Bedales Prep Curriculum Policy

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Tick relevant box(es) √ how this Policy should appear:

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Bedales Prep Curriculum Policy

I. Objectives and School Aims

Learning at Bedales Prep is a rich tapestry of opportunity and extends far beyond the classroom. We pride ourselves on a genuinely creative learning and teaching environment reflecting the Five Bedales School Aims (see below). We also maintain as much freedom as is practically possible from the pressures of testing, exam results and Common Entrance preparation whilst underpinning our curriculum with rigour and quality.

School Aim	What we do……….
1. To develop inquisitive thinkers with a love of learning who cherish independent thought	We focus on attitude and effort grades alongside achievement through our marking and reporting cycle We provide an environment that develops self-motivated and self-organised individuals through the 'Green' system We have focused feedback from staff to help students develop We have a broad approach to learning
2. To enable students' talents to develop through doing and making	We have a broad and interesting curriculum with equal importance given to all subjects and not just 'core' subjects A 'hands-on' learning approach where investigation, discovery, creativity and experimentation are key Every pupil has a weekly Outdoor Work lesson We involve students in cross-curricular projects that develop their practical skills
3. To foster individuality and encourage initiative, creativity and the	We use a differentiated approach in lessons and prep for all abilities (low threshold, high ceiling) We have Learning Support and Teaching Assistant support in some classes

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appreciation of the beautiful	We have a wide programme of trips, speakers and events We accommodate individual timetabling with a huge range of one-to-one lesson opportunities We have a varied extra-curricular programme We are free to follow our own programmes of study which are influenced but not dictated by the National Curriculum We encourage pupil-led assemblies We give sensible amounts of prep to encourage students to develop their own strengths and interests
4. To enable students, former students, parents and staff to take pride in the community's distinctiveness, and to feel valued and nourished by the community	We have a cohesive 3-18 linked curriculum We have twice weekly assemblies as a whole community We have a strong tutor group system We have small class sizes As staff we work together, across the three schools We have cross-school events and trips We monitor and treat each pupil as an individual
5. To foster interest beyond the school – engaging with the local community and developing a national and international awareness	We host platforms, workshops and taster days We explore the local and wider community with trips, workshops and visitors. We raise money for charities chosen by students Year 7 and 8 students commit to our Community Service programme We embed students understanding of their place in the world through a bespoke 'Global Awareness' subject in years 7/8 We have an Equality Council founded by students and staff

2. The Curriculum

Curriculum Overview

We teach by creating curiosity and setting challenges.

Confidence grows as the students grow, and with it their desire to question and discuss. Our distinctive approach to learning helps students excel academically.

We follow our founder's vision of focusing on all aspects of a pupil's life – head, hand and heart – and we believe that education should empower students through opportunity and experience.

The curriculum is broad as well as deep. Unlike many preparatory schools, we are not bound by the Common Entrance syllabus, and though we are guided by the National Curriculum we are not locked into it. If teachers want to pursue a topic in depth, they can.

Much learning takes place through doing and making, especially through our extra- curricular activities programme (horse riding, cookery, film making, design and mountain biking to name a few). Surprising talents are often unearthed by the students themselves and by our supervising staff. Trips, visits, workshops and speakers are important stimuli and are encouraged. Off–timetable days and special focus days are an important part of Bedales Prep too, with curriculum areas coming together to work towards a single goal.

The strong pastoral support system, including weekly 1:1 tutorials for Blocks 1 & 2 (Years 7 & 8), helps students to become independent in managing their work and to feel supported and part of the Bedales' community through all their commitments to the academic and extra-curricular life of the school.

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Academic Overview

In Groups 1-3 (Years 4-6) the students are usually taught English and Humanities by their class teacher and much is explored through this topic work, which makes it more interesting and relevant. There is specialist teaching in Maths, Science, Art, Design, Music, Physical Education, Drama, French, Spanish and Dance.

In Blocks all subjects are taught by specialist teachers. Students are also placed in small tutor groups with a tutor who looks after their pastoral needs and has a broad view of their academic requirements.

We do not set for lessons with the exception of Maths. Some students move Maths sets during the year. If a pupil would benefit from moving sets, then the Head of Department will let parents know prior to the move taking place so that everyone can support the pupil.

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We encourage students to be aware of and care for their environment. Students have weekly double Outdoor Work lessons that build on a range of forest skills and outdoor learning.

Each summer term, all year groups go away on residential camps, staying under canvas, in youth hostels or study centres. All trips complement the curriculum and introduce students to new situations and challenges.

Students have a voice in the running of the school. The school council is attended by the Head teacher but run by the students, and they have had influence over a range of matters from the academic, social, grounds and fabrics of the school. The Deputy Head Academic also runs an equality council which helps influence and shape the curriculum so that it includes a broad voice.

Every pupil in Block 1 & 2 is also expected to contribute to the Community Service programme, where they give time to help others both within and beyond the school community.

Learning Support

The school has a comprehensive range of 1:1 Learning Support lessons. These are usually put in place at the school's advisement or as a condition of being offered a place at the school. These are reviewed termly and are bespoke to the needs of a pupil. Please see the SEND policy for more information.

Some additional Learning Support work is offered outside of the paid for 1:1 sessions. This covers a range of curriculum needs mostly in English and Maths, as well as social interactions and emotional literacy or organisation.

Curriculum Area Overviews

Curriculums are regularly revised and updated. HoDs liaise with their counterparts in Bedales Prep, Bedales and Bedales Pre-Prep, as appropriate, to provide a distinctive and progressive 3-18 curriculum. In Bedales Prep we share termly topic overviews to parents so that they are aware of the broad themes of their child's education that term.

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The Groups' curriculum overview is generally themed, this theming is integrated and connected with all departments where connections can be made sensibly. This helps contribute to a cross-curricular planning.

Work Scrutiny

Work scrutiny takes place throughout the year. Work Scrutiny is to be a constructive and encouraging process where HoDs reflect on their departments; they may be used as stimuli for coaching those in their department. The DHA will conduct at least one work scrutiny per department each year – this may be done alongside the HoD.

Greens

All students have 'Greens', a timetabled lesson where they can complete independent study or prep in the library or pursue other activities such as further academic studies (e.g. additional Modern Languages, extra Maths or English), creative (e.g. individual instrumental or vocal lessons, LAMDA) or sporting (e.g. tennis). The number of Greens increases as students move up through the school; they are one of the means by which students learn to take responsibility for themselves and to organise their own time.

Educational Visits

Each department plans a rich and varied programme of visits throughout the year to support or stimulate their curriculum. Every department is represented by at least one visit throughout the year, be it through an onsite visitor (Australian Day workshops, French language theatre, visiting performance workshops, Author visits) or off site (Oxford Museums, Science Centre/Planetarium, Mary Rose Museum, Sculpture parks, D-Day Museum, etc.). Visits are carefully structured within the curriculum.

In the summer term, all year groups go away on residential camps, staying under canvas, in youth hostels or study centres. All trips complement the curriculum and introduce students to new situations and challenges.

Groups: Lesson Allocation per subject per week

Subject	Group 1	Group 2	Group 3
English and Humanities	11	11	11
Digital Learning	1	1	1
Wellbeing	1	1	1
Maths	8	8	8
Science	4	4	4

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P.E/Games	4	4	4
Art, Design, Ceramics, Textiles	4	4	4
Outdoor work	2	2	2
French	2	2	2
Spanish	1	1	1
Music, Ensembles, Choir	3	3	3
Greens (independent study)	3	3	3
Drama	1	1	1
JAW (External Speaker)	1	1	1
	46 periods	46 periods	46 periods

Blocks: Lesson Allocation per subject per week

Subject	Block 1	Block 2
English	7	7
Maths	7	7
Science	5	6
Humanities (History, Geography, PRE, Global Awareness)	6	6
Wellbeing	1	1
P.E. / Games	5	5
Art, Design, Pottery, Textiles	4	4
Outdoor Work	2	2
French	3	3

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Spanish		3	3
Digital Learning		1	1
Music		2	2
Vocal / Instrumental Ensembles		1	1
Greens (independent study)		7	6
Drama		2	2
JAW (External Speaker)		2	2
		58 periods	58 periods

Pupil Timetables

Viewing Pupil Timetables

A pupil's individual timetable is available to view via the Parent Portal (see Parent portal). Initially, at the beginning of the autumn term, this timetable will show subjects, teachers and rooms for class lessons. Within the first few weeks, this will be extended with details of all individual lessons. All students receive a printout of their timetable on the first day of the Autumn Term. They are then given further details of individual lessons when these have been decided.

Sometimes, students follow further individualised programmes; these arrangements, once agreed, are reflected in their timetables.

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Individual Programmes of Study

If a pupil needs Learning Support or English as an Additional Language (EAL) lessons, then these will be discussed with the parent by the Head of Learning Support (See SEN Policy). The support is mainly class based, but there may also be some need for individual or group lessons for some students. For EAL students, support is more likely to be in the form of individual lessons. Music lessons, LAMDA, tennis, etc., can all be requested by parents using the relevant form from Reception. These lessons are timetabled in students' Greens. Music and LAMDA exams can be taken by students and then parents are informed by the relevant department of costs, dates and results.

Additional Academic Lessons

These may be added in, in which case they are discussed with parents by the class teacher, Head of Department or the pupil's tutor and are timetabled into a pupil's Greens. Examples of this would be additional language lessons such as French, Mandarin or Japanese.

Reducing a Pupil's Timetable

Occasionally, the school will feel that it is necessary to reduce a pupil's academic workload because of the pressures of Learning Support requirements, or a pupil's specialism. This is done in full consultation with parents, class teachers, Heads of Department and tutors by the Head of Learning Support. This action aims to support the pupil by focusing them on core skills that require development, rather than exposing them to the full curriculum. These changes are then reflected in the pupil's timetable.

Daily Timings

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2024/2025

	Groups	Blocks
8:15	In class ready to receive tutees	
8:20-08:50	With class teachers or tutors/assembly (Mon/Thurs) (not Saturdays)	

8.50-9:20	P1	
9:20-9:25	*changeover*	
9:25-9:55	P2	
9:55-10:00	*changeover*	
10:00-10:30	P3	
10:30-10:50	Break	
10:55 – 11:25	P4	
11:25-11:30	*changeover*	
11.30 – 12.00	P5	
12:00-12:05	*changeover*	
12.05 – 12.35	P6	
12:40-1:10	Lunch (G1 12:40, G2 12:45 G3 12:50)	12:40-12:50 *(lunchtime registration with tutors)* 12:50 Break
13:10-13:40	Break	Lunch
13:45-14:15	P7	
14:15-14:20	*Changeover*	
14:20-14:50	P8	
14:50-14:55	*changeover*	
14:55-15:25	P9	
15:25-15:30	*changeover*	
15:30-16:00	P10	
16:00-16:10	Groups Tutor Time (not Friday)	Break
16:10-16:25	Break/End of Day	Break
16.25 – 16:55	Wed (boarders) - Homely Time /Activities	Period 11 (not on Friday)
16:55-17:00		*changeover*
17.00 – 17.30		Period 12 (not on Friday)
17:30-18:00	Supper	
18.00 – 19.00		Activities Mon/Tues/Weds/Thurs

Saturday School timings for Blocks are the same up until the end of P6.

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Activities

Our activities programme enhances and supports our curriculum. A wide range of activities are on offer and change on a termly basis throughout the year. Parents sign their students up to these on the parent portal in advance during the previous term. The majority of activities are run by staff with specific interests or specialisms, but we also offer activities which are run by coaches or experts from outside agencies (fencing, Karate, gymnastics etc.)

Academic Events

JAW and Assemblies

In the autumn and spring term JAW takes place on a Friday (4.30-5.30pm) and students enjoy a talk by a visiting speaker. Many assemblies on Monday and Thursday mornings are pupil-led or have musical performances by students, and parents are welcome to these too. There is a Badley JAW in September each year where we celebrate the founding of the school. This is followed by a Badley Day event for the whole community.

Parent / Teacher Meetings

These are held in the autumn and spring term for all year groups and are a chance for parents to talk to their pupil's tutor and subject teachers. These events are run on an appointment basis and the parents book these appointments on the parent portal approximately a week before the meetings. These may be online or in person at school.

Trips, Outings and Visitors

At Bedales Prep we offer a fantastic range of curricular opportunities. Each department organises multiple curricular trips throughout the year that enhance, stimulate or celebrate our curriculum. These trips are organised to ensure that a range of exciting opportunities to promote and enjoy our subjects is offered annually.

Subject Folders

Schemes of work, subject handbooks are kept and regularly updated by HoDs. From January 2013 all Handbooks and SOWs are available as master copies in department network folders rather than on paper. The network version will always be the one that is referred to and accessed for information across the 3 schools. Subject folders are expected to contain LTP (Long term plans), MTP (Medium Term plans) on the Bedales Prep format. This is adaptable as per the requirements of the subject. More detail about these schemes of work is below:

The fundamental purpose of planning is to support effective teaching in the classroom. They can provide a useful tool for professional discussion – for example between a teacher and a subject head or Deputy Head Academic – to help understand and explain teaching decisions but should not be seen as an end in themselves. They can also ensure that the coverage of curricula content and progression of skills across year groups and schools is progressive, innovative and exciting (Long Term Plans/LTP).

The Heads of Department are responsible for ensuring that a fully resourced scheme of work is in place for all terms and year groups (Medium Term Plan/MTP). Planning should identify what needs to be taught across a sequence of lessons.

Individual teachers should be able to choose the best format for their working plans (Short Term Planning/STP) or working plans to suit their level of confidence, experience and preference.

Definitions on planning are categorised as:

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Long Term Plans
Long Term Planning (LTP) is defined as 'Broad Strokes' overview of themes/topics for that unit of learning. Typically done in half termly or termly chunks. A Long term plan does not go beyond titles and duration of units. Long Term plans for multiple year groups might fit onto one or two documents. Note – Long Term Plans form the substance of "A child's journey through…" Document which marries up Bedales Pre-prep, Bedales Prep and Bedales plans.

Medium Term Plans
Medium Term Planning (MTP) is the next level of detail. MTP takes the topic/thematic title from the LTP and expands upon this. A MTP should break down the topic into a teaching sequence of lessons or weeks depending on the subject. Each sequence should include the main objectives of that week and accompanying skills or aims. Template

Short Term Plans
Short Term Planning (STP) is individual lesson detail. These are not required for every lesson and Individual teachers should be able to choose the best format for their working plans to suit their level of confidence, experience and preference. The only exception is for lesson observations. The expectation is that teachers will provide a STP/Lesson plan for pre-arranged lesson observations OR for the periods of learning during a schoolwide inspection.

3. Teaching Approaches (including Teachers' Standards)

At Bedales Prep, we approach teaching and learning by:

- An open classroom environment where students' opinions are encouraged
- Knowing each pupil as an individual
- Using open and higher order questioning
- Hands on learning (investigation, experimentation, creativity, discovery)
- Using AfL techniques
- Using starters and plenaries when appropriate
- Using engaging starter activities and variety of classroom activities
- Emphasising effort
- Never criticising the pupil, only the behaviour
- Creating differentiated opportunities
- Giving encouragement and promoting a positive learning environment
- Developing cross-curricular projects and learning to develop learners' neural pathways
- Using data and individual pupil information to inform teaching strategies
- Using in-class support effectively (see In-Class Support)

A teacher must:

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1. Set high expectations which inspire, motivate and challenge students

- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of students.

2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on

teaching

- Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings ⬜ Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and stimulate students' intellectual curiosity ⬜ Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

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- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment (see marking policy)

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure students' progress

- Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents regarding students' achievements and well- being.

Students' Equipment

All exercise books and text books (where used) are provided by the school, but students are expected to have the following, clearly named, equipment with them every day:

1. Pencil case (clearly named) containing:

2 handwriting pens and ink eraser (Group 3 and above)

2 HB pencils
Rubber Pencil sharpener 30cm
Ruler
Highlighters
Calculator (Group 3 and above)
Coloured pencils or pens
Selection of pencils from 6B to HB (Art)

2. An appropriate reading book

Groups' students are given a tray in their classroom in which to keep their belongings. Group 1 are given a book bag to take work home in which must be clearly named, whilst students in Groups 2 and 3 often prefer to use their own book bag, although school ones are available for them if they prefer. Blocks' students have a locker for books and students bring their own small rucksack or shoulder bag (clearly named) to carry their books around during the day. A durable watch is also useful for all students.

Department handbooks advise on departmental specifics for students

4. Setting Work

Setting Work / Prep

Maximum effort by students, regardless of achievement should be emphasised.

Work set should be differentiated as appropriate:
All students should be able to participate in all curriculum areas. Work should be planned so that every pupil is able to get started and make progress within the lesson and in their preps. Only in very exceptional cases will students need individual schemes of work and these students may be at either end of the ability spectrum.

Most work can be differentiated using four strategies:

By task

- Different tasks are given to different groups or individuals.
- A main common task is set but this may be modified or extended for some students.
- Stepped tasks are given which get progressively harder.

By outcome

- All students carry out the same task but it allows a variety of responses at different levels.

By support

- Differentiation is mainly by class/subject teacher input and support, although specialists may be involved.
- Other students can also act as partners.
- Extra support materials may be available, e.g. ICT.

By resource

- A variety of resources should be available. Written materials should be simplified where necessary, or more challenging texts provided for students of higher ability.

Prep

Preps are set by subject. Students with a heavy additional workload – LAMDA, additional musical instruments, learning support – should be aware of the impact on workload before they commit to extra activities. Tutors and class teachers need to be able both to ensure that a pupil's workload is neither too light nor too heavy and to take appropriate action as required.

Prep Allocations

Groups

Subject	Time/wk
Maths	30 mins
English/Humanities	30 mins
Science	30 mins (Group 2/3 weekly, Group 1 occasional)
Art/Pottery/Textiles/Design	Holidays: projects / occasional

Blocks

Subject	Time/wk
Maths	30 mins
English	30 mins
Science	30 mins
MFL	30 mins
History & PRE*	30 mins every 2 weeks on rotation
Geography & Global Awareness*	30 mins every 2 weeks on rotation
Art/Pottery/Textiles/Design	Occasional

* Carousel to be agreed between departments for 1 term at a time and published to staff and students

Each prep unit lasts for approximately 30 minutes of concentrated time including time to set up and entering a ready state for work i.e. one Green period. Staff may specify that a prep is to be handwritten. Staff must ensure that preps are uploaded onto the Teams Assignments so that students may access the task details, deadlines and any relevant resources.

Extended Learning Project (ELP)

In Groups 2 and 3 an ELP may be set once a term. This should be a more open ended and less task driven project linked to the term's learning themes. These projects will replace English and Humanities prep for the duration of the prep (approx. 3 weeks) with the idea that these preps are not limited by a particular subject category. Students should be encouraged to explore these projects in ways that complement their own strengths and interests. For example a pupil may: decide to compose a song, produce a film, create some art work, research a personal aspect of the project, etc. Students should not be limited by one idea but encouraged to experiment and get excited by the scope of these projects. See Deputy Head Academic for a bank of previous year's submissions. The ELP time allocation will be representative of the preps it is has replaced.

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Nature of Prep

Prep will rarely be used for completing class work. A variety of preps is paramount – reading, learning by heart, research, extension of class work, opportunities for independent learning, consolidation, practice of new skills etc. Parents are welcome to enquire about their pupil's prep, to take an interest and give support. Preps should generally be achievable and suitable to a pupil's ability.

Work involving the internet must be in the pupil's own words.

How We Advise Parents to Assist with Their Pupil's Education

At Bedales Prep, we like parents to take an interest in their pupil's education and we know that it can sometimes be difficult to know how to support students in the best way in the evening or at a weekend.

Here are the ways we advise parents to support their students at home:

- Listening to them read regularly (Groups – each evening during the week).
- Checking the Teams Assignments pages to see if students are on top of prep deadlines and to be able to   discuss learning.
- Giving them a quiet space and time to work without distraction.
- Encouraging them but allowing them to do the work themselves.
- Contacting your pupil's teacher or tutor if there has been a problem with prep.
- Making sure students spend an appropriate length of quality time on prep.
- Ensuring your pupil works on a prep in good time before its deadline, so that if there are any problems they can talk to the teacher in good time.
- Making sure that internet research is conducted safely and that the PC / IT device   is adequately filtered for pupil use.
- Helping students to learn misspellings in marked work.
- Praising them for the effort that they are putting in and not necessarily the end product.
- Making sure they check their school email regularly.

We want to encourage students to be independent in their prep so, although parents may want to contact the teacher if there has been a problem, we would always hope that the pupil could engage in this conversation with their teacher first.

If, however, they have academic queries about a particular prep, we ask them to contact the pupil's subject teacher in the first instance. If they have a more general query about their pupil's work or prep, they should contact their pupil's class teacher or tutor.

If their pupil's teacher has concerns, they will usually discuss this with the pupil first and often resolve issues through these informal conversations. More persistent concerns are then communicated to tutors and parents so that appropriate support and guidance can be provided for the students and logged in the Report and Conduct module in iSAMS. Students' work is marked regularly and they should be encouraged to take their books home.

Marking and Presentation of Work

Presentation and Marking guidelines can be found in the Bedales Prep Marking and Presentation Policy.

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The Reporting Cycle

Pupil Reviews
We like to promote strong links between teachers and staff to provide the best platform for success at Bedales Prep. Staff are always available to discuss matters as they arise but if there are more pressing issues they will be brought to parent's attention before a review.
We release reviews after a staff review meeting as soon as they are finalised on the weeks stated below. The school data manager will send an email indicating when they are available to read on the parent portal. A typical example can be found in appendix a.

Reporting

1. All teaching staff contribute to Pupil Reviews:

In the Autumn and Spring Term, a record of progress is produced in the form of comments and marks for Effort and Achievement and called 'Pupil Reviews'. These records are used as a basis for discussion at Pupil Review Meetings and for school tracking. Subjects are broken down into appropriate areas of assessment by the HoD's design.

These meetings occur regularly (see summary above) and focus on one year group or Key Stage at each meeting. (Please see Staff Handbook for further details)
Poor performance by any pupil will be noted by tutors/group teachers, discussed with colleagues, and any worries will be fully discussed. This may result in academic or pastoral actions,
All teachers need to provide marks for effort and achievement via input into iSAMS prior to the meeting. Staff then attend the Pupil Review meeting at which each pupil is discussed individually, and information is shared.

In the Meeting staff talk about how the students are doing; their strengths, weaknesses, responses to different subject areas; their general behaviour in class, etc. There are a variety of outcomes to these meetings: some students are invited to go to see the Head for praise and positive comment; or a meeting might be arranged with Learning Support staff, or parents, to address particular concerns; or a class teacher may focus on a specific area with a pupil. A summary of any concerns or action points are recorded directly into iSAMS after the meeting so that all staff can access them and a cumulative log is built up.

After the meeting, Review grades can be shared with students by their tutors
/ class teachers. The Academic Administrator arranges for parental access to their pupil's online review via the parent portal.

Tutors discuss these reviews with their class and parents are encouraged to have discourse with their pupil about them. Effort is always the focus over achievement.
These Pupil Review Meetings inform Parent / Teacher Meetings

Parent / Teacher Meetings
These occur in the autumn and spring term for parents to meet their pupil's tutor and subject teachers. They are run on an appointment system which is accessed through the parent portal.

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Parent/Teacher Meetings are invaluable to parents. They provide an opportunity for parents to meet the teachers of their students and discuss their pupil's ability, progress, effort and work. There should be no surprises; communication with parents should be very regular and pro-active. For meetings teachers should follow the guidelines distributed by the DHA (appendix b).

Parents are encouraged to contact the school at any time if they are at all concerned about any aspect of their pupil's education. Group teachers and Block tutors are expected to contact the parents of their class/tutees by the end of the third week of the Autumn Term.

Staff have a note taking sheet they can use (appendix c), but any significant discussion or information is expected to be logged on iSAMS and passed to the relevant staff.

Effort Grade Descriptors

	Class Effort	Marked Work / Prep Effort
1	Outstanding effort in every way You have: • arrived punctually • the right equipment with you • been fully focused, on task and ready to learn • shown excellent attitude to work • participated fully • worked with others well when you were supposed to	Outstanding effort in every way You did everything you could and maybe even thought of extra things you could do. You did everything I was expecting of you in class and got onto the extension task that was right for you.
2	Very good effort Mostly you were: • attentive • punctual • engaged • co-operative • positively worked with others • participated effectively in discussion	Very good effort You did everything expected of you to your best standard.
3	Satisfactory effort generally You did most of the things for '2' but fell a little short more than once; some room for improved effort.	Satisfactory effort generally Most of your work was good or ok, but you didn't do your best for everything. Perhaps your work was good but you did not use your time well and have not produced enough.

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4	Fallen short of the required approach to work	Fallen short of the required approach to work
	In a few ways and on multiple occasions you did not meet the criteria for box 2. You need to adjust your approach before the next lesson.	Your work was poor and not at the standard expected for you. Your work may also have been handed in after the deadline. You need to adjust your approach.
5	Significantly fallen short of required approach – cause for concern	Significantly fallen short of required approach – cause for concern
	Concern over your attitude towards learning. A significant change in attitude is required.	Concern over your attitude towards your work, or you did nothing/failed to hand in work. A significant change in attitude is required.

Attainment Grade Descriptors	
A*	Work that clearly demonstrates personal flair and exceptional understanding; a proactive and inquisitive approach is evident with a thirst for knowledge and an extensive and in-depth application of skills and knowledge. Working significantly above age expected level.
A	Work that demonstrates a thorough grasp of all the materials and comprehensive understanding; application of skills and knowledge shows initiative and independence and is applied to different situations with much success. Working above age-expected level.
B	Work that demonstrates a sound grasp of the materials and evidences understanding; taught skills and knowledge are evident within context and with some evidence of individual application. Working in line with age-expected level.
C	Work that shows a grasp of essentials but demonstrates some lack of understanding; there may be some areas that show weaknesses; a lack of individual application of skills and knowledge; not quite in line with age-expected level; monitor continued performance.
D	Work that shows a clear lack of understanding of the essential materials and demonstrates major weaknesses; working some way below age-expected level and of concern.
E	Work that demonstrates no evidence of understanding; working dramatically below age expected level and of significant and immediate concern.

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5. Assessment and Reporting

Assessment

Assessment needs to be regular and meaningful – relating to objectives (i.e. skills and knowledge not presentation) and clearly stated to students, where appropriate, before the task.

Assessment should be in line with National Curriculum levels or National Expectations, adjusted to each department's broad and balanced curriculum. This enables parity between subject grading and a constructive relationship for data transfer between schools as a pupil arrives or departs.

Each department should have clear criteria for Assessment based on the above, that all department staff are familiar with.

Assessment can take many forms, and variety is to be encouraged so that students take ownership of their learning. Examples and ideas for peer and self-assessment should be explored in departments, but a guide is as follows:

- Formative assessment – using questioning, discussion, observation during a task so that students continue to learn and progress.
- Peer assessment – students' marking each other's work – written and verbal responses; individual, small group and whole class using graded assessment criteria.
- Self-Assessment – evaluations (written / verbal) at the end of tasks / topics, indication of confidence using colours (red, yellow, green).

Recording & Tracking

Marks from regular assessment, informed by objectives, form the basis of teacher recording as well as departmental and school wide tracking.

1. Teacher Achievement Grades are recorded by the class teacher.
2. Regular tracking is achieved through detailed Pupil Review grades
3. HoDs, with their departments, should regularly evaluate the progress of students in their department by analysing Pupil Review tracking in conjunction with data provided from standard testing (InCAS, MidYIS, Reading and Spelling Ages) and Leaning Support information including Individual Learning Plans (ILP).
4. HoDs should decide a plan of action for students not working at the standard expected in order that this can be rectified at departmental level and should raise their concern in the Monday Staff Meeting and discuss the pupil with the relevant class teacher or tutor and Deputy Head Academic. It may be appropriate to record this on CPOMS to build part of the bigger picture.

Standard Tests Information

At the beginning of every year we gather cognitive ability data using CPI (Groups) testing or MidYIS (Block 1 and students new to Block 2) testing. Scores are used internally on a day-to-day basis, and to inform possible end of Key Stage predictions and GCSEs.

These scores are only part of a pupil's whole being and are not routinely shared with parents, as they can be misleading on their own because many other factors at Bedales Prep can determine success. They can be shared with parents if there is a need to do so.

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English and Maths departments use further standardised tests to secure the skill age of each pupil. These are used internally. The Learning Support department also use some testing to assist students who have support. All tests are done at Bedales Prep with the minimum fuss and without undue stress to students.

CPI (age 5 – 11) (see appendix b)

- Measures of reading and mathematics acquisition reported as intuitive age-related scores
- Ability measures incorporating non-verbal test and vocabulary test
- Reading and maths scores broken down to sub-levels to provide powerful diagnostic information
- Remediation advice booklets with suggestions for interventions from a systematic review of evidence
- Predictions of Key Stage performance
- Attitudinal measures

MidYIS (11 – 16) (see appendix c)

- Robust, nationally standardised curriculum-free measures of ability in vocabulary, mathematics, non-verbal and skills areas.
- Target setting measures, for KS3 / GCSE / IGCSE performance
- Progress measures (value-added) from MidYIS to INSIGHT/SOSCA / KS3 / GCSE / IGCSE Attitudinal reports
- Analysis software
- Test can be administered throughout Blocks (ages 11+, 12+ and 13+)

Other Forms of Tracking and Data

Throughout the academic year different departments employ their own systems of tracking which range from end of unit mini assessments, to writing analysis or essays. Teachers track the progress of this in departments and via 3 grade reviews throughout the year. The grade reviews track effort and attainment (linked to age expectation and subject objectives).

Actions in Response to Tracking

At Bedales Prep we always endeavour to be proactive rather than reactive. All HoDs work extensively with the pastoral team and learning support staff so that progress is constantly monitored. These tracking systems work alongside that but not in isolation, the intent is that a pupil whose progress is in the red is already known and actions put in place. These might include additional learning support, working alongside parents, or there may be pastoral/behavioural reasons that need to be addressed. Effort is praised over attainment in half termly 'choc'n'chats' with Colin.

Timetable for testing and data availability

All data from standard testing is accessible by staff on the Network (Files from Deputy Head Academic). The Deputy Head Academic organises and administers the tests, and the School Data Manager collates the information onto the network for whole school tracking.

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The Deputy Head Academic analyses data trends and predictions across the curriculum and the implications for departments and individuals.

HoDs are expected to be able to use this data to analyse progress of students within their subject area, to discuss at dept. meetings. Training and help is readily available from the School Data Manager or Deputy Head Academic.

CPI and MidYIS data is also retained for previous years to provide relevant tracking information, including new intake, where received, and is discussed at Pupil Review meetings and on a day-today basis.

Learning Support information is available in the Learning Support folder, and the AG&T register is available in the staff 'ReadWrite' folder.

Moving into Group 1 (into Year 4)

Students moving into Group 1 from Bedales Pre-Prep have opportunities during the summer term to meet their new teachers and also to come to Bedales Prep during a 'Newcomer's Morning' where they are able to experience their new classrooms and the larger environment of Bedales Prep so that they are prepared for September. Once the new term starts, Group 1 students will be guided in finding their lessons in various departments (e.g. Music, Design) by the staff and will also be helped to learn to use their Teams accounts, organise their prep, attend their individual music lessons and practices, and be involved in the community. An updated programme of activities and transition work exists throughout Year 3 allowing opportunities for them to get to know Bedales Prep staff, and to become familiar with to the Bedales Prep community.

Group 3 to Block 1 (from Year 6 – 7)

Moving to Block 1 (Year 7) can be a big transition for students as it traditionally sees the move from Primary to Secondary school. The Blocks has a different feel to the Groups because students have a tutor rather than a class teacher and do not have a classroom base. All students learn who their tutor is before the end of the Summer Term in Group 3 and spend a session with their tutor in the last week of term so that they are familiar with their new tutor group.

Bedales and 13+ (Into Year 9)

Most students are expected to transition between schools without consultation. However, in ome cases it may be assessed that a student would struggle in the academic environment of the senior school. In these instances, a conversation will be had between he prep school, and family. This may lead to close monitoring and target setting, or in some cases the school may declare that the student will be better suited to other academic environment. In all cases the school will support the student and the family in finding the right academic environment. Bedales Prep also supports students who choose to go to other schools at 13+ and sit Common Entrance. Details of any additional support required for these tests are discussed between the Deputy Head Academic and parents.

Parents

Parents are always encouraged to email, phone or come in to speak to class teachers or tutors to discuss any aspect of their child's education.

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6. Differentiated Opportunities
(Please also see separate SEN and AG&T policies)

There are four types of in-class support at Bedales Prep. All of these operate across the curriculum, unless subject specific.

3i (also referred to as Gifted and Talented)

We offer a wide range of in-class and extra-curricular activities for students of all gifts, talents and interests to pursue their skills in an inquisitive and independent manner. See separate 3i policy.

Learning Support

Learning Support needs for a pupil are decided by the Head of Learning Support upon the pupil's entry to the school or at any subsequent point. Provision is mainly through in-class support or in a group or individual weekly session. Learning Support is an extra cost to parents, and the Head of Learning Support liaises directly with parents in this matter. See the SEND policy for details of how LS is conducted.

EAL Support

EAL needs for a pupil are decided by the level of learning support required upon the pupil's entry to the school, or at any subsequent point. Provision is mainly on a one-to- one basis. E.A.L. Support is an extra cost to parents and the head of Learning Support liaises directly with parents in this matter.

Teaching Assistants

At Bedales Prep we use Teaching Assistants across all year groups to further support learning. Two Teaching Assistants work generally in core curriculum age groups whilst a dedicated French Assistant works in supporting and extending students in Modern Foreign Languages, with the further help of additional language teachers (e.g. Italian, Spanish and Russian). The Music Assistant assists students with their music practice (MRS) and provides an accompaniment facility whilst technicians in Art, Design, Languages and Science also contribute to the enhancement of students' experience

GAP students

The four GAP students are deployed to help with some lessons across the curriculum and these may be influenced by their own passions and expertise as well as giving them an insight into school life. They have little training as staff in a school but should be directed by the teacher to assist groups of students or individuals as required. In some lessons, they are deployed specifically to help with reading.

Subject Specific In-Class support

French Assistant – is deployed by the Head of MFL to work with struggling and G&T French students within the class and on a 1:1 withdrawal basis.

Art Technician – supports teaching and learning in the Art and Design departments Science Technician – supports teaching and learning in the Science Department Music Assistant – responsible for music practice supervision (MRS) and musical guidance. The Music Assistant collates the assembly performers.

7. Displays

The purpose of displays:
- To create a stimulating learning environment that reflects the school ethos
- To invite discussion through posing questions for thought
- To create tactile 'interactive' ways of learning
- To celebrate students' work
- To help students take pride in their work
- To inform and provide points of reference for learning
- To model the quality of our expectations
- To provide a creative and excellent demonstration of Bedales Prep to prospective parents and other visitors.

Displays should:
- Be a mixture of pupil-led work and informative adult-led display that stimulates thought or supports learning:- o In the classroom, the majority of displays should be informative or for reference.
    o In communal teaching and learning areas, the majority of displays should be for celebrating work or inviting thought or interaction.
- Be changed regularly to reflect the teaching, learning and <u>current</u> class topics or recently finished work
- Have a clearly visible main title
- Be clear to read from a distance, especially headings
- Be inclusive of all abilities but demonstrate maximum effort for the individuals whose work is displayed.
- Aim to display work from all students across all display boards in the course of the academic year
- Be colourful and eye catching
- Be a combination of images and words
- Have backing paper, mounted work and borders
- Be secured with staples, not drawing pins

Assistance with Displays

Teaching Assistants may be deployed to put up displays. The Art Department technician may also be used. GAP students can also provide good assistance.

Responsibilities for Displays (Classrooms and Communal T&L boards) can be found in the shared area:
T:\Bedales Prep\Staff_Reference_Area\Files from Deputy Head Academic\Displays\Display Board Responsibility.docx

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T & L Development Planning/PRAD

'Professional' is meaning academic, where the individual is primarily a teacher or other main duties if employed in a different capacity in the school.

Personal Development (PD)

The three schools PD system is the mechanism by which teachers appraise themselves as well as their department if a HoD. This includes annual objective setting and reviews.

Whole School Academic Development Plans

Academic Development planning is worked on annually by the whole academic staff team. Initially, this uses a self-reflection form during the Summer Term which then allows the individual to decide areas they would like to promote for the following year and to consider how these might be satisfied through independent work, through their department or through the school as a whole. By attending departmental development planning meetings during the Summer Term, each individual has the chance to shape the future of their department. Heads of Department then meet during the summer term to form the Whole School Academic Development Plan which, in turn, informs the development of the Bedales Prep Priorities and the Three School Priorities. The culture of development at Bedales Prep is collaborative, all stakeholders have a say.

Observations

Each HoD should observe every member of their department during the first two terms. Emphasis should be placed on the individual's strengths and what they can contribute, whilst, of course, nurturing aspects that need to be addressed. See HoD observation notes (appendix d) Teachers should provide a lesson plan for their observed lesson (appendix e). Planning style is autonomous at Bedales Prep, but plans should have clear lesson objectives, differentiation and SEND arrangements. Staff observing colleagues should use the Bedales Prep observation sheet. (Appendix f). Lesson observations are pre-arranged with at least 1 weeks' notice.

Where it is deemed necessary it may be required for a teacher to be observed again in order to follow up on initial concerns or a pressing issue. In this instance the follow up observation should be preceded by clear and precise feedback and target setting for that teacher; the follow up observation should have a clear focus.

Learning Walks

A learning walk would be characterised in the following way:

- Not formal, unannounced so no lesson plan needs to be provided
- Shorter in nature, a visit may range from 5 -15 minutes
- No formal feedback, but some form of feedback is provided
- Though looking at the full picture of classroom practice, a foci may be also provided

Learning Walks will occur throughout the year.

Departmental and Colleague Support

Teaching is not meant to be an isolated activity. Departments are encouraged to meet regularly as a team, observe each other teaching and contribute towards to the development

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of staff and students alike. Colleagues from different departments are also encouraged to observe each other, where the observer can determine what data is collected in relation to a common goal of curriculum development. HoDs act as support, mentors, coaches and leaders to their department, and are also encouraged to develop cross-departmental links within Bedales Prep where observation and discussion can enhance teaching and learning. Opportunities for HoDs to meet with their counterparts in Bedales Pre-Prep and Bedales throughout the year will also be available in order to develop their strands of the curriculum and discuss larger projects and relevant foci.

Staff Development is called CPD.

Aims of CPD:

1. To nurture an individual's development with regards to where they are now and where they want to go.
2. Includes all aspects of the individual's development (professional, pastoral and personal aspects).
3. To allow individuals to record their development for their benefit.

Agreement of budget holder
Whilst a Head of Department (academic or otherwise), unless paying from their own budget, can only agree objectives, the individual must also get the signature from the appropriate member of SMT for the finance for attending a course, etc. Additional objectives can be set throughout the year and signed off as appropriate.

Collection of evidence
Throughout the year, individuals may wish to keep track of their own CPD file which could contain the following:

- CPD Overview
- Self-review and reflection proforma
- Objective proforma and Objective Guidance document
- Peer observation records, including reflections
- INSET attendance records/diary
- Details of extra involvement in the school community (e.g. committees, activities etc.)
- Courses attended, including reflections
- Reflections from Pupil Shadowing
- List of websites / courses / INSET for future reference
- Record of CPD Friday programme attended
- Guidance for the individual on the CPD

Budgets and Development Plans
HoDs are responsible for producing and regularly updating their Department Development Plans and should use their Department Audit findings to inform this document. They should always be familiar with the whole school Teaching and Learning Development plan and should ensure that their own planning ties in to the bigger picture. They should make sure that their dept. staff are familiar with both documents. Department development plans are kept in the Staff Read / Write Network Folder and are regularly copied into the Governors' Network Area. Development Planning will inform Budget Requests.

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Department budgets are held by HoDs and budget requests are submitted during the Spring Term for the following academic year. Budget requests are usually confirmed as budgets during the latter part of the Summer Term. Budgets should include everything needed for Teaching and Learning activities, including ICT software / hardware (see below for exceptions)

The Accounts Department provides budget holders with updates of their accounts and is the first point of contact for any problems. Budget surplus cannot usually be carried forward from year to year unless a special arrangement has been agreed.

IT budgets are separate to departmental budgets, and these are requested during the Spring Term by the Head of ICT (at the present time). All ICT requirements should be listed here, including hardware and software, but not all will receive funding from the IT budget, so it is worth budgeting in a department budget for ICT equipment to ensure available funds for essential items. The Head of ICT works with HoDs to ensure delivery of ICT items allocated within the three schools ICT budget. These are usually identified and prioritised by the Head of ICT and the Deputy Head Academic.

Communication

In order for the Deputy Head Academic to be kept up to date with department developments, a copy of Minutes from each department meeting held should be emailed to the Deputy Head Academic.

Library Use

Students use the library during their Green periods (lesson slots for doing prep, if not allocated to an individual lesson or music practice). The library is expected to be a silent place of work, and students are expected to learn self-organisation and discipline in order to utilise the time effectively. The library is always supervised for Greens as well as Blocks' lunchtime and all after school activity slots, where students can sign up for Greens if they need more time to complete work. Occasionally, staff send students to the library to finish prep that has not been completed on time. This should be done in conjunction with the pupil's tutor. Each pupil can take out a number of books at any one time with the Oliver Library system. Each pupil should have a reading book at all times. There are a number of PCs in the library and adjoining ICT rooms (which are often used for Greens). Students should only use PCs for work purposes during Greens.

T&L ICT Use

Students should be encouraged to use appropriate ICT skills in their work, where appropriate. Staff who set work that can be word processed, or using other IT skills should expect work to be presented and completed to a satisfactory ICT level for the age of the pupil. More advice can be sought form the HoD of Digital Learning, teaching staff, or the Digital Learning SOW can be consulted. See also: Presentation in Marking Policy.

Staff should have familiarity with ICT Teaching and Learning hardware and software appropriate to whole school and subject specific environments. Advice can be sought from the HoD of Digital Learning. Communication to students from staff can be done using email for Blocks, though consideration should be made as to the opportunity students have to access their email. Although prep set needs to be allocated on Microsoft Teams. Students in Groups 1 - 3 are not allowed to email each other, and in Blocks only if it is relevant to their work. Appropriate use of PCs in Greens / library is monitored through RM Tutor (monitoring software).

Laptops

Students in Blocks 1 and 2 are expected to buy a school laptop via our recommended supplier. These devices are exclusively for school use so do not have gaming or social

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applications available. See the school laptop guidance and acceptable user policy for more information on their use at school.

AI

The three schools provides AI guidance on how staff may utilise Ai within their roles and on what be alert for when using AI for educative purposes.

Acceptable Use

All employees and students of the school are covered by an Acceptable Use Policy. Students agree to adhere to this policy in Blocks. By clicking 'I agree', the user is confirming their acceptance to the IT network use which covers all usage of hardware and software (including remote access) to the school network and ICT resources / communications. Staff should make sure they are aware of the schools Social Network Use Policy.

iSAMS Use

iSAMS is the Three Schools' database system. It holds all information from initial enquiries to the school, to pupil timetables and staff information.

At Bedales Prep, the Data Manager enters and maintains the school timetable on I-SAMS, including all individual lessons for students. Staff should ensure that all changes to classes, sets, rotations are emailed to the data manager in good time so that I-SAMS can be updated. The data manager also sets up all Pupil Reviews and maintains the data in I-SAMS for tracking purposes. Staff are expected to be familiar with the basic functions of I-SAMS and attend training / updates as necessary.

Microsoft Teams:

Students all have access to Microsoft Teams and should use this to access prep (assignments), classroom resources and notes. Students automatically are included in a team for each of their taught classes (i.e. an English Team, a Maths Team, an ODW Team, etc).

Parent Portal

Parents have access to a school deployed system called the parent portal. This allows parents to access academic documents such as curriculum topic overviews, Grade reviews, curriculum brochures, pupil timetables, visibility of Teams Assignments, as well as allowing them to book P/T meetings or activities via SOCS.

Remote Learning

We have a system set up at Bedales Prep which can be implemented quickly enabling students to be educated from home in case of a whole school closure or other unforeseen circumstances.

- In the event of prolonged whole school closure (such as pandemics) the school may revert to a 'remote learning' timetable which is designed to work with the patterns of learning which can be reasonably expected from learners online.

- The school and staff are equipped and trained to deliver all lessons online using the Microsoft Teams platforms.

- Students who are unwell enough not to be in school should be resting at home and are not expected to remote learn. However, if the illness is extended but the pupil is well enough to work then contact should be made with the child's tutor so an appropriate plan can be put together which may combine any elements of the above.

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This policy is reviewed regularly by the Deputy Head Academic, Andy Wiggins

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a) Typical example of annual review and reporting structure

Autumn Term:

Block 1 – Review 1, now available Block 2 - Review 1, now available Groups – w/b 15/10/18	A short snapshot of the first few weeks in class. The intention is to uncover any early settling in issues. No attainment or effort grades.
Block 1 – Review 2 w/b 5/11/18 Block 2 – Review 2 w/b 19/11/18 Groups – Review 2 w/b 26/11/18	A slightly more in depth analysis of in class performance over the course of the first term. Attainment and effort grades included. These reviews are released prior to the first Parent teacher Review.
Block 1 Parent Teacher Meetings – 9/11/18 (16:00-18:30) & 10/11/18 (11:00-13:30) Block 2 Parent Teacher Meetings – 23/11/18 (16:00-18:30) & 24/11/18 (11:00-13:30) Groups Parent Teacher Meetings 29/11/18 (16:00-18:00) & 30/11/18 (16:00-18:30)	A chance to meet with teachers in light of the previous review.

Spring Term

Block 1 - Review 3 w/b 04/02/19 Block 2 - Review 3 w/b 25/02/19 Groups - Review 3 w/b 04/03/18	A slightly more in depth analysis of in class performance over the course of the second term. Attainment and effort grades are included. These reviews are released prior to the first Parent teacher Review.
Block 1 – Parent Teacher Meeting 12/02/09 & 13/02/19 **(please note this is the Tuesday and Wednesday before Half term)** Block 2 - Parent Teacher Meeting 01/03/19 & 02/03/19 Groups date - Parent Teacher Meeting 19/03/19 & 21/03/19	A chance to meet with teachers in light of the previous review.

Summer Term

All Students	End of Year reports with final attainment and Effort Grades for the Summer Term.

Appendix

b) Parent teacher meeting guidelines

Parent Teacher Meetings Expectations and General Notes
Before the meeting:
- It is expected that staff are the smarter side of our usual smart/casual dress code. Staff should also wear a name badge.
- Think about it from the parents' perspective and anticipate questions those parents might ask.
- Staff should have pupil records with them to refer to. At the least this will be the print out of the grade reviews up until that point (Yvonne has emailed staff about this) - this can also be a point of record for making any notes and follow ups to be done from the meeting.

During the meeting:
- At the start of the meeting Staff should stand and shake all parents' hands and introduce yourself if it is the first time meeting.
- Create a welcoming environment
- Open with positives- ensure the parents know that you like their child at the start of the meeting.
- Discuss progress and growth. We praise effort where possible.
- Avoid teacher-talk. Education is loaded with jargon and acronyms, but a parent-teacher conference is not the place to use them.
- Ask questions and listen.
- Be frank and honest if there are issues and make a plan.
- Take a few moments to make notes. These can either be on the review notes which you print, the attached sheet, or your own designed method. The consistency we are looking for here is that parents are assured that as a staff body we are making a log of important things. If significant these should be logged on iSAMS.
- Appointments are 5 minutes, some parents try to overrun this time; this is tricky but if staff feel the meeting needs more time, then politely but firmly make arrangements for another meeting at a mutually convenient time. A 5 minute buzzer will be trialled in the hall to help with this.
- At the end of the meeting please shake hands with all parents at the appointment.

After the meeting:
- Contact parents who did not attend but that you felt you needed to speak to and offer alternative ways to communicate about their pupil's progress.
- Send follow up emails if there were important actions as a result of the meeting. Be sure to communicate with parents on any actions you have put into effect.
- Any significant pastoral or academic concerns should be shared with Deputy Head Academic, Head of Blocks or Head of Groups accordingly.

Appendix

c) meeting note log staff can use in

Dunhurst Parent Teacher Meeting Notes

Date: Teacher: Student Name:

Important Information: (attainment/effort grades, data, prep log, anecdotal information, grade reviews)

Outline of key discussion points in meeting: (strengths, concerns, challenges, social, academic observations, behaviour, work ethic, other relevant issues)

Targets: (as linked to discussion points)

To do list: (people to contact, emails to send, things to check, people to involve, anything to send on to the parent?)

Appendix

d) HoD Observation notes

Observations by HoDs: Guidance

When

A HoD should arrange to observe each member of their department within the autumn term. Cover should be arranged as required. (If a member of staff teaches across multiple departments then it may be possible to defer an observation until the spring term in one department)
Those staff with additional responsibilities as HoD should expect a lesson observation by the DHA.

Preparation

A HoD should arrange a time to observe the members of the department with reasonable notice. Lesson plans should be provided by the observee, this can be the planning that they normally use or using the blank Dunhurst Proforma.

Feedback

The HoD should complete the Dunhurst Observation Form. A copy of this written feedback is given to the member of staff soon after the observation in an arranged meeting. It is suggested that a coaching conversation is used as the vehicle for these discussions rather than mentoring, unless necessary with the hope that the observee is able to approach the conversation reflectively rather than judgementally (ie not pass/fail but developmental).

Conversations should stem from the lesson observation but can also feed in the departmental or individual aims hoped to achieve this year through PRAD or the academic development planning. Focusing on the individual's strengths is important.
A copy of the observation is retained by both parties and a further copy given to the DHA.

If the observation doesn't go well……

The HoD needs to be happy that the lesson and the member of staff's work within the department is of the required standard. HoDs should organise to see a second lesson if they are not happy and issues are not resolved in the feedback/coaching session. Other areas of the individual's work should be discussed with them too.

The Deputy Head Academic is available to work with individuals or to discuss ideas for solutions with HoDs as wished.

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Appendix

e) Lesson Observation Planning Sheet

Bedales Prep School – Dunhurst
Background Information On Lesson Observation

Class:	Subject:	Lesson Objective:
Name of teacher:	Period day/time:	Numbers on roll: Boys: Girls:
Topic Overview (if applicable):	Ability (upper/middle/lower/mixed):	

Teaching and Learning Context
The class has covered the following work recently:
Brief lesson plan: (if helpful break this down into windows of time)

Differentiation and Progression:		
Academic Support or other strategies:	Most Pupils Should:	Extension:

By the end of the lesson pupils should ...... *Outline of teaching/learning objectives for the lesson.*

Follow up work: *prep, homework, work to be done in next (few) lessons*

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Appendix

f) Observers sheet

Dunhurst Observation

Name of teacher being observed: _____

Observer Initials	Date	Subject/activity	Class name	Time taken (minutes)

Learning Intention – *Include any other relevant context for learning if helpful*

ISI Criteria Being Met (A's/P's)

Pupil Outcomes –*ie Progress, Work in Book, AGT, SEND*	Contributing Factors – *ie Teaching and Learning, Environment, Feedback, Teacher Talk*

Differentiation – *evidence of outcomes*

All	Most	Some

Strengths:	Points for discussion:
	Main Action Points: