



CURRICULUM POLICY

- a) Teaching & Learning
- b) Assessment and Feedback

Date: Oct-20
Review: Date: Oct-21

THE QUALITY OF EDUCATION PROVIDED (CURRICULUM)

The curriculum policy is supported by the Long Term Plan, Medium Term Plans and Weekly Plans which provide for:

- (a) full-time and part-time supervised education for pupils in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 which gives pupils a programme of activities so that they gain experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- (b) pupils below compulsory school age in the Early Years Foundation Stage, a programme of activities which is appropriate to their needs and gives them the opportunity to learn and make progress in relation to personal, social, emotional and physical development and communication and language skills;
- (c) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a SEND;
- (d) pupils to acquire skills in speaking and listening, literacy and numeracy;
- (e) pupils to have the opportunity to learn and make progress;
- (f) where a pupil has SEND, education which fulfils their requirements;
- (g) where a pupil has English as an Additional Language (EAL), education which fulfils their requirements;
- (h) personal, social, health and economic education and education for social responsibility which reflect the school's aims and ethos;
- (i) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life;
- (j) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- (k) do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our Curriculum Policy is divided into two main parts: *Teaching and Learning* and *Assessment and Feedback*.

a) TEACHING AND LEARNING

Attitudes to teaching and learning are important at Sarum Hall as they reinforce the ethos of the school as outlined in the Mission Statement. It underpins the relationship between the staff, pupils and parents and their expectations of each other. In order to achieve success in teaching and learning, a clear understanding of the curriculum and its organisation is vital.

The curriculum at Sarum Hall is based on the National Curriculum and adapted to suit the setting and needs of the pupils. It offers all pupils a broad and balanced curriculum which enables all them to develop natural talents and potential.

THE QUALITY OF EDUCATION PROVIDED (TEACHING)

The teaching and learning at the Sarum Hall:

- (a) enables all pupils, including those who have SEND, to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in all pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- (c) involves well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- (i) provides differentiated activities, resources, adult support to support the needs of all pupils, including those with SEND, Able, Gifted and Talented, EAL and those in the EYFS;
- (j) actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school has in place a framework for pupils' performance to be evaluated, by reference either to the school's own aims as provided to parents or to national norms, or to both.

AIMS

At Sarum Hall, we aim to promote effective learning, through our teaching, to meet the needs of each individual pupil. We aim that all of our pupils will:

- enjoy their learning experiences across the curriculum and co-curriculum;
- achieve their potential;
- gain confidence in their own abilities in order that they can lead full and independent lives;
- develop an enquiring mind;
- develop an awareness of cultural, social and spiritual differences;
- develop a responsible and independent attitude towards their work;
- develop an understanding, tolerance and respect towards other people and their property;
- be prepared for the opportunities, responsibilities and experiences of life in British society;
- develop confidence and skills to succeed both in the physical and digital world.

ACHIEVING OUR AIMS

Our pupils will be enabled to learn successfully through the attitudes encouraged by their teachers, themselves and the community as a whole.

Teachers:

- have high, yet realistic, expectations within an ethos of individual excellence;
- recognise and appreciate that all pupils develop and learn in different ways and at different rates;
- provide a wide variety of different and challenging learning experiences appropriate to their age and ability;
- evaluate each piece of work through careful marking, including positive and constructive comments;
- create and provide a happy and stimulating environment which gives a sense of security, ensuring the safety and welfare of girls;
- ensure that different cultures and backgrounds are reflected and valued throughout the school;
- ensure that British Values are actively promoted;
- keep abreast of changes in the world of education.

Pupils:

- understand exactly what they are learning and what the learning objective(s) is/are;
- learn to understand how to improve by achieving any targets set by themselves or the teachers;
- are encouraged to become independent thinkers and participate fully in lessons;
- realise that making mistakes is acceptable and part of the learning process;
- have the confidence to ask for help;
- have time to reflect and evaluate their work to enable improvement;
- appreciate and evaluate the work of their peers;
- know, understand and adhere to the Golden Values.

School Community:

- be realistic about their pupil's abilities;
- encourage positive self-esteem and independence in all pupils;
- create an atmosphere of mutual respect and trust;
- establish boundaries for acceptable behaviour and support the school's behaviour and discipline procedures;
- create a positive and cooperative relationship with teachers;
- ensure that a happy, well-resourced environment is created which everyone can access.

STRATEGIES FOR TEACHING AND LEARNING

In order for the school to achieve their goals in teaching and learning, different strategies have been developed in order to promote best practice.

As we are a non-selective school with one form entry, we have mixed-ability classes. The abilities of different pupils are catered for through differentiation planned by the teacher, support from teachers and Teaching & Learning Assistants, and some lessons being taught in half classes. In Years 4 to 6, some Maths, English and Science lessons are taught in half-classes each week. The majority of the sessions are still taught in whole classes. The groupings are based on a few factors including academic ability, learning styles and/or social friendships.

Class and Specialist Teaching

Sarum Hall's staff has a wide range of skills and subject knowledge. Throughout the school the balance of class/specialist teachers changes in order to meet the needs of the pupils.

- **Nursery and Reception (Early Years Foundation Stage)**
The form tutors teach these classes with the support of two Teaching and Learning Assistants per class. Other specialist teachers teach music and PE. *In Reception, French lessons are introduced by the specialist teacher.*
- **Year 1**
The pupils are predominantly taught by a form tutor with the help of a Teaching and Learning Assistant. *Specialist Drama lessons are introduced.*
- **Year 2**
The pupils are predominantly taught by a form tutor with the help of a Teaching and Learning Assistant. *Specialist Computing and Art lessons are introduced.*
- **Year 3**
The form tutor teaches English, Maths and PSHEE, with help from a Teaching and Learning Assistant. *Specialist Science, DT and Humanities lessons are introduced.*
- **Year 4**
The form tutor teaches English, Maths and PSHEE, with some help from a Teaching and Learning Support Assistant. All other subjects are taught by specialist teachers. *Mandarin is introduced.*
- **Year 5**
The pupils are subject taught by specialist teachers. They have a form tutor to oversee their pastoral care who also teaches them for PSHEE. A Teaching and Learning Support Assistant occasionally supports some of the specialist teachers.
- **Year 6**
The pupils are divided into two forms for registration, PSHEE and form time. Two form tutors oversee their pastoral care. The forms are mixed up and are then divided by academic ability for some Maths, English and Science lessons. . A Teaching and Learning Support Assistant sometimes supports the teacher. *Spanish is taught in the summer term.*

TEACHING STYLES

The emphasis is to encourage pupils to become independent and confident learners. To encourage this, staff adopt various teaching styles, taking into account how different pupils learn:

- independent and collaborative work;
- open-ended questioning;
- individual and group research;
- investigative work and problem solving;
- encourage open discussion of findings and results in a variety of ways;
- providing opportunities for pupils to make decisions.

LEARNING SUPPORT FOR GIRLS WITH LEARNING DIFFICULTIES, DISABILITIES AND/OR SPECIAL EDUCATIONAL NEEDS.

The Head of Learning Support is available to offer advice to all teachers regarding all pupils with special needs. She uses various teaching styles including:

- supporting teaching within a class;
- group teaching;
- individual teaching;
- photocopying written work onto pale-coloured paper for pupils with dyslexia.

ABLE, GIFTED AND TALENTED

A number of girls are identified as Able, Gifted and Talented and placed on an Able, Gifted and Talented register. The Head of Learning Support is available to offer advice to all teachers regarding all pupils identified as Able, Gifted and Talented.

PLANNING

All teachers are involved in the planning of an evolving and coordinated curriculum. This is achieved by:

- Regular [staff meetings](#), including a full staff meeting for teachers, specific meetings for Early Years Foundation Stage and a curriculum meeting for the EYFS, Key Stages 1 and 2;
- Policies and the curriculum for subjects are developed by all staff teaching under the direction of the Subject Heads/Coordinators and the Academic Director;
- There is a [Long Term Plan](#) which all teachers contribute to, review and update termly;
- For the Early Years there is also a termly topic web that the form tutors create;
- Form and subject teachers prepare [medium term plans](#), reflecting the curriculum: outlining learning objectives, skills/concepts, teaching strategies/activities, success criteria, resources and cross-curricular links. Class and subject teachers prepare [weekly plans](#) which include learning objectives, differentiated activities, where/how a Teaching & Learning Assistant will be supporting pupils, homework if applicable, resources and ICT links, assessment opportunities including assessment for learning and an evaluation;
- All planning is regularly checked by the Academic Director and the Heads/coordinators of subjects.

HOMEWORK

When girls are absent due to religious observation or illness, unless there are exceptional circumstances, they will not be set or be expected to complete homework tasks. Where

necessary, the girls will be supported to catch up with any knowledge, skills and understanding they have missed on their return within school hours.

The girls do not have homework during half term breaks; apart from in Y5 and Y6 at some points in the year to support their preparation for the 11+ exams.

During assessment weeks, the girls will not get homework. Additionally, the Y6 girls will not have homework in the Spring term in the lead up to the 11+ and CE entrance exams.

See [Homework policy](#).

SUBJECTS HEADS/COORDINATORS

Subject Heads/Coordinators play a role in monitoring the teaching and learning of their subject throughout the school. This is overseen by the Academic Director.

See Subject Heads/Coordinators' [Self Evaluation Form](#).

REPORT WRITING

The girls get reports on a termly basis:

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Full report for all subjects; • Attainment and Effort grades in all subjects; • Full report and Effort grades from Learning Support if appropriate; • Form tutor's/PSHEE comment; • Full report for peripatetic music and LAMDA; • Years 4 and 5 receive assessment results for English and Maths with class mean; • Year 6 receive a Headmistress's Report. <p>Parents' consultation evening</p>	<ul style="list-style-type: none"> • <u>No reports</u> <p>Parents' consultation evening</p>	<ul style="list-style-type: none"> • Full report for all subjects; • Attainment and Effort grades in all subjects; • Full report and Effort grades from Learning Support if appropriate; • Form tutor's/PSHEE comment; • Full report for peripatetic music and LAMDA. • Headmistress's Report. • EYFS profile findings reported to Reception parents with an opportunity to meet with form tutor to discuss. • Years 4 and 5 receive assessment results for English and Maths with class mean. • No reports for Year 6. <p>Parents' consultation evening</p>

See [Report Writing policy](#).

CLASS/SUBJECT ROOM RESOURCES

The school has a wide range of relevant and good resources, including ICT resources, to enhance pupils' learning. Subject Heads/Coordinators have an overview of the resources and teachers can liaise with them to order new resources as appropriate.

The form/subject teacher is responsible for the resources and ensures:

- resources are appropriate, accessible, well-organised and readily available in their classroom;
- pupils are encouraged to select suitable materials for the task at hand. Where appropriate, the pupils choose, collect and return the resources independently.

b) ASSESSMENT AND FEEDBACK

AIMS

- to recognise, reward and encourage achievement and effort;
- to communicate with pupils and parents about their individual progress;
- to enable pupils to reflect on their learning and their targets;
- to assess and monitor learning (assessment **of** learning and assessment **for** learning);
- to aid curriculum planning;
- to identify girls who need learning support or more challenging work;
- comply with statutory requirements.

ASSESSMENT

Girls are assessed in many ways at Sarum Hall. Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and pupils' progress monitored. Assessment is incorporated into teaching strategies in order to strengthen learning across the curriculum. Assessment for learning uses results, work produced by the pupils and standardised test analysis to inform future planning.

- **Formative:** this is ongoing assessment carried out by teachers both formally and informally. Results and observations are kept in teachers' record books, profiles and the pupils' own books. Formative testing helps our teachers in determining the overall subject levels that go on reports.
- **Summative:** This occurs at defined periods of the academic year depending on year groups. Results are recorded in on the system in teachers so that all class and specialist teachers, the Academic Director and the rest of the SLT can track individuals and classes' progress. See [assessment tracking documents](#).
- **Diagnostic:** All assessments can provide diagnostic evidence. Diagnostic tests can also be administered by the Head of Learning Support.

Internal assessments are carried out during the academic year. These assessments are reported to the girls and parents as a percentage and compared to a mean class average. The girls also complete a range of external, standardised assessments in order to compare against the National Average.

ASSESSMENT IN THE EYFS

The girls in Nursery and Reception are assessed by ongoing observations by the teacher and TLAs which relate to the seven areas of learning and development in the EYFS. Each pupil's developments and achievements are recorded in an individual profile. Three of these areas are particularly crucial for igniting pupils' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are the prime areas:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

The four remaining areas of learning are specific areas through which the three prime areas are strengthened and applied:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Year Gp	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> Baseline 	<ul style="list-style-type: none"> Tapestry- Profiles 	<ul style="list-style-type: none"> Redo Baseline Assessment 	<ul style="list-style-type: none"> Tapestry- Profiles 	<ul style="list-style-type: none"> Redo Baseline Assessment 	<ul style="list-style-type: none"> Tapestry- Profiles
Rec	<ul style="list-style-type: none"> Baseline PASS- Pupils' Attitudes to Self & School 	<ul style="list-style-type: none"> Tapestry- Profiles 	<ul style="list-style-type: none"> PIRA 	<ul style="list-style-type: none"> Tapestry- Profiles Progress Test in English 5 Progress Test in Maths 5 	<ul style="list-style-type: none"> Redo Baseline Phonics PIRA and PUMA 	<ul style="list-style-type: none"> Tapestry- Profiles
Year 1	<ul style="list-style-type: none"> Phonics PIRA and PUMA PASS- Pupils' Attitudes to Self & School 		<ul style="list-style-type: none"> PIRA and PUMA 	<ul style="list-style-type: none"> Progress Test in English 6 Progress Test in Maths 6 	<ul style="list-style-type: none"> Phonics Single Word Spelling PIRA and PUMA 	
Year 2	<ul style="list-style-type: none"> PIRA and PUMA English Composition PASS- Pupils' Attitudes to Self & School 		<ul style="list-style-type: none"> PIRA and PUMA English Composition 	<ul style="list-style-type: none"> Progress Test in English 7 Progress Test in Maths 7 	<ul style="list-style-type: none"> Single Word Spelling Dyslexia and Dyscalculia Screening PIRA and PUMA English Composition 	
Year 3	<ul style="list-style-type: none"> PIRA and PUMA English Composition PASS- Pupils' Attitudes to Self & School 		<ul style="list-style-type: none"> PIRA and PUMA English Composition 	<ul style="list-style-type: none"> Progress Test in English 8 Progress Test in Maths 8 	<ul style="list-style-type: none"> Single Word Spelling PIRA and PUMA English Composition 	
Year 4	<ul style="list-style-type: none"> PASS- Pupils' Attitudes to Self & School CAT4 A 	<ul style="list-style-type: none"> Internal Maths and English (comprehension and composition) 		<ul style="list-style-type: none"> Progress Test in English 9 Progress Test in Maths 9 	<ul style="list-style-type: none"> Single Word Spelling Internal Maths and English (comprehension and composition) 	<ul style="list-style-type: none"> ESB- English Speaking Board Level 2
Year 5	<ul style="list-style-type: none"> PASS- Pupils' Attitudes to Self & School CAT4 B ESB- English Speaking Board Level 2 (2020-21 only) 	<ul style="list-style-type: none"> Internal Maths and English (comprehension and composition) 		<ul style="list-style-type: none"> Progress Test in English 10 Progress Test in Maths 10 	<ul style="list-style-type: none"> Single Word Spelling Internal Maths and English (comprehension and composition) 	<ul style="list-style-type: none"> Chinese Mandarin ISEB Level 1 Musical MAT (Musical Aptitude)
Year 6	<ul style="list-style-type: none"> Suffolk Reading PASS- Pupils' Attitudes to Self & School CAT4 C Consortium Practice/CE papers every other week in English and maths Common entrance practice papers in science weekly for girls entered 	<ul style="list-style-type: none"> Consortium Practice/CE papers every other week in English and maths Common entrance practice papers in science weekly for girls entered 	<ul style="list-style-type: none"> Girls sit for entrance assessments to senior schools and/or Common Entrance assessments 	<ul style="list-style-type: none"> Progress Test in English 11 Progress Test in Maths 11 	<ul style="list-style-type: none"> Single Word Spelling 	

RECORDS AND RECORD KEEPING

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in a variety of ways. These include:

- Teachers' weekly plans & evaluation;
- Pupils' work;
- Teachers' mark books/folders;
- Teachers' notes e.g. significant outcomes;
- iSAMS assessment manager system;
- Individual reports;
- Assessments results;
- Individual portfolios;
- Early Years Profiles.

WORK SCRUTINY

Pupils' work is looked at closely by the headmistress, Academic Director and Subject Heads/Coordinators.

Once in the academic year, Subjects Heads/Coordinators take in work and complete a work scrutiny.

LABELLING

Exercise books and folders in all year groups and subject areas should be labelled with:

- Girls' first name and initial of surname (if someone else shares first name in class);
- Subject area;
- Year group

See [Templates](#) folder.

FEEDBACK

The key purpose of feedback is to promote learning. It should be focused on guiding improvement and ensuring that pupils and also parents have a clear understanding of strengths and areas for development. Teachers will use their professional judgement when deciding on the most appropriate type(s) of feedback they will give to pupils. It will depend on the learning objective(s), the task, the age of the pupils and the particular needs of the pupils. See marking code below.

TYPES OF FEEDBACK:

- **Verbal** – feedback may take place during the course of a lesson and should focus on the learning objective.
- **Summative** – marking usually consists of ticks or if age, subject &/or task appropriate crosses for closed tasks. Pupils may be asked to correct wrong answers or write out an incorrect spelling error correctly.
- **House Points**- these can be given as a form of praise for completing a task well.

- **Good Works**- work which is considered to show individual improvement, excellence and/or effort can be awarded a 'Good Work' status by the teacher and is shown to the Headmistress during her weekly 'Good Work' sessions at the end of each week.
- **Outstanding Works**- these are very occasionally given by a teacher; they are recorded as good works and a special gift, such as a notepad or ruler is given by the Headmistress.
- **Stickers/stamps** – these may be used as a different method of feedback. Some may have a message printed on them.
- **Computer-based** - this can be used in subjects such as Computing, Mandarin, French and Humanities.
- **Marks and percentages** – from Key Stage 1, these may be given on a test or assessment to indicate how a pupil has performed. Pupils are given marks and percentages for assessments.
- **Portfolios** - each pupil in Nursery has a digital profile on Tapestry and each pupil in Reception has a profile book in which their work and achievements are kept in chronological order from when they start to show the progress that the girls have made based on the Early Learning Goals. This includes examples of Maths and Literacy work and other areas of the curriculum. These are shared with the parents. They are passed up to the Y1 teacher to help with planning and then sent home.

GUIDELINES

- All written work should be marked as soon as possible after the lesson and returned to pupils;
- All pupils' work need be at least lightly marked;

- Learning Objectives:

When the learning objective is achieved	LOA marked near the learning objective
When the learning objective is partially achieved	LOP marked near the learning objective
When the learning objective is not met	The learning objective should be left blank

- Verbal feedback:

Verbal feedback	VF marked in the margin indicating where verbal feedback was given
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- Independent or Supported work:

Independent work	IW marked next to learning objective or by the work
If a pupil has needed 1:1 support or has found a particularly piece of work difficult to complete without help.	S should be marked where the support was given.

- Spelling corrections:

In English usually up to three words should be selected and girls should write them out three times. In other subjects, spelling corrections may be given if appropriate to age and ability, if they are high frequency words and/or topic specific words.	Spx3 marked in the margin or below the work
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FORMATIVE FEEDBACK

- In English and Maths, a piece of work will be marked developmentally by their teacher. Teachers will use their professional judgement in deciding when it is necessary;
- Pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning;
- Teachers' comments should be made in pen and relate to the planned learning objectives, recognise achievements, and/or indicate the next steps in learning by setting targets and advice. "One/two/three stars and a wish" is sometimes used as a form of formative marking. This includes;
 - **Up to three 'stars' or achievement/s** identifying skills linked to learning objectives;
 - **One 'wish' or improvement/extension** identifying mistakes or misconceptions or where further understanding can be explored to deepen learning and extend higher order thinking.
- Children in Y2-Y6 should have opportunities to respond to comments with their own comments and by initialling to confirm that they have read them in a colour different to teacher's marking. Teachers can employ their own system for how this is managed. **It is critical that Teachers explain the system and maintain it;**
- **Self-assessment** – girls from Key Stage 1 onwards, should have opportunities to self-assess. The teacher will mark the work using **SA**. In each lesson, where appropriate, they should also use the school's traffic light colours next to the learning objective to indicate their understanding;
- **Peer-assessment** - girls from Key Stage 1 onwards, should have opportunities to peer assess. They should offer at least 1x positive and/or 1x improvement in a colour different to teacher's marking, with the initials of the peer assessor. The teacher will mark the work using **PA**.

FEEDBACK IN THE EARLY YEARS:

- Early Years staff respond to pupils' work verbally, although they will always "mark" that the work has been assessed/discussed.
- Pupils' work is annotated where necessary, giving the context to the piece of work and/or recording the 'voice of the pupil' which supports practitioners in the assessment of the pupil's overall understanding and attainment.
- Annotation and verbal feedback is always positive focussing upon the evidence of what the pupils can actually do independently and supports their next steps.
- All evidence within each pupil's learning journey is marked as 'Independent' if the piece of work has been completed without the support of an adult. If a pupil has needed 1:1 support or has found a particularly piece of work difficult to complete without help, then this should be marked as 'Teacher or TLA Assisted'.
- All evidence within the pupils' learning journeys is dated.
- All work will display the learning objective. This supports the tracking of individual pupils' progress and is used to inform the planning for the pupils' unique next steps.
- If a pupil is asked to practise a number, letter or word then this is to be done tracing over a yellow pen written by their Teacher or Teaching and Learning Assistant.

MARKING CODE FOR YEAR 1- YEAR 6:

This code will be *used for Year 1- Year 6* across the curriculum and elements will be used depending on the girl's age, the subject and the activity.

The symbols of the code that are used in the year group and subject area are displayed in every classroom and/or in the inside cover of each exercise book. Girls from Year 2 have a copy in their planners.

LOA	Learning Objective Achieved
LOP	Learning Objective Partially Achieved
VF	Verbal Feedback Given
SA	Self-Assessed
PA	Peer-Assessed
CD	Class Discussion
S	Support Needed
IW	Independent Work
_	Underlined to Highlight a Mistake
C	Correction
TL?	Where's your traffic light?
T	Target/Next steps
EXT	Extension
GWO	Good Working Out
✓M	Correct Method but Wrong Numbers Used
Spx3	Spelling Correction to be Written 3 Times
P	Missing Punctuation
^	Missing Word/s
/	Remember to Leave a Space Between Each Word
//	New Paragraph Needed
➡	Indent your Paragraph
~~~~	Does this Make Sense?
↕	One Line Gap Needed
UCIS	Use Correction in a Sentence (for homophones)

GOOD WORKS Good Works - See the Headmistress

OUTSTANDING WORKS Outstanding Works - See the Headmistress

HP House Point

GP Golden Point

- **Attainment and Effort Grades** - these are used in Key Stage 1 & 2 in the girls' termly reports.

- **Years 1 – 6** receive *attainment* grades:

Explanation
Well above expected standard
Above expected standard
Expected standard
Working towards expected standard

- **Years 1 – 6** receive *effort* numbers:

Grade	Explanation
1	Well above expected standard
2	Above expected standard
3	Expected standard
4	Working towards expected standard

Linked guidance, policies and procedures:

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

[Working together to safeguard children.pdf](#)

Relevant school policies:

Keeping Pupils Safe in Education, Pupil protection Policy, Code of Conduct and Subject Policies