure pupils make progress over time. The pupils should be encouraged to analyse and evaluate their own and their peers' work from time to time, to appraise and offer ways to improve it. This can be oral as well as written feedback.

Marking is just one way we give our pupils feedback in order to boost progress and attainment. As a school, we recognise that not all work needs to be marked in the same way and verbal feedback is sometimes more appropriate. We also acknowledge that written marking is only effective when pupils are given time to read, reflect and respond.

In essence, our approach to feedback and marking is as follows:

- The focus of feedback should be to further each child's learning.
- Feedback delivered closest to the point of action is most effective.
- We believe that providing feedback is a two-way process. It is given to both teachers and pupils as part of the assessment process and takes many forms including written comments, marking codes and verbal feedback.
- Mistakes should be viewed as important learning opportunities.

Feedback should be sensitive to the abilities of the individuals and their capacity to benefit from it. It should balance the desire to improve with the need to encourage. If we have spent considerable time marking work, then the response to our feedback is where our preparations are fulfilled. The children must be given time to read our marking and be encouraged to respond to it.

How often marked tasks are set will vary; they may be diagnostic, formative or summative. All tasks that are set must be thoroughly prepared and their requirements understood by the pupils.

Whole school marking terminology:

√	To register approval of content or style. Accurate work.
x	To indicate an incorrect answer.
Sp	In the margin: please notice the corrected spelling above the word.
Sp (x3)	At the end of the work: please copy this word 3 times.
the pupils' pen	Circle incorrect or inappropriate punctuation. Provide correction.
ben/Ben	Circle incorrect capital letter. Provide correction.
^	Indicates a word is missing.
Target/Tip	Gives advice on how to improve a pupil's work.
V	Verbal feedback.
EXT	Extension work.

We encourage marking in green wherever possible across the Pre-Prep and Prep School at Elstree. Marking within the Pre-Prep is often given verbally to the children, as they are completing their work. A tick is given for a correct answer and a dot is used if a child needs to look at something. Crosses can show mistakes but the children are usually encouraged to self-correct. Teachers within the Pre-Prep may also choose to use symbols or stamps to make their marking more meaningful. We celebrate 'Marvellous Mistakes' to help the children to see that making mistakes can help them to learn.

Marking is seen as an important means of communication between teacher and pupil and a potential source of information for parents. All teachers should be aware of the purposes of their marking and of the beneficial effects of good practice on the progress of their pupils.

Heads of Department are responsible for establishing subject-specific marking policies which take into account the particular requirements of the subject. Whilst these policies are to be included in departmental handbooks, they should also have regard to the general whole-school policy. These departmental statements should look to encourage a uniform approach to the assessment of work of equal standard by the teachers of different sets at a particular level. Departments should establish mark schemes for the more commonly attempted types of assignment. Pupils should know their teachers' expectations for them and by what criteria their work is to be assessed.

Standard English and Spelling

Whilst we recognise that there are variations in the spoken English used within school we feel that it is important that within an academic context pupils use standard English in their written work appropriate to their age and understanding. There may be subjects where pupils will not be writing in English and there may be tasks where Standard English is not appropriate. However, teachers should take note of pupils who are having difficulties in using standard grammatical conventions and refer to form tutors, Head of EAL or the Head of Learning Development Department. In marking pupils' work it is not the intention to correct every single spelling error. As pupils develop there is an increasing expectation that words already taught will be used correctly in all writing. Many teachers will focus on their subject specialist words when supporting pupils with their spelling. Writing x3 occasionally to help pupils embed this learning is the norm.

Communicating feedback

The teacher should make clear to each pupil where and why marks have been lost, and where particularly good or imaginative approaches have been successful. This can be achieved by means of written comments and, as appropriate, verbal comment, recorded comments (electronically) and whole-class feedback (which may be recorded by the pupil in writing). Growth mindset is encouraged, whereby strategies and skills for learning are encouraged rather than solely achievement. This is embedded in our department grading criteria across the school and linked succinctly to our reporting process. We value the importance of developing the right mindset to learning as well as knowledge and skill development.

Work that has been produced in class or during prep should be seen and assessed by the teacher. Peer and self-assessment tools may also be deployed occasionally to enhance the learning experience. In the Prep school, work should be regularly marked and recorded in a mark book, written or digital, that is accessible to the Head of Department, Deputy Head (Academic) and the Head if requested. The frequency of recorded marks will depend on the number of lessons each subject has in a week. Heads of Department may check the marking of books and teachers mark books within their own departments at intervals during the academic year.

Part of the assessment process might from time to time include pupils assessing their own work or their peers' based on the teacher's clearly defined criteria. Developing skills to help the pupils to become self-regulated learners is encouraged.

If a prep is judged to be of an unsatisfactory standard, a pupil should be asked to repeat the prep, to help reinforce a positive approach. 'Finish best' is better than 'finish first'.

If a pupil is absent from a lesson for any reason, they are to be encouraged to catch up any missed work within an appropriate time, typically 48 hours.

The quality of teachers' marking may be judged not only by the thorough and thoughtful nature of the assessment, but also by the pupils' understanding of the assessment.

Long term feedback – target setting

Elstree staff understand the importance of the pupils taking ownership of their learning. Setting goals at the start of terms but importantly allowing time to reflect towards the end of terms (post formal summative assessment periods) is important to an Elstree pupil's progress. Heads of Department do this in a variety of ways, and this is monitored through Academic Department Reviews and Work Reviews. In the Pre-Prep, small, next steps are communicated to the children after various pieces of work. These can form part of the verbal feedback given or be mentioned at the start of a piece of work for the individual to focus on that lesson/activity. The children are also involved in setting their own goals and targets.

Presentation of work

Across the Prep School DUMTUMS (Date, underline, miss a line, title, underline, miss a line and start) are used to set out work. Pupils are encouraged to take pride in their work and pride is a quality we look for in our pupils. Occasionally commenting on well-presented work is good, but being mindful of over-praising this and detracting from feedback on the quality of thinking and skills is important.

Marking electronically (Years 6-8)

Staff members are encouraged to use One Note as the location for pupils' classwork. However, the whole Microsoft Package may be used in different ways with Forms being a quick formative assessment tool along with lots of other programmes online. Some teachers use 'assignments' in teams and we have no one 'set approach'. However, feedback must be timely and still monitored. Using technology to enhance verbal feedback is encouraged with the opportunity to record comments verbally on documents like Word, One Note and PowerPoint. Work in One Note is reviewed in the same manner as written work during Elstree Work Reviews.

Monitoring marking

The Academic Leadership Team and Heads of Department are responsible for overseeing the quality of marking in the school. Heads of Department review marking across their departments (smaller departments review each other's) using the Elstree Work Review Form. This is a standardised form used across the Prep School with a more tailored form used by the Head of Pre-Prep for Nursery – Year 2. The Academic Leadership team (normally termly) ask staff to submit pupils' work for review across various year groups, normally on a Wednesday (as the pupils have matches and don't need their books). Feedback is provided to staff individually.

17. Spelling

It is our belief at Elstree that all teachers, in addition to their own subject, are teachers of English and, therefore, that spelling should be corrected and taken into consideration when work is being marked. Clearly in pieces of English work spelling carries a certain number of marks and is also taught formally in lessons. However, across the curriculum, pupils are encouraged to take care with their spelling and are reminded that, when they reach Common Entrance or Scholarship, poor spelling can count against them to some extent, depending on the subject. Pupils are encouraged to communicate clearly and efficiently in all subjects and spelling forms an important part of this ability.

18. Provision for Learning Difficulties

It is recognised that there are pupils at Elstree with a range of different learning difficulties, as well as some who need targeted support in the form of Individual Learning Plans (now pupil passports). There is a Head of Learning Development, who co-ordinates all extra help provided to individuals within the School and liaises with outside agencies where assessments and reports are required. There are five qualified members of the department. Elstree has a policy on Learning Development. Among other things, this sets out the procedure to be followed in the event a teacher wishes to refer a pupil to the Learning Development Department.

The Learning Development Department screens pupils on entry to the Prep School. Any child who has specific difficulties is eligible to be offered one to one tuition with a qualified LDD teacher. Parents are advised of their child's needs and are offered the opportunity for their son/daughter to receive learning support. It may also be suggested that pupils may be seen and assessed by a qualified Educational Psychologist (EP). Regular targets are established for each pupil through long and medium term plans as well as short targets. Pupil Passports and summary EP reports of this nature are available for all teaching staff on ISAMS. LDD teachers are asked to read subject teachers' reports and examination papers and to act upon any advice they may contain. Should a pupil arrive at Elstree School with an EHC plan (formerly statement) or consequently require one, the Head of Department liaises closely with the West Berkshire/Hampshire Early Years and Childcare Team or the West Berkshire/Hampshire Assessment team for SEN for guidance.

Elstree also has a qualified member of staff who teaches English as an Additional Language (EAL). The teacher assesses and teaches any pupils who may need help with written grammar and conversational skills in the English Language. They may be entered into the Preliminary English Test (PET). Staff should click on the SEN Policy for further information. Staff should be familiar with the LDD Policy and policies regarding Special Educational Needs including EAL.

Within the Pre-Prep, teachers work closely with the Learning Development Department to identify children who may need additional support. The staff are encouraged to be open with parents, sharing their concerns and suggests with them. Children from Nursery-Year 2 may be supported by the LDD department in lessons or for 1:1 sessions too.

19. Developing and Nurturing the Most Able

Elstree is a mixed-ability school with non-selective entry. We have a duty to satisfy the educational needs of all the pupils regardless of ability. As part of this responsibility we must identify and extend children who are particularly gifted academically, athletically, creatively, or in any single field. These children may be identified in a number of ways. There are regular Common Room meetings at which every child in the School could, potentially, be discussed. Teachers will raise points that they feel may be relevant if a pupil should be considered for entry to the scholarship programme. There are also Verbal and Non-Verbal Reasoning tests that are taken twice during a pupil's career in the Prep School, as well as annual INCAS/CATS testing from Year 2.

Pupils whose talent lies in music, drama, art, design technology or on the sports field may also be considered for awards to senior Schools. These awards will be pursued from their existing Form; they do not need to move into the academic scholarship programme in order to succeed in these areas.

Every member of staff should be acquainted with the Able & Talented Policy and feel able to contribute and recommend appropriate additions to the school-wide provision of extension and development material. We also keep a Developing and Nurturing Talent register, which is reviewed annually on the same document. There is a member of staff within the Pre-Prep who works with the class teachers to identify children who are most able and talented. It is her role to work with these children, their teachers and their families to set suitable targets and to help the individuals to achieve their potential across the board.

20. Tests and Examinations

The most appropriate use of tests is for diagnostic purposes where the results lead to consequential action. Before setting a test the teacher will consider the key purpose of the test; whether the test will reveal evidence of the pupil's strengths and weaknesses that the teacher was not aware of from professional judgment, and whether the results of the tests fairly reflect the ability of the pupil in the subject.

a) Internal Examinations

Senior forms are examined in the Autumn and Summer terms.

In the Autumn Term, Years 5-6 are examined in English, Maths and Science. Years 7-8 are also examined in French, Latin, Geography, History, and TPR. For pupils in the Year 8 scholarship programme, these examinations may be regarded as a 'mock' scholarship (if their real papers are in February/March)

During the Lent Term, pupils in the Year 8 scholarship programme and Year 8 will have examinations. These will take the form of "mock" scholarship (if their real papers are in May) or Common Entrance examinations. They may form the basis of reports to Senior Schools that are being prepared at this time.

In the Summer term, Years 6 – 8 have exams in English, Math, Science, French, Latin, Geography, History and TPR. Year 5 have exams in English, Maths, Science and French. They also have summative assessments in class in Geography, History and TPR.

In Years 3 & 4 (Junior forms), they have assessments or tests rather than examinations. Year 3 & 4 have assessments in English and Maths in the Autumn term. In the Summer term, Year 3 and 4 have assessments in English and Maths and Year 4 also have an assessment in Science.

EYFS – Nursery and Reception (Policy 4a for ISI is this section)

The children in the Foundation Stage at Elstree Pre-Prep are continuously assessed based on the observations by teachers and classroom assistants during the children's day-to-day activities. The observations are systematic and are used to identify learning priorities and plan next steps for each child.

We use Arc Pathway, an online assessment platform, to track children's achievements against the seven areas of learning and to plan next steps. This is closely linked to the Development Matters document. A child's arcs are shared with parents during Parents' Evenings, meetings or on request. Next steps are created for each child and these are used to inform our planning. These are also shared with parents (each term) so that they can focus on these areas at home with their children too.

During the last term in Reception, the children are assessed against the Early Learning Goals and their Early Years Profile is completed. The results of these are sent to the child's parents, to the

West Berkshire Education Authority and also passed onto the Year 1 teachers to inform their groupings and planning.

Years 1 and 2

Formative assessments inform most of our teaching, responding to the children's evolving needs throughout each lesson and each day.

In addition, a number of summative assessment are used to track and monitor progress.

- Abacus maths assessment at the end of each unit (half termly) which cover problem solving and arithmetic. These highlight whether children are 'on track' or whether they have any gaps. Interventions can then be put in place to support or extend children.
- A piece of unaided writing each term. This piece of writing is assessed using the adapted Oxford Writing Criterion Scale and next steps for children are identified. This will be carried out at the start of each term with progress monitored and responded to.
- Year 1 complete a Phonics reading assessment at the start and end of the year. This is used to help confirm their reading and comprehension level so that scheme books can be matched accordingly.
- GL Assessment Progress Tests (hard copy) in the Summer term to ascertain progress in English and Maths. These are used to begin to track progress in pupils' knowledge, understanding and application of these Core Subjects. It tracks pupils at an individual and cohort level, highlighting areas of strength and weakness in learning. It is standardised on over 100,000 pupils. The results of these are discussed with our Head of Learning Development, year group teachers and Head of Pre-Prep. A list of children to monitor is created and referred to throughout the year.
- INCAS testing was carried out during the summer term (with the exception of during Covid 19) and from September 2021, is carried out in the Autumn Term for Year 2. The results of this are looked at and compared with PTE and PTM results. Discussions take place with our Head of Learning Development, year group teachers and Head of Pre-Prep and the list of children to monitor is updated.

Years 3 – 6

- In KS2, we use digital versions of the GL Assessment Progress Tests in the Summer Term to ascertain progress in English and Maths with a view to tracking a pupil's knowledge, understanding and application of the key skills in the Core Subjects. The standardised data tracks individuals and cohorts, allowing us to monitor progress also by gender, SEN and EAL. The Director of Studies monitors and records levels of intervention, if required, after a meeting with the Head of Learning Development, and Heads of English and Maths, after these annual tests. For more information, please visit:
<https://www.gl-assessment.co.uk/assessments/progress-test-series/>
- In the Autumn Term, many pupils sit GL Assessment Cognitive Ability Tests (CAT4). These are diagnostic assessments designed to help teachers understand how their pupils learn and to give a rounded view of each child. Tasks involve solving problems with shapes and patterns (Non-Verbal Reasoning), letters and words (Verbal Reasoning), numbers (Quantitative Reasoning) and the changing nature of shapes (Spatial Reasoning). We can use this data to compare trends with our findings through classroom continuous assessment. We hold a tracking meeting after these tests with the Head of Pre-Prep, Head of Learning Development to look at pupils already on our monitoring radar but also any significant new trends that might need further investigation. We identify pupils who might need further support within the classroom, others who might need LDD lessons and others who might need external assessment. The data from the assessments is stored on the isams ISAMS Tracking Manager on the database for easy teacher reference; sensitive information about

tracking is kept in the Academic Leadership Team. Further information about CAT4 tests can be found on:

<https://www.gl-assessment.co.uk/assessments/cat4/>

Years 7 and 8

- The same process occurs with Progress Tests taking place electronically in Maths and English in the Summer Term for Years 7. CAT4 tests occur in the Autumn Term. We aim to highlight the strengths and weaknesses of each pupil, understand more about why a pupil might find particular areas of the Common Entrance or Scholarship course challenging and direct support for individuals and/or groups. The information is stored on the ISAMS Tracking Manager on the database for easy access and reference for teachers.

Examinations are based on the work that has been covered during the term(s). Papers are common across year groups; however, where a class may be either weak or particularly strong, they will be given extra optional questions adapted for their level. In subjects that are set, Mathematics and Latin for example, it is common for the higher sets to be given a more difficult paper than lower sets. Please refer to the relevant subject policies. Results are entered on a centrally held results sheets on the intranet and they form the basis for Common Room discussions prior to the writing of reports to parents.

Examinations will be monitored by Heads of Department to ensure that the Scheme of Work is being adhered to. Pupil progression is evaluated across the school by the Deputy Head (Academic). Heads of Departments are encouraged to reflect upon each set of exam results within their department. Pupils are encouraged to go through their examinations in subsequent lessons. Pupils who receive Learning Support may also go through their papers with their Learning Development teacher who will have access to papers after they have been marked and after the subject teacher has finished with them.

All examinations are strictly invigilated so that pupils learn to work under some degree of pressure for a fixed time; They learn the importance of answering a certain number of questions within a given time frame.

The table below gives evidence of the types of examinations undertaken at different stages of the year.

b) Elstree Examination Timetable

Year	Month	Subjects
EYFS	On entry	Profiling on Arc Pathway
	As appropriate	Completion of a 2 year check (if this has not already been completed)
	Ongoing	Formative (with Arc Pathway profiles)
	June of Reception	Assessed against early learning goals – Early Years Profile
I	Ongoing	Assessed writing each term Phonics assessment at the start and end of the year Abacus Maths assessments at the end of each term

	May	PTM and PTE
2	September	INCAS
	Ongoing	Assessed writing each term Jolly Phonics assessment at the start and end of the year Abacus Maths assessments at the end of each term
	May	PTM and PTE
	June	Possible dyslexia screening assessments
3	October	GL CAT4 Test , Learning Support Screening
	November	English & Maths
	May	GL Progress Tests in English and Maths
	June	English, Maths Science.
4	October	
	November	English, Maths, Science.
	May	GL Progress Tests in English and Maths
	June	English, Maths, Science.
5	October	GL CAT4 Test
	November	English, Maths, Science.
	May	GL Progress Tests in English and Maths
	June	English, Maths, Science, French.
6	October	GL CAT4 Test ; ISEB Common Pre-Test
	November	English, Maths, Science.
	May	GL Progress Tests in English and Maths
	June	English, Maths, Science, French, Latin, Geography, History, TPR ,
7	October	GL CAT4 Test , ISEB Common Pre-Test (only for a few)
	November	English, Maths, Science, French, Latin, Geography, History, TPR
	May	GL Progress Tests in English and Maths
	June	English, Maths, Science, French, Latin, Geography, History, TPR
8	November	Common Entrance: English, Maths, Science, French, Latin, Geography, History, TPR . CASE Scholarship papers
	February	Mock Common Entrance Papers. Mock Scholarship papers
	June	Common Entrance

c) External Examinations

Subject teachers are kept informed of the requirements of the various examinations by their Heads of Department and this is reflected in the Schemes of Work used throughout the school. Pupils are acquainted in advance with the format and demands of the Common Entrance examinations through practice papers taken during the course of the year and in the “mock” examinations. Form tutors will also monitor their Form’s progress.

Common Entrance examinations will be taken in the June prior to a pupil’s entry to his/her chosen senior School. These examinations take place at Elstree and are monitored by the Director of Studies and an independent invigilator. Pupils are examined in the following subjects: English, Maths, French, Latin, Geography, History and TPR.

Most pupils who are sitting for a scholarship will sit the examinations at their senior School. Their papers will depend on the chosen school and the requirements of each school are communicated to teachers and pupils by the Head of the Scholarship Programme.

21. Reporting

Within the Prep School, the efforts and attainments of pupils at Elstree are reported to parents more formally at half terms and ends of terms by means of Interim grades and End of Term Reports. In Year 7 and 8 these are linked to anticipated success in public examinations. Deadlines are set for the completion of the grades and reports by subject teachers and it is essential that these are strictly adhered to.

It is felt that 'Effort and love of learning is King' and that if we want to see a general rise in attainment, then the quality and consistency of effort must be maintained. We have reviewed the way we report and our language and since September 2021, our new reporting system will take place.

Pupils are assessed 4-1 for their attitudes to learning:

- 4 Very Accomplished
- 3 Accomplished
- 2 Developer
- 1 Beginner

Pupils are assessed A* - D for their attainment.

- A* Very Accomplished
- A Accomplished
- B Stronger Developer
- C Weaker Developer
- D Beginner

Thus a pupil who produces work of a very high standard but who is not putting a lot of effort into this attainment could receive a report of A*1.

Attainment is judged against the other pupils in the Form or Set. Effort is a grade and teachers are directed to use the grade descriptors set out in the subject document on Attainment and Effort. Interim grades always include brief comments by the Form Tutor. At half-term, pupils are also awarded grades for effort and attainment in any musical instruments they may be learning.

End of Term

At the end of the Autumn and Summer Terms, all pupils (from Nursery to Year 8) receive a full written report. These reports are collated by the Form Tutors, are checked and forwarded to the Headmaster who then writes his own report on each pupil. Reports are sent home with pupils and parents on the final day of term.

Reports represent a very important formal communication of pupils' progress to parents. Comments should be frank and advice practical. Copies are retained on the database and may be of considerable use to colleagues as a pupil moves through the school. Detailed guidance and instructions on report writing are published by the Director of Studies. Colleagues are required to aim for the highest standard of grammatical and idiomatic accuracy possible. Do the Form teachers do this? Reports are proof-read by the Headmaster or a designated member of the Senior Management Team; this is a quality control exercise and mistakes are to be corrected as soon as they are identified. Where the Headmaster or Deputy Head (Academic) consider a report to fall below an acceptable standard in tone, sentiment or individualised comment, that batch of reports or single report will be returned for re-writing.

Pre-Prep reports are proof-read and administered by the Head of the Pre-Prep. Every Autumn and Summer Term, each pupil in Years 1 and 2 in the Pre-Prep will receive a report for;

- English, Mathematics, Topic, (Science in Year 2), Religious Studies, ICT, Art, French, Music, PE, Form Teacher, Head of the Pre-Prep.

Pupils in the Early Years Foundation Stage will receive a report that covers the areas of the EYFS framework. In the Autumn Term, Nursery reports will cover the three prime areas:

Communication and Language Development

Physical Development

Social, Emotional and Emotional Development

In Reception and the Summer Term for Nursery, the report also covers the specific areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

22. Parents' Evenings

Each form in the Prep School from Years 5-8 has one parents' evening per year, in the Lent Term. These evenings are important for the exchanges that can take place. The best discussions benefit teachers as much as they inform parents. Pupil progression is at the heart of the discussion. Clear steps forward should be articulated by the teacher. The dates of the parents' evenings are published well in advance in the termly calendar. The evenings last from 18.15 until around 21.00. Staggered times for appointments are arranged by the Deputy Head (Academic) and communicated to parents up to three weeks before the event. It is essential that the evenings get off to a prompt start with colleagues seated at their tables and ready for their first appointment.

All teachers of a form where parents are attending are required to be present at these evenings. Permission to be absent from an evening may be sought in advance only by formal request to the Headmaster. Years 3 & 4 have two parents' evenings per year, in the Autumn and Summer Term.

There are also informal meetings between tutors and parents during the early part of the Autumn Term. In advance of such meetings, tutors will have read their pupils files and discussed each individual pupil with those who have taught him/her in the past in order to set targets for the pupils and communicate these targets to the parents. These targets should be reviewed in the final, written report.

Pre-Prep parents' evenings are arranged and administered by the Head of the Pre-Prep. There is a parents' evening each term for each year group.

In addition to the parents' evenings, parents are encouraged to be in touch with the school whenever the need arises, usually in the first instance by making contact with their daughter/son's tutor.

Good relations with parents are key to successful management of a child's progress. Parents should be kept well-informed of strengths and weaknesses and be confident that teachers are caring for their child. Regular review is essential and clear targets should be routinely communicated to the parents.

23. Rewards, Sanctions and Discipline

There are three major and more immediate ways of commending pupils in the Prep School: stars (+1/2/3), commendations (+5), distinctions (+5); and two for disciplining: demerits (-3) and conduct marks (-5).

Stars are awarded for good work or behaviour, thoughtfulness or setting a good example. Staff enter stars in the database. If a pupil has exhibited great kindness or truly exemplary behaviour he

may be given a commendation that counts for five stars. This is entered in the database in the same way. Double and triple stars allow more flexibility in supporting praise for good work etc.

Pupils who produce work of an exceptional standard may be awarded a distinction. This counts as five stars towards his/her House. The Headmaster is available at Monday Second Break to sign work recommended for a distinction.

Where a pupil's behaviour is deemed unacceptable, he/she may be awarded a conduct mark. This counts as five stars taken away from his/her House. For unacceptable work, the usual sanction is a detention. The member of staff will enter the reason for the conduct mark on the database. Pupils who receive three or more conduct marks in a week will be in Headmaster's detention on a Wednesday. These pupils are also seen by the Headmaster. If the behaviour of a class warrants it, a teacher may make use of a 'Keep In' and require the class to return for a short period of extra teaching, depriving them of their free time.

Form Teachers keep a record of a pupil's stars and conduct marks from the database and the total for the term appears on the end of term report. Pupils who persistently offend are dealt with by means of a report card or some other sanction that is appropriate.

Parents and staff are able to find the information relating to rewards, sanctions and discipline on the intranet.

At the discretion of the Headmaster or Deputy Headmaster, Headmaster's detention may also be used for particularly serious misdemeanours, taking place at 5pm on Saturday afternoons and also during the half holiday at the end of each term. The Wednesday detention, also at 5pm is designed to be used where a pupil has been awarded 3 or more conduct marks in a week. Careful consideration is made to avoid overuse, and to ensure pupils are not punished unduly for the same offence twice.

Staff should refer to the Behaviour Policy for further information.

A range of rewards and sanctions are used and given out in the Pre-Prep. Please see the Pre-Prep Staff Handbook for more details for these.

24. Transition from the Pre-Prep

Every effort is made to create a whole school feel. There are plenty of opportunities for sharing and dissemination of ideas and knowledge of the pupils, marked by the process of transition from Year 2 to Year 3.

Heads of both core and non-core Departments at Elstree are strongly encouraged to consult with subject coordinators in the Pre-Prep.

Some aspects of the process of transition are indicated below:

- Every Year 3 pupil receives a companion to help him/her understand the system, shape of the day and geography of the new site. This is organised by one of the Year 3 tutors.
- A new pupils' day in June for all pupils moving up from Year 2 or joining from other schools.
- Liaison between Year 2 and Year 3 Teachers (particularly in the Summer Term/Summer Holidays)
- Children in Year 2 take part in 'Elstree Hour'. This is held over the course of 6 – 8 weeks in the Summer Term after school for the children in Year 2. They are invited to take part in a range of activities at the Prep School hosted by different Prep School teachers. The aim is for the children to get to know some more of the staff before Year 3 and to get a taste of what is to come!
- Automatic transfer of pupils' records/profiles on the whole school database.
- Book Review/Parents Evening/Information Morning in the Autumn Term

- A FAQ session held for all Year 3 parents early in the Autumn Term.
- Scrapbooks and Year 3 Video Diary for informing parents
- Use of Elstree facilities: McMullen Hall, Swimming Pool, Dining Hall, Sports Hall.
- Shared Morning Prayers, e.g. Harvest Festival and Nativity
- Shared occasions: Carol Service, Sports Day, Junior Play (Elstree), Nativity Play (Pre-Prep).

Staff should refer to the Transition Policy for further details.