



**Glendower Preparatory School**

ESTABLISHED IN 1895

# Teaching and Learning Policy

Reviewed May 24  
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**In discussion with:** Senior Leadership Team

This policy provides for all girls in Glendower from all year groups.

This policy should be read in conjunction with the school's following policies:

- **PSHEE Policy**
- **RSE Policy**
- **SEND Policy**
- **EYFS Policy**

## **Teaching and Learning Policy Contents**

- 1. Aims- The Glendower Learning Journey**
- 2. Our Curriculum Aims**
- 3. Assessment, Recording and Reporting of Pupil Performance**
- 4. Marking and Feedback**
- 5. Homework**
- 6. Learning Support**
- 7. Able, Gifted and Talented and Learning Enrichment**
- 8. Pupils Outcome and Pupil Voice**
- 9. Equal Opportunities and British Values**
- 10. Working with Parents**

## 1. Aims -The Glendower Learning Journey

At the heart of Glendower's educational philosophy and curriculum is a commitment to developing curiosity, confidence and creativity. As each girl embarks on her own learning journey with us, we will support, enable and encourage her to achieve her personal best. We believe that a love of learning is for life. We aim to deliver a vibrant curriculum that develops knowledge, understanding, creative and critical thinking skills.

Glendower strives to use an evidence based, research-informed approach to teaching and learning. Our teaching staff are deeply committed to developing their own professional practice.

Through our curriculum, we are passionate about developing character. Our girls are compassionate and critical thinkers who are active in their learning. Curriculum areas support the development of happy, healthy and well-balanced girls and as a result, they thrive.

Our overall aims include:

- To encourage socially-aware, inclusive and responsible citizens.
- To inspire our girls to be autonomous and resourceful learners
- To promote reflective learning and intellectual curiosity
- To develop courage, perseverance, and resilience.
- To foster positive and kind relationships
- To prioritise an ethos of responsibility for learning and actions.
- To offer a broad and intellectually stimulating curriculum including sport, art, music, drama, and STEM
- To spark freedom of choice and thought so that our girls go on to become gamechangers

## 2. Our Curriculum

Our curriculum design is ongoing and ever evolving; seeking to provide girls with a stimulating learning environment and to equip them with the skills and knowledge to face challenges and make a difference in the world around them. We seek to ensure that our teaching is highly effective for every girl, considering their educational need and stage. We are passionate about creating classrooms where metacognitive skills are valued and visible. A zest for learning and a deep understanding of how one learns is prevalent across the curriculum.

Teaching staff are responsible for maintaining excellent subject and pedagogical knowledge and ensuring that the best possible learning opportunities are planned, delivered and monitored. All planning is stored on the All Staff SharePoint, which is regularly monitored by SLT and Heads of Department. It provides weekly objectives, learning outcomes and suggested activities, strategies and resources.

We use objectives from the National Curriculum to underpin the taught curriculum. We recognise that cognitive development does not progress through a fixed sequence of age related stages and therefore, the mastery of new concepts can happen at any point.<sup>1</sup> There is greater opportunity for subjects taught by specialist teachers throughout the school, as well as the extensive range of extra-curricular activities to enrich the experience of all girls.

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<sup>1</sup> Willingham, D. T. (2008, Summer). What is Developmentally Appropriate Practice? *American Educator*, pp. 34-39.

We are committed to developing a broad and balanced curriculum which is accessible to all and enables each pupil to achieve their highest potential in academics, sport, cultural, spiritual and personal development. A sense of belonging is fundamental to the success of each girl, and we want each girl to feel valued, recognised and respected.

Heads of Department are responsible for collating Curriculum Development Plans, resourcing their departments for effective subject delivery and supporting SLT in effective implementation of subject content. Book scrutinies with specific focus (e.g. pupil response to feedback Feb '23), Heads of Department meetings and weekly staff meetings provide opportunity for identifying areas for future development within the curriculum.

Our experienced team of teaching assistants work with class teachers to support learning in the classroom and curriculum delivery.

### **Daily Practice from Early Years to Year Six**

We aim to instill a love of learning from Nursery to Year Six, uninterrupted by external assessment. Our children receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in full-time supervised learning, within the school day as follows:

<b>Year Group</b>	<b>Core School Hours</b>
Nursery	08:45-14:30
Reception	08:40 – 15:20
Years 1 & 2	08:40 – 15:30
Years 3 – 6	08:40 – 16:00

Girls in the Early Years (Nursery and Reception) begin to explore the world through structured and child-initiated activities and free play with learning experiences that form the basis for their learning to progress throughout the school. Glendower broadly follows the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning (we have taken up an exemption from the EYFS learning and development requirements):

- Personal, Social and Emotional Development.
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Year One and Year Two (Pre Prep) pupils are largely classroom-based working under the care and guidance of a form teacher with the support of a teaching assistant. The girls have specialist subject teaching for French, Music, Drama, Computing, swimming (Y2) and PE.

In Pre Prep, girls are taught English and Mathematics, Art and Design, Humanities, PE, Music, Computing, Science, French, Games, Drama, Dance, RE and PSHEE.

As girls progress to Year Three and beyond (Prep), the curriculum becomes broader to prepare her for the next stage in her learning journey. Girls gradually become more independent, moving more

from their own classrooms for lessons with specialists. Our specialist teachers are deeply passionate about their subjects, and they are committed to delivering creative and inspiring lessons which stretch, support and challenge all girls. French is taught throughout the school and in the Prep School, girls will also study Mandarin (all year groups from September 2024) and Spanish. Lessons are rich in developing digital literacy and oracy. Reasoning has been introduced from Y3-Y6 as part of the weekly timetable to encourage exploration of investigative and problem-solving based tasks.

Some subjects work well together to provide real and relevant experiences such as computing, science and art. We take advantage of the plethora of museums, galleries and parks on our doorstep to enhance opportunities for deep, contextual learning.

Starting from the Early Years, opportunities are taken to extend the curriculum beyond the statutory requirements through:

- Visitors sharing their knowledge or skills
- Educational visits
- Support from parents
- Extra-curricular clubs
- Residential trips (from Y3)
- Focus weeks e.g. science week and book week

In Year Six, the timetable is slightly adjusted to allow for specific preparation for the senior school entrance examinations which predominantly take place between November and January of Year Six (2022). While children continue to have access to every subject area, sessions are allowed for timed papers and interview preparation. This is adapted post 11+ to compensate for any time taken away from a subject.

### **11+ Preparation**

We want to prepare every girl to thrive and flourish in her next school setting and we work very closely with our parents to ensure that the right schools are selected for each girl.

Preparation for choosing a senior school starts in Year 4 when the Headmistress and Deputy Head Academic talk to parents about the process of 11+ transition.

In Year 5, individual meetings with the Headmistress, the Deputy Heads and parents are arranged to discuss school choice in the context of each girl's attainment and progress. A further meeting takes place early in Year 6 before final choices are made. Through this time, our experienced subject specialists in mathematics and English will keep parents informed about their daughter's progress. When choosing a school, we advise parents to be open-minded, ambitious and realistic. Be prepared to look at all possible options and make sure your daughter is setting herself high standards, while listening to what her teachers tell you.

Glendower girls are frequently offered scholarships: academic, sporting, music, fine or performing arts. The Headmistress and Deputy Head Academic will advise you about the scholarships process and preparation.

### **Post 11+ Programme**

The 11+ examination results are received at the end of the Spring Term. Once the exam period is over, the Year 6 pupils spend the rest of the year in a highly engaging and diverse programme which includes a plethora of speakers, trips and awards. In recent years, this has included:

- Sports Leadership Award Programme
- Residential Trip to Madrid and Spanish Week
- GlenPark Club- weekly collaboration with pupils from Park Walk School, Chelsea
- Kate Ludlam- The Mind Pilot- Transition to Senior School coaching sessions and Self-Mastery
- Previous Workshops: The Equiano Project (common humanity, values, community), Becky's Wardrobe (body positivity, sustainable fashion, clothes as an inspirational tool for change), Anne Frank Trust (gender equality workshop discussing prejudice, discrimination), 3D Modelling and Design, Latin workshops, public speaking workshops.
- Forensic Science Week- chromatography, DNA, criminal investigations
- Annual Year 6 Production
- Paired Reading and Mentoring of Pre Prep girls
- French Film Workshops

### 3. Assessment, Recording and Reporting of Pupil Performance

Assessment is a vital element in the planning and development of learning within Glendower and it is a continuous process. Each assessment undertaken at Glendower has a purpose. It is important that each girl understands what skills have been acquired, what concepts have been understood and what information has been retained. Our girls are active participants in their learning. We want to encourage our girls to learn from mistakes and be risk takers in their learning.

Glendower's approach allows the teacher to select appropriate assessment methods for their subject, age and stage of learning to ensure that maximum progress is taking place. Our professional staff have the autonomy to provide an assessment as and when it is required across the curriculum, not have the assessment drive the curriculum intention.

There are two broad types of assessment:

Formative	Summative
<ul style="list-style-type: none"> <li>• Ongoing feedback</li> <li>• Assessment for Learning</li> <li>• Informs planning</li> <li>• Shared with each girl</li> <li>• Specific for each girl</li> <li>• Includes discussions about work, observations or work, questioning, marking, written feedback, quizzes, concept map, flashcards, presentations</li> <li>• Peer assessment*</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation performed at the end of a unit/term against standardised criteria</li> <li>• Assessment of Learning</li> <li>• Internal and external assessment (e.g. 11+ examinations)</li> <li>• Recorded centrally on Pupil Tracker (All Staff SharePoint)</li> <li>• Allows for comparison with peers</li> </ul>

\* **Self and peer assessment strategies** are used throughout the school. This takes various formats. In English, this could be a tick box sheet where the girls have decided on the criteria for a successful chronological report. In PE it could be a discussion based around video evidence of an individual's work. We give girls an opportunity during lesson time to engage with feedback and respond to it. In November and June, all girls complete an electronic self-assessment form which becomes part of their end of term report. This encourages them to reflect and plan their next steps

## Benchmarking

A common understanding and agreement of standards must exist for assessment to be effective over time. This is achieved by book looks and book monitoring. The teachers discuss samples of work, relating them to our own syllabus, National and Glendower's age-related expectations, knowledge of senior school entrance exam requirements, etc. and agree on examples which set the benchmark for each year group.

External assessments such as [CAT4](#) and [GL Assessment](#) tests are used at various stages throughout a girl's time at Glendower to give standardized scores and an indication of their progress relative to their age. The following table indicated the tests completed in each year group. All standardized tests are completed on computers and iPads, except Year 1, where the children use paper booklets

Nursery	Reception	Y1	Y2
BASE (CEM Assessment)	BASE (CEM Assessment)	SWST NGR T PTM	NGST NGRT PTM
Y3	Y4	Y5	Y6
NGST NGRT PTM PTS CAT 4	NGST NGRT PTM PTS CAT 4	NGS T NGR T PTM PTS CAT 4	CAT 4  11+/Common Entrance & Scholarships  Mandarin ISEB Level 1 (Optional)

## Examinations and Assessments

At Glendower, we want our girls to be familiar with regular progress checks and to see this as an ongoing process and an opportunity to learn from mistakes. There are no formal 'examination' weeks which require intense preparation or revision. From Year 3, more formalized practice in mathematics and English assessments will take place in the classroom. Examination skills which are required for the 11+, such as time management, task initiation and study skills are built into the sessions where these more formalized practices take place. Teachers ensure that the girls are prepared and experienced in taking external tests, but above all we want them to feel self-confident about doing so.

CAT4 tests are shared with parents from Year 4 as part of a wider discussion around senior school selection. GL Assessment tests (e.g. PTM Primary Test Maths) are held internally to inform planning and tracking pupil progress.

## Recording- Pupil Tracker

Results of all pupil assessments in EYFS, Prep and Pre Prep are kept on the Pupil Tracker in the All Staff SharePoint and teachers use these to inform future planning. Girls are given a grade against the learning objective using the following criteria:

Working Significantly Above Age-Related Expectations	Girls are making excellent progress beyond the National Curriculum and exceeding age-related expectations.
Working Above-Age Related Expectations	Girls are making good progress beyond the National Curriculum and above age-related expectations.
Working at Age-Related Expectations	Girls are making good progress in line with the National Curriculum and age-related expectations.
Working Towards Age-Related Expectations	Girls are working towards National Curriculum and age-related expectations.

The Deputy Head Academic reviews the data after each assessment point in the Prep using the CAT scores to ensure that ability and attainment correlate correctly. The combination reports from GL assessment provide further opportunity for us to ensure all girls are on track. At the end of each assessment period, meetings are held with the core subject coordinators and subject teachers to review results and identify those girls who may be in need of additional support or whose results are not in line with expectations. Working closely with the SENDCos, an appropriate level of intervention will be put in place which may include additional booster sessions for literacy/numeracy and/or working with TAs/the SENDCos individually or in small groups. The Education Committee reviews the assessment results annually.

Teachers will individually record all class based assessments and this may be done in the following ways:

English	Spelling tests (differentiated) Ninja points system to encourage use of interesting vocabulary Use of teacher assessment tool on Doodle English Atom Learning for summative assessments and tracking Peer and self-assessment grids for writing tasks Target Grids in Prep (Traffic light system) Work assessed using colour system (tickled pink and green for growth) in Prep and Pre Prep (see Marking) Anima Phonics Assessments (EYFS and Pre Prep)
Maths	Times tables tests (stars) (differentiated) Mental arithmetic tests, Ninja Skills Booklets Use of teacher assessment tool on Doodle Maths and Atom Learning Traffic light system at the end of each lesson Schofield and Sims – levelling papers WhiteRose Maths assessments

## Reporting

Parents are supplied with a written report on their child's progress in core subjects (English, mathematics and science) in the autumn term and individual subjects at the end of the summer



term. Parents will be invited to a minimum of three parents' evenings during the year to discuss their daughter's progress with the staff who teach her. These meetings will take place in person or online via SchoolCloud. Subject Leaders will ensure that pupils' progress is tracked, monitored and evaluated from year to year in their subject.

### **Sharing Results with Parents**

Parents evening provides an opportunity to discuss progress, targets and next steps. Teaching staff will also share appropriate assessment results with parents so that there is a full understanding of their daughter's progress. Assessment results are not explicitly sent home. As the girls approach Year Five, they will be tested using a mixture of past papers from a variety of external sources. Teaching staff will communicate with parents directly if there is a concern regarding a child's progress.

### **Pupil Ranking and Sets/Grouping**

We do not rank girls at Glendower.

In Year Four girls will begin to work in a mixture of mathematics groups. In Year Five and Year Six, the girls will be grouped for both English and mathematics. Due to the nature of the timetable and specialist teaching, they are in the same group for English as mathematics. There is a mathematics bias in arranging these groups due to the nature of the subject.

Due to the high teacher to student ratios, we are able to group the girls within a classroom setting to ensure more focused lessons. For example, in Year Five and Year Six, there are two specialist mathematics teachers for one class which can enable small teaching groups.

We believe in fluidity of setting as girls will grasp new concepts or need support with new concepts at different times. Setting and grouping is not fixed and subject leads and the Deputy Head Academic will monitor each girl and ensure that she is in the correct group. Grouping can depend on the subject, topic, type of material and pace. The most important aspect of any setting is to ensure that each girl feels confident in her lessons.

Academic Overview for 2023-2024 can be found on the following page:

[School Assessment and Reporting Overview 2023-2024.xlsx](#)



## 4. Marking and Feedback

The purpose of this section is to make explicit how the teaching team mark children's work and provide feedback. All members of the teaching team are expected to be familiar with this policy and to apply it consistently. Our approach to marking and feedback is based on professional judgement.

Marking should be **meaningful, manageable** and **motivating**. Feedback can take many forms, including spoken or written marking, peer marking and self-assessment.

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TAs) and any other specialist teachers employed by the school.

The girls at Glendower receive regular feedback on their work across all subjects. The purpose of this feedback is:

- To ensure progression of learning
- To identify knowledge, skills and level of understanding
- To enable reflection and encourage self-understanding
- To individualise targets
- To inform and evidence teaching and planning

We use marking and feedback sessions (**Feedback Improvement Time**) as a teaching tool to inform the girls of their performance and the next steps in their learning. It is timely and specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve. We encourage the girls to take responsibility for their own learning and to explain how they think work can be improved. ICT also plays an important role in feedback and assessment at Glendower and some tasks are evaluated using Atom Learning, BOFA, Microsoft Teams or Seesaw.

### **The Principles That Guide the School's Approach to Marking and Feedback**

Marking and feedback should:

- be manageable for the teaching team and accessible to the children
- relate to the learning objective
- involve the teaching team working with the children
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking where appropriate
- respond to individual learning needs, taking opportunities to mark face-to-face where appropriate
- inform future planning
- use consistent codes for marking (see below)
- ultimately, be seen by children as a positive approach to improving their learning
- be completed wherever possible within 24 hours, but definitely prior to the next lesson in that subject

- be in a different colour to the pupil's writing

### **The methodology of marking children's work**

The following are acceptable examples of methods of marking and feedback, however a minimum of one in every third piece of work in a subject should be quality marked. Mark schemes have been included in this policy as appendices.

#### **i) Verbal Feedback**

It is important for all children to have oral feedback from a member of the teaching team wherever possible. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas.

#### **ii) Summative Feedback**

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

#### **iii) Formative Feedback**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective.

#### **iv) Marking and feedback given by members of the teaching team other than teachers**

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

#### **v) Quality Marking**

A minimum of one in every third piece of work in a subject should be quality marked. Teachers should focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

When quality-marking teachers could:

1. Read the entire piece of work.
2. Highlight up to 3 examples of where the child has met the learning objective and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
3. Spelling, punctuation and grammar need not be marked in every piece of work.
4. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.

All the children should have a comment. When possible and appropriate, children should be given a comment, which will extend their thinking.

### **Marking and Feedback in the Early Years Foundation Stage**

In EYFS, marking and feedback strategies include:

- verbal praise
- stickers and stamps

- written annotations, short and narrative observations (written)
- annotation of work and photographs by staff
- children beginning to annotate their own work and pictures (self-evaluation)  
oral dialogue with children about their play, work or 'special books'

E.g. of 'What does my marking mean?' – used in the Pre Prep School

## What does my marking mean?

**WALT**

We are learning to...

**Highlighted pink**

Learning objective **achieved**

**WALT**

We are learning to...

**Highlighted green**

Working **towards** the learning objective

Check your **stars** and **wishes**...



**STARS** - What you did well.

You should feel proud of all the pink on your page.



**WISHES** - What you could practise.

Complete your wishes to make it even better.

### Common symbols in my marking:

**I** - Independent Work

**T** - Teacher/TA Assisted

**TM** - Target Met

**VF** - Verbal Feedback (discussed strengths and areas for development)

**NS** - Next Step in Learning

### Other:



Finger spaces **CL** - Capital letters **●** Full stops

E.g. of 'What does my marking mean?' – used in the Prep School



## What does my marking mean?

Highlighted pink

Learning objective **achieved**

Highlighted green

**Working towards** the learning objective

**SP**- Spelling mistake

**P**- Punctuation mistake

// - New paragraph needed

^ You have left a word out

^^ You need to add more information to improve your work

\* See comment next to the \*

**Eng**- check your grammar/have you used the correct word

### Common Symbols

**I** – Independent Work

**T**- Teacher/TA Assisted

**TM**- Target Met

**VF**- Verbal Feedback (discussed strengths and areas for development)

**NS**- Next Steps in Learning

## **5. Homework**

The purpose of homework changes and develops as the girl moves through the school. Homework in the Pre Prep is a combination of Reading, Phonics, Literacy and Numeracy. Homework tasks are set by teachers to consolidate or extend learning in the classroom, to develop skills and knowledge and are designed to be independently managed by the girls and to cultivate good study habits. We recognise that homework must be timely and appropriate for each girl and that outside of school, they are involved in a wide range of extra-curricular activities.

## **6. Learning Support and English as an Additional Language**

Our [Special Educational Needs and Disability Policy](#) should be read in full to reflect the provision provided by the school to ensure each girl reaches her academic potential.

## **7. Able, Gifted and Talented and Learning Enrichment**

It is our aim to help each girl discover and pursue their interests and develop their abilities and talents to the full.

As an academically selective school at 4+, we recognise that our girls can be described as able, gifted and/or talented in a variety of areas as they progress throughout the school. Academically, we seek to support, stretch and challenge our pupils both inside and outside the classroom and they will develop at different stages. All staff involved in delivering any aspect of the curriculum are expected to develop extension and enrichment activities which also take account of the need to differentiate between very bright students.

Glendower does not keep a register of able, gifted and talented pupils. We do not formally identify able, gifted and talented pupils and believe, given our context, it would be inappropriate to do so. However, there will be a range of abilities in any given class and individual pupils' abilities will vary across subjects, topics and tasks. It is vital that we differentiate fully within this ability range in order to ensure that each pupil is given the opportunity to reach their full potential and this is set out in our planning.

Provision for the able, gifted and talented is the *responsibility of all members of staff* at Glendower Prep; in recognising, stimulating and challenging our more able and gifted and talented students we also aim to raise the achievement of all children within the school. Providing for the full range of ability is a whole school aim: just as we believe that all teachers are teachers of special needs, all teachers are teachers of the more able.

We work on the belief that 'everyone is good at something,' and it is the responsibility of all staff at Glendower, to reveal, develop and nurture each individual's gift, talent or strength. Recognition of a gift or talent from a young age helps to motivate and focus children, and, crucially, build confidence.

***Examples of enrichment and extension activities which are embedded into the school curriculum.***

Classroom based	Outside the classroom
<ul style="list-style-type: none"> <li>• Understanding Metacognition- spirit of enquiry, higher order thinking skills, thinking and learning skills.</li> <li>• Development of teaching strategies e.g. digital literacy of pupils and staff, effective deployment of staff for small group work.</li> <li>• Understanding <a href="#">Executive Functions</a></li> <li>• FIT- Feedback Improvement Time- time for reflection, consolidation, (Booster Groups in EYFS and Pre Prep)</li> <li>• Bloom's Revised Taxonomy used in planning process</li> <li>• Options for further study e.g. ISEB Level 1 Mandarin exam in Year Six</li> <li>• Preparation for Academic Scholarship at 11+- the Head, Deputy Head and Subject Leads develop resources and work collaboratively to form discussion and focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to complete independent projects to develop their creativity and logical and lateral thinking, by allowing them to explore a special area of interest related to the topic being studied. For example, Take Away homework projects, organising Science Fairs, math competitions with other schools.</li> <li>• We take part in the National Gallery's annual 'Take One Picture' project which promote the visual arts within education. It acts as a vehicle for raising pupils' self-esteem. It enables pupils to make meaningful connections with arts and heritage and promotes learning outside the classroom as a means of enhancing learning within the classroom. It promotes student-led learning and creative and critical thinking.</li> </ul>
Clubs and Extracurricular	
<ul style="list-style-type: none"> <li>• <b>Problem Solvers:</b> Maths Thinkers Club, Chess Club</li> </ul>	



- **Oracy:** Confident Speakers, Debating Club
- **Languages:** Mandarin, French Drama, Spanish Clubs
- **Computing:** Mini Engineers and Coding
- **Sports:** Netball, Cricket, Football Clubs and Squads
- **Music:** Chamber Choir, Musical Theatre, Instrumental Ensemble
- **Community Club**

Within our school aims, we want to implement curriculum initiatives which enrich the learning experience for pupils in the classroom and beyond - stimulating their imagination and curiosity and helping them to develop their critical thinking skills, using a holistic approach across the curriculum.

## **8. Pupil Outcome and Pupil Voice**

Educating girls to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through daily teaching and extracurricular provision, we aim to integrate and promote these ideals through the curriculum so that all pupils can:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We provide opportunities for learning in these areas through the PSHE and wider curriculum, through the use of visits and visitors e.g. dentists, nurses, local MPs and through the participation in community or charity based events. e.g. GlenPark Club with Park Walk Primary School, Community Club, singing at the local residential care home.

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions. There is also a 'Kindness' and 'My Voice' box in classrooms where children can share their concerns or comments. Furthermore, we use Zones of Regulations in each class where teachers regularly check in with the pupils and discuss their feelings and emotions, suggesting various strategies, helping them self-regulate. The Senior Leadership team carefully look at [PASS](#) data (Pupil Attitudes to Self and School) to get an overall sense of pupil happiness at school and act on the results.

## **9. Equal Opportunities and British Values**

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

The School recognises its regulatory duty to actively promote British values of democracy, the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs. British values are actively promoted both in the wider life of the school and through the curriculum. Where it is possible, British Values are highlighted in planning documents.

### **10. Working with Parents**

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere. Parents are informed of their children's targets, and ways of supporting learning through parents' evenings, welcome evenings and written reports. Three official parent/teacher meetings are held across the year. Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.

The primary function of our teaching team is to teach the girls. We encourage all parents to read the [Communication Policy and Guidance for Parents](#).