



**WELLESLEY
PREP SCHOOL**

Curriculum, Teaching and Learning Policy (2026-2027)

Updated: September 2026

One-page Summary for Governors and teachers

Vision and Ethos

Wellesley Prep School provides a broad, ambitious and inclusive overall curriculum rooted in kindness, curiosity, high aspirations and effective problem-solving. Learning is active, purposeful, and enriched by extensive use of our outdoor environment and grounds. We aim to inspire a lifelong love of learning and prepare pupils to thrive academically and personally. Through this vision and ethos, we aim to enhance the wellbeing of every pupil.

Curriculum Intent

The curriculum is designed to meet statutory requirements as inspected by ISI (*The Education (Independent School Standards) Regulations 2014*) while going beyond them, enabling all pupils to develop knowledge, skills, character and independence. Safeguarding underpins all aspects of curriculum design and delivery. Through the curriculum and wider school life, pupils are equipped to stay safe, recognise risk and seek support. Development of the curriculum is rooted in reflection and research allowing continual adaptation in order to enrich the learning experience for every child. It supports academic excellence, personal development and readiness for life in modern British society and the wider world.

Implementation

- Curriculum is carefully sequenced and coherently planned from EYFS to Year 8
- High-quality teaching is supported by a structured five-year CPD programme as well as planned interventions during staff Inset days.
- Specialist teaching is introduced early.
- Setting occurs in certain subjects at different stages throughout the school to support progress.
- Outdoor learning is a developing strength and is increasingly integrated where it meaningfully enhances learning.
- SEND and inclusion are integral to curriculum planning

Impact

- Pupils make strong progress relative to starting points as tracked by 'The MEG – Monitoring and Evaluating Growth' (A centralised tracking document containing core baseline data on each child in the school). This has a positive impact on the wellbeing of each child.
- Pupils demonstrate curiosity, resilience and positive attitudes to learning as tracked by staff observations, grade cards and our rewards system on isams.
- Outcomes support successful transition to senior schools.

Oversight

The governing body robustly monitors curriculum quality, compliance and impact through reports, visits and data review.

One-page Summary for Parents

Vision and Ethos

At Wellesley Prep School, our curriculum and teaching are rooted in kindness, curiosity, high aspirations and effective problem-solving. We aim to develop confident, responsible and compassionate young people who are curious, resilient and increasingly independent learners.

Our curriculum supports pupils' academic learning, personal development and wellbeing. Through high-quality teaching and a broad range of experiences, we aim to ensure that every child is well prepared for the opportunities and challenges of the next stage of their education and life beyond.

Curriculum Intent

Our curriculum is broad, balanced, ambitious and inclusive. It is designed to develop secure knowledge, skills and understanding across a wide range of subjects, while recognising and responding to individual pupils' strengths and needs.

We provide appropriate support and challenge for all pupils, including those with Special Educational Needs and Disabilities (SEND). A distinctive feature of our curriculum is the use of outdoor and active learning, enabling pupils to explore and apply their learning in meaningful contexts.

Learning is further enriched through specialist teaching, trips, visits, clubs, competitions, performances and other opportunities beyond the classroom.

Implementation

Our curriculum is carefully planned and sequenced so that pupils build their knowledge and skills progressively over time.

Teaching is underpinned by shared expectations for excellent practice, including clear explanations, modelling, effective questioning, appropriate challenge and support, regular practice and retrieval, and the development of literacy, numeracy and oracy.

Assessment and feedback are used purposefully to identify pupils' strengths, address misconceptions and inform future teaching. Teachers regularly monitor progress and adapt their teaching to ensure pupils are appropriately supported and challenged. Where needed, targeted interventions and additional support are provided.

Our teachers engage in ongoing professional development to continually strengthen their subject knowledge and teaching practice.

Impact

We want every pupil to make strong progress and develop into a knowledgeable, curious, confident and independent learner. We celebrate effort, progress, personal achievement and academic success, recognising that every child's journey is individual.

Ultimately, our curriculum and teaching aim to ensure that pupils leave Wellesley well prepared for their next steps: with secure knowledge and skills, confidence in their abilities, resilience when facing challenges and a lifelong curiosity about the world around them.

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1. Introduction and Scope

This policy sets out the principles, intent, implementation and impact of the curriculum, teaching, learning and assessment at Wellesley Prep School. It applies to all pupils and staff across the school, including the Early Years Foundation Stage (EYFS - [*Early years foundation stage \(EYFS\) statutory framework* - GOV.UK](#)), unless otherwise stated.

The policy should be read alongside related policies including but not limited to: Behaviour, SEND, Equal Opportunities, PSHE/RSE/SMSC, Safeguarding, ICT Acceptable Use, EYFS and Staff Appraisal.

2. Statement of Intent

At the heart of Wellesley Prep School is a commitment to kindness, curiosity, high aspirations and effective problem-solving. Our curriculum is everything we deliberately plan and provide to promote pupils' academic learning, personal development and wellbeing. It is underpinned by safeguarding in order to equip our pupils to stay safe, recognise risk and seek support. It extends beyond statutory requirements to include enrichment, extra-curricular opportunities and the 'hidden curriculum' – the values, attitudes and behaviours pupils learn through everyday interactions and expectations.

We aim to nurture confident, responsible and compassionate young people who:

Develop strong knowledge, skills and understanding.

Work collaboratively and respectfully with others.

Show 'grit', curiosity and independence in learning, enabling pupils to take safe, creative risks thereby promoting mental fitness.

Are well prepared for the opportunities, responsibilities and experiences of life in modern British society as well as the wider world.

Achieve their full potential academically, socially and personally by a differentiated approach.

3. Governance and Statutory Compliance

The Board of Governors, in conjunction with SLT, ensures that this policy is implemented effectively and that the curriculum meets all statutory and independent school requirements.

The curriculum *The Education (Independent School Standards) Regulations 2014* takes account of pupils' ages, aptitudes and individual needs, including those with Special Educational Needs and Disabilities (SEND).

Supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Provides full-time supervised education for pupils of compulsory school age, offering breadth across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Enables pupils to acquire secure speaking, listening, literacy and numeracy skills.

Is delivered primarily through the medium of English.

Does not discriminate contrary to Part 6 of the *Equality Act 2010*.

The school does not educate pupils above compulsory school age.

4. Equality, Inclusion and SEND

4.1 Equal Opportunities

All pupils are given the opportunity to learn, make progress and succeed. On occasion, pupils may be withdrawn from timetabled lessons for peripatetic music tuition, LAMDA, learning support, fixtures or trips. Every effort is made to ensure this does not adversely affect progress in any subject.

Some pupils may be withdrawn from particular subjects (e.g. French/ Latin) to allow for targeted learning support where this is in the pupil's best interests.

4.2 Special Educational Needs and Disabilities (SEND)

Wellesley Prep School recognises that pupils may present with a wide range of needs including (but not limited to): Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD) and sensory impairments.

Provision includes: - Small class sizes - High-quality differentiated teaching - Individual Education Plans (IEPs) - Targeted interventions and specialist support.

A graduated approach is used, as detailed in Section 12 of this policy.

5. Curriculum Design and Breadth

The curriculum at Wellesley Prep School is broad, balanced and ambitious, ensuring coverage of statutory requirements while allowing depth, enrichment and flexibility.

A defining feature of our curriculum is the intentional use of outdoor learning and active approaches. Our extensive grounds are viewed as a classroom in their own right, enabling pupils to:

Learn through movement and exploration.

Apply knowledge in real contexts.

Develop physical wellbeing alongside academic learning.

Build curiosity, resilience and independence.

Outdoor learning is planned, purposeful, and increasingly being embedded across subjects wherever appropriate.

See Appendix I for examples of curriculum re-design for the academic year 2025-2026

5.1 EYFS

The EYFS curriculum is based on the DfE Statutory Framework for the Early Years Foundation Stage (2021) and emphasises learning through play, exploration, movement, and outdoor experiences.

5.2 Key Stages 1–3

- **Key Stage 1:** Based on the National Curriculum
- **Key Stage 2 and 3 (years 3-8):** Informed by the National Curriculum, ISEB 11+ and 13+ frameworks, ISEB pre-tests and those of other schools, scholarship curriculums and enhanced by school-designed curriculum priorities.

Curriculum planning ensures clear progression in knowledge and skills while maintaining flexibility to respond to pupils' interests and strengths.

6. Specialist Teaching

Pupils benefit from subject specialist teaching from an early age. This approach fosters curiosity, subject passion, and depth of understanding.

Nursery – Music, Swimming and Games.

Reception – Year 1: Choir is introduced.

Year 2: Art, French, Drama and PE are introduced.

Year 3: Gymnastics, English and Maths specialists introduced.

Year 4: Science, Computing and Humanities specialists introduced.

Year 5 onwards: Latin/Classics and Verbal/Non-verbal introduced.

7. Teaching and Learning: Quality of Education

7.1 Professional Development (CPD)

A five-year CPD cycle was introduced in September 2025 to sustain and enhance teaching quality.

Effective professional development at Wellesley:

Builds strong subject and pedagogical knowledge

Is motivational and goal-driven

Develops teaching techniques through modelling, feedback and rehearsal

Allows time for practice, reflection and embedding

The programme includes peer observations, instructional coaching and shared professional learning. An online program to support and monitor this process, StepLab, is being trailed this academic year (2026-2027).

A more detailed table of the 5-year program can be found in Appendix II

7.2 The Ten Principles of Excellent Teaching

Teaching at Wellesley is underpinned by ten agreed principles:

1. Planning from a sequenced curriculum
2. Behaviour and routines
3. Scaffold and challenge (adaptive teaching)
4. Clear explanations
5. Modelling

6. Questioning (*Appendix IV*)
7. Practice and retrieval
8. Literacy, numeracy and oracy
9. Feedback and assessment
10. Active and outdoors where possible

Clear expectations are set for each principle, with departmental flexibility in implementation.

These expectations can be found in Appendix III

When teaching standards require improvement:

1. Coaching and CPD support is provided
2. Targets are set through appraisal
3. Progress is monitored

8. Assessment, Feedback and Tracking progress

Assessment at Wellesley Prep School is purposeful, proportionate and clearly aligned to curriculum intent. It is used to support learning, inform teaching and ensure pupils make strong progress over time.

8.1 Principles of Assessment

Assessment practice:

Is aligned to curriculum sequencing and learning objectives.

Identifies misconceptions and informs responsive teaching, supporting pupils in understanding how to improve.

Avoids unnecessary workload for staff and pupils

8.2 Marking and Feedback – Whole School Expectations

As a school, we recognise that feedback is most effective when it is timely, focused and acted upon. Marking exists to improve learning, not to create an unnecessary burden.

Whole-school expectations are:

Feedback at Wellesley Prep School is regular, purposeful and proportionate.

It is designed to support learning and progress and will not necessarily take the form of detailed written comments on every piece of work.

When providing feedback, teachers must consider the purpose of the task set and the pupil's perspective, using age-appropriate language and an appropriate level of detail to ensure pupils understand both their strengths and the next steps in their learning. Teachers must follow the format of two positive comments and an area for development in their written feedback.

Feedback may be written, verbal, whole-class or live, depending on what will have the greatest impact on learning.

Where possible, pupils should actively respond to marking and are given time to respond to feedback. Marking focuses on key learning priorities and curriculum objectives, rather than surface features alone.

Departments must discuss, review and refine marking approaches annually to ensure consistency, clarity and impact within their subject.

8.3 Tracking and Data

Progress is tracked centrally using:

The MEG (CAT4 and NG testing)

The MEG 2 (Non-academic subject tracking)

Departmental trackers (tracking grade card data and departmental baseline data)

Exam/assessment trackers

Online platforms (Tapestry, AtomLearning, Dr Frost, Nessy)

Data is reviewed regularly by SLT, Heads of Department, the SEND team and all teaching staff to ensure pupils are appropriately supported and challenged.

Head of department meetings are held fortnightly to discuss academic progress and feed into parents' evenings. Departments have a weekly meeting where pupil progress is discussed and tracked.

When pupil progress is not in line with expectations:

1. Teachers adapt teaching and provide support
2. Heads of Department review provision
3. SEND support is considered
4. SLT monitors through data and discussion

In the Foundation Stage, there are four Development Review periods: a baseline in October, followed by further reviews in January and March, and then the EYFS Profile (Reception only) and school reports in July. Frequent Phonics/RWI reviews are also conducted.

In KS1, progress is tracked through end-of-unit Maths tests, termly Literacy reviews, and half-termly RWI Phonics assessments.

Years 3-8 are tracked through end of unit tests and/or baseline data exercises at least once a half term.

See Appendix V for a more detail assessment schedule for the academic year.

8.4 Celebrating progress and attainment

Pre-Prep recognition: A *Star of the Week* certificate is awarded to one pupil in each class (Reception–Year 2) during the weekly celebration assembly.

Pre-Prep Trophy: Awarded to one child who has excelled in demonstrating the Wellesley Prep School values.

House points: Pupils from Reception–Year 8 are awarded house points for classwork, homework, excellent contributions, questions and other positive achievements.

Super House Points: Awarded for exceptional progress, effort or attainment relative to the individual child and celebrated during the Friday celebration assembly.

Headmaster's Commendation: Awarded weekly to one Prep School pupil for achievements such as an excellent attitude to learning, kindness or

contribution to the school community. This is recognised with a trophy awarded to the child, a letter to parents and a feature in the weekly newsletter.

Colours Awards: Colours are awarded in three disciplines (Arts, Sport and Academic) to Year 8 pupils displaying exceptional progress, commitment and talent.

Scholarships: Scholarships achieved by Year 6 and Year 8 pupils are announced in assembly and celebrated with the wider school community in the weekly newsletter.

8.5 Reporting to parents

Each student in EYFS and Pre-Prep has two Parent's Evenings (Winter term and Spring term) as well as a written report in the Summer. In EYFS parents are encouraged to engage with their child's learning journey through Tapestry.

Each student in the Prep School receives throughout the academic year:

1. Two grade cards (at the end of the first two terms; Winter and Spring.)
2. Two Parents' Evenings
3. A written summer report.

The Grade Card details 'progress', 'current attainment level' and attitude to learning (classroom behaviour [cooperation], enthusiasm and concentration levels) and is released to parents on the ISAMS parent portal.

9. Monitoring and Evaluation

Monitoring focuses on improvement and sharing best practice and includes:

Lesson observations

Work sample reviews

Planning reviews

Pupil voice through school council.

Staff self-evaluation (HoDs halfway through the academic year and all staff in April)

Assessment analysis

Performance management targets through appraisal

Governor visits

Outcomes from monitoring are shared in staff meetings and where appropriate with the wider school community during assemblies.

10. Departmental Autonomy and Leadership

Departments are encouraged to maintain a strong identity while aligning with whole-school aims.

Each department produces an annual handbook outlining: Curriculum intent and sequencing, Pedagogical approach, Assessment methods, Contribution to SMSC and Outdoor learning.

These are reviewed annually by the Director of Studies.

11. Deep Dives

An annual deep dive focuses on a priority curriculum area. This process is led by the Headteacher, supported by the Director of Studies and Academic Governors, and results in a clear action plan devised in conjunction with the Head of department and reviewed regularly throughout the academic year.

See Appendix VI for Deep Dive plan

12. Learning Support

The Learning Support Coordinator oversees SEND provision and liaises with parents, staff and external agencies.

A graduated approach is used:

Stage 1 – Monitoring

Stage 2 - Targeted intervention and IEP

Stage 3 – Education, Health and Care Plan (EHCP)

Pupils identified as needing support are then offered appropriate support from the list below:

SEND Register: Pupils with identified additional learning needs are monitored and supported through the school's SEND register.

Targeted Reading Support: Pupils identified as weaker readers receive additional support through targeted reading lessons and interventions.

Maths Booster Groups: Small-group booster sessions are provided to support pupils who need additional help or consolidation in mathematics.

Spelling Support: Targeted spelling booster groups, including the use of **Nessy**, help pupils develop their spelling skills and confidence.

Technology Support: Pupils on the SEND register who use laptops receive additional guidance and support to develop confidence and independence in using their devices effectively.

One-to-One Tuition: Individual lessons are available for pupils requiring more personalised support, where appropriate, and can be arranged on a paid basis.

Small-Group Interventions: Targeted interventions are delivered in small groups to address specific areas of need and support pupil progress.

In-Class Support: Pupils receive appropriate support within the classroom to help them access learning, make progress and develop independence.

13. Homework

Homework supports learning while respecting pupils' wellbeing as well as different family dynamics and pressures. It serves to reflect, consolidate and extend learning.

Homework is Introduced in Reception and increases progressively in number of subjects and length ***See Appendix VII for example homework timetable***

No homework set on fixture days (Years 5–8 on Wednesdays and Years 3–4 on Fridays)

Homework Club: Available daily from 4–5pm for pupils who wish to complete homework at school.

Targeted SEND Support: Some pupils can access The Hub for additional help with homework organisation, planning and completion.

Year 7 & 8 Support: Additional supervised homework sessions are offered at selected times throughout the year.

Outside the classroom projects are set by each department on a termly basis. These are optional but encouraged to develop curiosity and independence.

The role of parents: Parents are encouraged to support their child by promoting regular reading, helping them to develop good organisation and homework routines, and providing encouragement and guidance. The aim is to support pupils to become increasingly independent and confident problem-solvers. If a child is struggling with their homework or organisation at home, parents are encouraged to either communicate this with the school or encourage their child to speak to their teacher, dependent on their age.

14. ICT and Digital Learning

Technology is used to enhance learning across the curriculum.

- Staff use laptops or Surface Pro devices
- Pupils have age-appropriate access to iPads/ Surface Go devices/ the ICT room.
- Pupils in Year 7-8 have their own device (as well as some pupils in other year groups on the SEND register)
- Microsoft 365 and Teams are used for learning and collaboration in Years 3-8 and for homework setting in Years 5-8.

15. Personal Social Health Economic Education (PSHEE) and Spiritual Moral Social Cultural (SMSC)

SMSC development is embedded across school life.

- PSHE delivered through the Jigsaw scheme
- Assemblies aligned with school values
- Departments explicitly plan for SMSC contributions

16. Enrichment and Extra-Curricular Opportunities

This is tracked to ensure inclusion using The Meg 2. The curriculum is enriched through:

Trips and visits

External competitions

Clubs and activities

Enrichment carousel -Year 7 and 8 only (which includes life skills, debating, exposure to new sports, extended creative projects and cooking)

Adventure, Leadership and Service (ALS) Year 7 and 8 only

House competitions

Performances and recitals

17. Review

This policy is reviewed annually by the Senior Leadership Team and Governing Body to ensure it remains compliant, effective and aligned with the school's vision.

Appendix I – Curriculum sum re-designs for academic year 2025-2026

Subject introduced	Reason for change
Enrichment carousel with different subjects	4-5pm slot on a Friday was not conducive for classroom based, traditional lessons
Study skills lesson against Computing lesson	1 hour per week not needed for computing. Study skills to help with observations of learning trends decline over recent years (broken focus) and support with exam preparation
Year 7 laptop workshop (30 mins per week)	To reduce pressure on Head of ICT and give regular support for pupils new to having a personal device
Additional Humanities hour	To allow for more skills knowledge to be added to the scheme to support all pupil pathways (including scholarships)

Appendix II – 5-year CPD plan

Year	Whole staff Action	Director of studies action
1 2025-2026	Open door policy – positive drop-ins. Staff to complete 6 * two observations (one within their department and one outside) throughout the academic year	To work on Teaching and learning policy and develop 'ten principles.' To set up a teaching and learning committee and book club to study the science of teaching and learning in order to establish the principles we want to see in teaching at Wellesley
2 2026-2027	Staff to read new curriculum, teaching and learning policy at the start of the academic year. What does good teaching look and feel like? What makes effective learning? Continue low stakes observations - any teacher can see anyone - aim for 6 observations for each member of staff, focusing on 3 principles (behaviour and routines, scaffold and challenge and feedback.)	To lead in briefings, department meetings and inset days the sharing of good practice for the three principles. Enlist outside help to train up a small number of instructional coaches using StepLab software to track and support.
3 2027-2028	6 observations per year by instructional coaches - in person feedback with one clear action point from each observation which is role modelled in the meeting, rehearsed and observed in next observation also with recommendations of other people to go and watch to develop this habit (Name it, see it, do it). Continue with positive drop ins by other staff - with changed habits to focus on (Principles 4,5 and 6).	To lead in briefings, department meetings and inset days the sharing of good practice for the three principles. To use the trained instructional coaches to train up the next wave of coaches.
4 2028-2029	As above with the last four principles and using more instructional coaches to deliver the program. Years 1-4 are all about gaining insight. Years 3 onwards is starting to motivate with a goal to work on for each member of staff, giving them time and feedback to develop and embed new practices.	To lead in briefings, department meetings and inset days the sharing of good practice for the four principles.
5 2029-2030	Principles for development now become more specific to staff and their personal development. Annual training on being effective instructional coaches. CPD more targeted to individuals now, courses can be found to develop certain principles. Staff need to feel they are striving towards mastery, autonomy (being in control) and purpose to feel satisfied in their careers.	

Appendix III – Expectations for the 10 principles of teaching

- **Planning from a sequenced curriculum** (Schemes of work, medium term plans and individual lesson plans are regularly updated and stored on staff share). Staff are expected to organise their teaching coherently and consistently so that pupils can refer back to prior learning and understand how individual lessons contribute to the wider curriculum.
- **Behaviour and routines** (lesson objectives on the board, retrieval starters, seating plans, organised groupings for activities and use of the sanction and reward system.)
- **Scaffold and challenge** (each department has their own system for alerting children to different levels of challenge in a lesson. In line with our literacy policy, departments should liaise with learning support and the SEND register to provide word banks, pre-learning materials and bespoke scaffolds for individual children.)
- **Explanations and modelling** (having identified misconceptions through the children or prior knowledge from previous teaching.)
- **Oracy** (staff are expected to provide opportunities to develop this skill)
- **Questioning** (staff are expected to consider Bloom's Taxonomy (*Appendix IV*) and adapt/vary their questioning to make retrieval harder encouraging deeper processing.)
- **Practice and retrieval** (this is underpinned by a deep understanding of how children learn which is shared at inset days throughout the year and taught to Year 8 in study skills lessons.)
- **Literacy and Numeracy** (staff are expected to use data from The Meg in conjunction with the SEND register to ensure pupils can access their curriculum, as well as take direction from the Head of English and Head of Maths.)
- **Feedback and assessment** (staff are expected to keep online mark books which feed into a departmental tracker stored centrally. Each department has their own marking policy which adheres to the overall school approach.)
- **Active and outdoors when possible** (staff are expected to ensure that children are not sat down for prolonged periods but are active in their lessons and taken outside where possible to enrich their learning.)

Appendix IV – Bloom's taxonomy

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

Appendix V – Assessment academic calendar

Month/term	Year group	Assessment
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Winter term	R-2	Independent levelled writing piece RWI Phonics Assessments White Rose Assessment Spelling Assessment (SWST) New Group Reading Test (NGRT)
September/October	3-8 1-8	CAT tests NG tests/SWSTs
September	6	ISEB mocks
October	EYFS	Baseline development review
November	8 6	Scholarship mocks Senior schools Pre-testing (External)
Spring term	R-2	Independent levelled writing piece RWI Phonics Assessments White Rose Assessment
January	EYFS	Developmental review period
February	8	Mocks (all academic subjects)
March	EYFS	Developmental review period
March	5	Pre-test mocks
Summer term	R-2	Independent levelled writing piece RWI Phonics Assessments White Rose Assessment

May	7	End of Year exams
May	6	End of Year exams (in lessons)
May	8	Language assessments (oral and listening)
June	EYFS (Reception only)	Final profile review
June	8	Year 8 exit exams

Appendix VI – Deep Dive plan

Year	Department	Summary of action plan
2025 - 2026	Literacy	<u>Autumn term 2025</u> Meet with Head of English and academic governor. Friday book reviews (English department only) with DoS Regular meetings with Head of English to share findings from

		her department meetings and school wide observations. Head of department review of English Handbook <u>Spring 2026</u> Two members of staff weekly meetings with Head Teacher to work on teaching targets. Visit other schools to observe how literacy is embedded across the school.
2026 - 2027	Numeracy	
2027 - 2028	Science and Humanities	
2028 - 2029	French and Classics	

Appendix VII – Homework timetable 2026-2027

Year group	Maximum time per subject	Monday	Tuesday	Wednesday	Thursday	Friday
Year 3 (set in homework diary)	Spelling - 10mins * 3 a week Maths - 2 * 15 mins Nightly reading should also be encouraged.	Year 3				
		Spelling	Maths	English	Maths	
Year 4 (set in homework diary)	Spelling - 10mins * 3 a week Maths - 2 * 15 mins English - 1 * 15 mins Nightly reading should also be encouraged.	Year 4				
		Maths	English	Spelling*	Maths	
Year 5 (set on Microsoft teams)	15 minutes per subject *Spelling - 10mins * 3 a week Nightly reading should also be encouraged.	Year 5				
		Maths	English and spelling*		Science	French vocab (5S only)
		Classics/Drama	French vocab (5B only)			
Year 6 (set on Microsoft teams)	15 minutes per subject. *Spelling - 10mins * 3 a week Nightly reading should also be encouraged.	Year 6				
		Maths	English and spelling*		Science	Classics
		Humanities				French vocab
Year 7 (set on Microsoft teams)	25 - 30 minutes per subject. Spelling will require additional time guided by the subject teacher. Nightly reading should also be encouraged.	Year 7				
		Maths	Humanities		English and spelling*	Latin
		Classics	Science			French
Year 8 (set on Microsoft teams)	25 - 30 minutes per subject. Spelling will require additional time guided by the subject teacher. Nightly reading should also be encouraged.	Year 8				
		French	English and spelling*		Humanities	Classics/Latin
		Maths	Science			
* These subjects require shorter, but more regular sessions throughout the week to enhance skills in these areas.						

Glossary

EYFS - Early Years and Foundation Stage

RSE – Relationships and sex education

SMSC – Spiritual, moral, social and cultural development

PSHE – Personal, social, health and economic education

MEG – Monitoring and evaluating growth