



BEESTON HALL SCHOOL

Curriculum Policy **2021-2022**

Pupils at Beeston Hall School are educated in accordance with the School's aims and objectives of:

- Continuity and balance and recognition of the individual
- Variety and experiences, skills concepts and knowledge

These aims are, in brief:

- To enhance self esteem and the ability to value each person's own worth through a caring, secure environment
- To enhance the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning
- To develop each individual to his/her potential through offering a wide range of high-quality experiences
- To develop social awareness, group responsibility and empathy through the social context of learning
- To provide first-hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which we live
- To develop children's imaginations and creativity by offering a wide range of experiences
- To promote a health-conscious environment
- To develop positive relationships between home, school and the community
- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To provide a broad, balanced, differentiated curriculum for all children

The above aims are achieved through our main and extra-curricular times with the children, which are detailed below:

Reception

All children are taught in accordance with the National Curriculum's Statutory framework for the early years foundation stage (September 2021). Progress is recorded on the Tapestry database and is sent to the LEA at the end of each school year where requested.

All children follow the Early Years Foundation Stage Curriculum. This is split into three 'Prime'

(Personal, Social and Emotional Education - PSED, Physical Development - PD and Communication and Language - CL) and four 'Specific' areas (Mathematics – M, Literacy – L, Understanding the World – UW and Expressive Arts and Design – EAD) Children are taught in small groups for phonics, maths, literacy and topic inputs. They also access enhancement activities in the classroom which are designed to support and extend their learning through independent exploration. Teaching staff observe the children during these times to assess and plan their next steps. They may extend their thinking or challenge them by asking open ended questions or offering different resources. EYFS staff make observations of the children during adult directed and child-initiated learning time and upload these observations and assessments to Tapestry with photos, comments and next steps. At the end of the year all EYFS children are assessed against the 'Early Learning Goal Statements' for each area of learning. They are assessed as either 'Emerging' – working towards age-related expectations, 'Expected' – working at age-related expectations or 'Exceeding' – working above age related expectations. This assessment is shared with parents in a 1:1 meeting and passed on to the children's Year 1 teacher. At this stage we are choosing not to engage in the RBA until we can field views from other schools on its suitability. This is on the basis that it is not statutory at this stage

Year R has specialist teachers for Modern Foreign Languages, Forest Schools, Art, Music and Physical Education. These classes are monitored by the class teacher. The specialist teachers have designed a program of study to reflect the core principals of the EYFS to create a broad and enriching experience for our pupils.

Years 1 and 2

All children study Numeracy, Literacy and Phonics. These lessons take place during the morning part of the teaching day. Teaching Assistants are often available to help support the learning of the children, under the direction of the class teacher.

The class teacher is then responsible for the wider curriculum, plans of which are published in advance and are shown as links through the jigsaw board. Each half term involves a coordinated topic which allows all children to access all the national curriculum strands for Years 1 and 2, but also allows for the more able to be stretched.

Children are taught by the class teacher for English, Maths, Science, the Humanities, Computing, Theatre Studies and PSHEE. Specialist staff take the children for lessons in Art, Music, Modern Foreign Languages, Forest Schools and Sport. All specialist teachers have written Schemes of Work which are accessible to all children of Year 1 and 2 ages.

Children undertake two sessions of PE or Sport a week; PE takes place joint with the children in Year R on a Tuesday. Three staff help the children with their general physical development and basic skills. Sport is played on a Monday. Any child that is talented at sport is encouraged to take part in the 'Junior Games' session with the specialist coaches. Year 2 children are not used for matches.

Extra- Curricular activities including for EYFS children

The Pre-Prep activities programme runs from 3.30-4.30pm. Children from Reception to Year 2 may stay for the activities which include;

Outdoor School, Musical Munchkins, Art, Cooking, Rounders, Drama, Lego Club, Construction club, Yoga.

All Pre-Prep children can also choose to have 1:1 music lessons (these take place during the school day), tennis coaching, swimming lessons (these are after school) and sign up for ballet which takes place over a lunchtime.

Pupil Performance

At the end of the EYFS children are assessed against the Early Learning Goals (ELG). They are assessed as either ‘Emerging’ – working towards the ELG, ‘Expected’ – working at the ELG, or ‘Exceeding’ – working above the ELG

Early Learning Goals	Assessment
Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	
Understanding: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.	
Speaking: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	
Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	
Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.	
Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	
Making relationships: Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.	
Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	
Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	
Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	
Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	
The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.	
Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	
Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	

Teachers use their observations, assessments, discussion with parents and knowledge of the child to make a 'best fit' assessment of each child against these statements. This is shared with parents, the Year 1 teacher and SLT.

Throughout the Year teachers will use White Rose (Maths) and PiRA (English) assessments in Reception, Year 1 and Year 2. In reception these tests are completed in the Summer Term. For Year 1 and 2 there is a termly assessment. Each assessment provides teachers with a maths age and reading age. These are monitored and tracked closely during Pre-Prep meetings. Results are discussed with Heads of Departments, SLT and the SENDCo to ensure that children are making expected progress with their maths and English. These assessments allow us to highlight areas where children may need additional support and also identify those who may be Able, Gifted and Talented.

Alongside this, teachers will track each child's progression through White Rose maths assessments at the end of units, track reading and spelling of Common Exception Words, conduct weekly spelling test (Y1 and 2) and track progress through the book bands.

In Year 1 and 2, teachers will assess each child against National Curriculum assessment statements every half term and record this on Tapestry. For every area that has been covered teachers will use the following statements to record progress:

Developing – has started to show some understanding, usually supported by an adult

Consolidating – demonstrating this skill sometimes independently and sometimes with adult support

Secure – has demonstrated this skill independently on at least 3 occasions

Mastery – has demonstrated this skill in a cross-curricular way and can apply it to new learning. Can teach this skill to peers

Years 3 and 4

All children study an English and Maths programme, based on the coverage of National Curriculum objectives. In Maths, lessons are taught following the White Rose scheme and assessed termly using the assessments provided by the scheme. The time of English and Maths lessons is protected to ensure continuity for the children. These lessons take place for the first 3 lessons of everyday. During this time Teaching Assistants may be available to work with the class teacher, where necessary to ensure each child is able to access the curriculum Learning Objectives. In year 3, reading is assessed on an ongoing basis through guided reading sessions and 1:1 reading with an adult, with termly written reading assessments also taking place. History, TPR and PSHE (including SRE) are taught by class teachers, with cross curricular links being made as much as possible. Schemes of work are drawn from the National Curriculum and adapted to suit the needs and interests of the students.

The classes are mixed ability, form-based teaching with specialist teachers leading lessons in Science (Year 4 only), French, RS, Art, Music, Theatre Studies, Design Technology and Physical Education for which there are also clear programmes of study and schemes of work.

The children have games lessons each day except Wednesdays (Year 4 only on a Saturday). They take part in all the main School sports: Hockey, Netball, Rugby, Cricket, Tennis, Athletics and Swimming depending on the term. Matches are held on a Friday afternoon.

Year 5 to Year 8

Children are taught in ability sets for the Core subjects of English, Maths, French, Science (except Year 5). All other subjects are taught in groups according to their form or normally driven by science sets.

All subjects follow a programme of study that is aligned with meeting the expectation of the National Curriculum as minimum, but is adapted to also meet the requirements of the ISEB syllabus for CE. In the case of the Core subjects, the programme of study links to the Independent Schools Examination Board (ISEB) 11+ and 13+ syllabi. In Year 8 some children are working towards their future school's scholarship examinations. These can be quite varied in content and are catered for by differentiation within the class room by the class teacher.

All children, again, follow the games routine five days a week.

Areas of Experience:

Through departmental schemes of work it can be shown that the children at Beeston Hall School experience a range of learning activities which cover the areas of:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and creative

education which allows each child to achieve the aims of the School.

PSHEE

PSHEE is delivered to all children in the school. In 3 and 4, children will have a designated lesson once per week and Years 5 to 8 have one per fortnight. RSE is taught partly in these sessions with some components taught by mentors on Monday evening 4pm to 4.30pm. The sessions follow an updated scheme of work for 2019/2020 and is accompanied with a pupil passport booklet, where their progress can be tracked. The passport is in a phased implementation process. The principles of our PSHEE and RSE schemes of work are written to ensure that they do not undermine the principles of fundamental British values.

British Values; SMSC

The school promotes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs across the curriculum in order to develop the following amongst pupils:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

SMSC is developed across the curriculum by embedding it in various subjects and learning activities.

Through the development of SMSC (as per separate SMSC Policy) we aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

RSE

The school has previously sought the advice of Alexandra Fryer (IT happens) as an expert consultant with the delivery of the updated RSE curriculum. Parents have had information days and staff have

been given advice about the sex and relationships aspects of the curriculum. RSE is delivered in a 30 minute Tutor/Mentor slot once a week over the course of the academic year. Where topics being delivered (puberty for example) are more delicate in nature parents are given advance warning of this and the information is available to share with parents on request. Mr Carlos Reynell has recently been appointed as the Head of PSHEE and RSE with Madame Morgan being the lead teacher for this subject across all year groups to encourage consistency of teaching and content delivery.

Careers

Careers provision is set out in our Careers policy.

The school provides the opportunity for all students to gain insight into a wide variety of careers through our expansive list of educational visits and visiting lectures, detailed in the school diary. Years 3 to 8 also benefit from a Leaver's Lecture which is delivered weekly by a member of our Year 8 on an aspect of work or endeavour. These inspirational speeches often communicate the Year 8 pupils desire to pursue a specific career path in the future. Children are also given the opportunity to experience the wide variety of industries that surround us in North Norfolk e.g. Coastal exploration, or the pursuit of environmentally friendly energy. The school also engages fully in the process of elections and through our democratically elected school council, food council and green team members. We make great use of the expertise in our parents to bring careers and opportunities to life. The most recent lecture (May 2021 – sustainable farming).

Literacy and Numeracy

These areas are put at the forefront of our curriculum with a clear dominance in our curriculum planning given over to English and Maths. The school has an on-staff librarian and she engage with all of our children, promoting reading and developing the profile of literature and research-based learning. Emphasis is put into the importance of World Book Day, by running a Book Week where we regularly call upon published, authors or poets to run workshops and inspire children's learning. The school uses reading tracking programmes to ensure children make good progress with their literacy. Spelling is checked through Spellodrome and through our literacy marking element of our marking policy.

All children from Year 4 upwards are issued with a BOFA account and in Reasoning sessions, focus is given over to problem solving verbal reasoning, maths skills and comprehension. Numeracy is also very prevalent around school, with weekly maths problems as a competition and house-based events including the Pi Challenge held in the Summer.

Heads of English and Maths are expected to track rigorously the progress of children in Literacy and Numeracy and we adopt a policy with thin the school that it needs to be in our schemes of work, which is an area for development for 2021/22.

Speaking and Listening

As part of the school's mantra of letting confidence flourish it is essential that children are able to communicate effectively. As part of our teaching, it is encouraged that children are given the opportunity work collaboratively. For example, in Reasoning lessons children might be asked to do a collective memory activities, which require members to discuss a strategy and communicate each of their findings. In PSHEE, children will need to debate emotive and contentious issues and the teacher should model the responsibility of respecting another individual's views.

The children attend two assemblies and a church service each week and in these sessions, children will be expected to listen to the message and will be asked to contribute with questions or they maybe asked questions by the speaker. As part of the church service senior children are expected to read a passage or lead the group in prayer.

As part of the Year 8 curriculum all children are expected to present a Leaver's Lecture during the year, which is observed by Year 5 to 8 children. The expectation on the presenter is to be informative and engaging to the audience. Members of the audience are expected to be attentive and they are enthusiastic to ask questions and the audience are rewarded if they can recall key facts from the presentation.

The school produces some fantastic drama and music performances which will involve all the school at some point or another.

As part of the French curriculum the children are practiced in speaking and listening in a second language. Also children are encouraged to communicate with our EAL students and help them develop their spoken language.

Forest School

Forest School (FS) at Beeston Hall has been running officially since September 2020. The Head of FS, Adam Davies, has completed the FS Leader qualification, which is a level 3 qualification offered by Open College Network West Midlands and provided by Surrey Wildlife Trust.

Children attending FS are currently from Reception to Year 5 of a session length of between 90 minutes to 2 hours.

FS does not follow a curriculum but has guiding principles which are followed by FS practitioners nationally. These are:

- FS is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- FS uses a range of learner-centred processes to create a community for being, development and learning.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- FS is run by qualified Forest School practitioners who continuously maintain and develop their professional practice

Please see **Appendix A** for a breakdown of the lesson allocation within the week.

Computing

The skills and concepts learned in Computing are essential for the world of work for now and the future. New software, use of hardware across multiple functions and the perpetual and rapid development makes it essential that our curriculum reflects the world we live in, where Information Technology is part of everyday life.

As such an important subject, for some years we have felt that a single Computing lesson didn't provide the prevalence in the curriculum that we wanted. Computing skills need to be seen as something that are embedded in all aspects of learning. Not all the time but recognised as a facilitator to challenge children and extend learning into different dimensions. As such in 2021-22 we are trialling integrating the computing skills and learning objectives across the wider curriculum.

Mr Davies who remains our Head of Computing, upskilled our maths teachers in September on the use of coding languages e.g. scratch. He demonstrated how the use of scratch within maths would complement the problem solving and algorithmic objectives of our Maths curriculum and the National Curriculum for Computing. The coding element of computing will therefore be taught through the maths curriculum as a subject which is closely aligned with demands of code writing, logical thinking and debugging.

As a school we use Google alternatives to Office software, but throughout the curriculum children will be given targeted lessons which utilise spreadsheets, word processing, databases, web design, online surveying, internet researching and much more. An example is that in PSHEE, Madame Morgan will be able to talk about domestic financial planning and help the children use a spreadsheet to make a household budget planner. In Geography, Mr King will be able to make use of graphing functions and word processing in Docs to write up Geography field work assignments. In History and English, children will be encouraged to research key topics and produce presentations and essays through Slides and Docs.

One of the most crucial elements of the computing curriculum is to ensure that our children are kept safe when using IT and when they are online. It is essential that children understand the dangers of being online and we refer to the 4Cs, taken from the 2021 Keeping Children Safe in Education, which is the underpinning document of our safeguarding framework provided by the DfE. The 4Cs stand for content, conduct, contact and commerce. The children will repeatedly be reminded about the 4Cs, how to use the internet appropriately, how to report concerns to an adult, setting suitable security credentials and allow them to understand the supporting and monitoring functions that we have in the school to keep them safe e.g. Impero.

Extra-Curricular Activities

For the Lower School (Years 3 →5) there is an Activities Programme which runs from 1645→1745 on all weekdays except Wednesdays. Activities change term on term but a list of clubs can be found in **Appendix B**.

Years 6→8 have a 60 minute supervised prep session during this time. After supper there is a second Activities session open to all pupils. The types of clubs on offer can be found in **Appendix C**.

Children's skills in both the Academic and Extra-curricular courses are evaluated in many ways; through oral, aural, reading, writing ability in differentiated tasks. There are various opportunities for the children to demonstrate their creativity, logical and independent thinking either as assessed pieces of work within the classroom or as independent study pieces for extra- curricular competitions and clubs.

Children are encouraged to participate in all sports and all play in teams throughout their time at Beeston. Success is rewarded with team promotion at selection, positions of responsibility and Sports Colours. Children identified as having particular talents are able to continue their development through special arrangements with the Headmaster – for example visiting Norwich FC football academy.

Beeston Successes

Beeston has a good reputation for children attempting scholarships with approximately one third to one half of each Year 8 cohort being entered for a scholarship. We are particularly successful at

Sporting and All-Rounder awards. Common Entrance examination results have also remained high with children passing easily into top Independent Senior Schools. In 2021 children earned scholarship awards in Music, Drama, Sports and All rounders with children going to a range of schools including Eton, Oundle and Rugby.

Music and Dance:

Many children learn musical instruments and show case their skills in our twice termly, informal concerts and end of term productions. Children sit ABRSM examinations in instrument, music theory and voice as well as Trinity Exams for Percussion. Again we have been very successful with results with many children achieving Merits and Distinctions. Children have also performed to local residents, to care home residents, at The Royal Norfolk Show and other local events. Some children have been entered for external competitions such as the Rotary Young Musician. Children are encouraged to perform within one of the many music groups to help them appreciate working with others and the skills required to work as part of a team. The groups are various (see **Appendix D**) and suitable for children from Beginner to more experienced.

Other Sporting Success

For a small school we continue enjoying success across an array of sports. We regularly compete in regional tournaments and play matches against other local schools on a weekly basis.

In the past few years we have had great success with our hockey teams competing at regional and national levels. Our Athletics teams have reached the National Finals for the last four years (when they have been held) and we continue performing well at Show Jumping. Recently we also celebrated our U13 Sailing team being crowned National Champions at their IAPS event in Weymouth and our Skiing team enjoyed success at their first IAPS in Tonale, Italy. In Summer 2021 our U11 Boys were crowned Norfolk and East Region Cricket champions and performed well at the National Finals. We also have/had 6 boys representing Norfolk at Cricket and 3 girls over the Summer 2020 and 2021.

Our Swimming is also strong with several swimmers achieving Norfolk and Regional qualifying times in various strokes and 3 of our pupils recently (May 2021) swam the distance of the English Channel (22 miles) to raise money for our school charity.

Able and Gifted

- Selective Sports teams
 - Sports tournaments in all major and some minor sports
 - Sports Tours both abroad and around the UK
 - Specialist coaches
 - Visiting coaches for master classes
 - Permission to attend external club training
 - Leadership opportunities
 - A wide range of 'minor' sports, including: Fencing, MMA (pre-prep), Ballet, Horse Riding, Contemporary Dance, Skiing.
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Academic Attainment

Pupils' attainment cannot be measured in relation to average performance against national tests but, we believe it is excellent in relation to national age-related expectations. The pupils follow a rigorous, demanding and wide curriculum and, on leaving school, the majority proceed to top public schools, with one or two attending local High Schools.

Pupil progress

Throughout their time at Beeston the pupils are monitored closely to ensure progress is being made in all areas of school life. This is done in the following ways:

Teacher Assessment of Attainment and Effort

It is expected that teachers mark, record and feedback on pupils' work at regular intervals. All teachers follow the school's Marking Policy to ensure standardisation of grades for pupils. Children's work is evaluated in all areas of the curriculum, both by pupils and by staff, identifying next steps to help the students further improve in their subjects.

Pastoral & Welfare Committee

Our pastoral programme is expansive and ensures children feel safe in school and able to access their learning. Pastoral concerns are raised daily with Mr Hammond and any updates are emailed each morning to colleagues, so this can be taken into account during lessons. Weekly meetings take place to develop support plans that enable children, struggling with significant concerns, to access their learning.

Assessment Grades

At the end of each half term pupils are given 'Assessment grades'. These give a snapshot of the pupil's effort and attainment over the previous weeks' teaching.

For the grades at Half term the non-examined subjects give just an effort grade. See **Appendix E** for the grade descriptors. A meeting is held to discuss any children who are falling below expectations and for whom some form of intervention may be necessary. Likewise, those who have performed well are highlighted and rewarded by the Head Master (HM). These grades are passed to parents with a written comment from the Form Teacher.

Effort Grades only, are awarded to pupils in years R to 3.

Regulars Academic Tests and Examinations

Many of the core subjects conduct regular tests as a guide to progress through the curriculum. Other subjects may also conduct tests or assessed pieces of work/tasks for the same reason and these are detailed within the schemes of work for each subject. Full examinations take place from Year 5 on a cycle as shown below:

Year group	Michaelmas	Lent	Summer
8	Yes	Yes (13+ Scholarship)	13+ CE
7		Yes	Yes
6			Yes
5			Yes (core only)

For years 5 to 7 examinations consist of main papers in all subjects sat and lower tier or extension papers where appropriate.

A meeting is held to analyse results after each exam cycle and intervention is considered for some pupils, as well as any set changes.

Exam results are sent home to parents.

Yearly Baseline Data

Pupils sit CAT 4 tests during the Michaelmas term in Years 4, 6 and 8. New pupils are baselined also with PTEs and PTMs as soon as practicable on their commencement at Beeston. This data gives a standardised baseline for all pupils. The data is analysed by the Director of Studies (DoS) and a meeting is held between the Heads of English, Maths and SENDCo to discuss any implications from the data. The analysis and recommendations from this meeting is then given to all Heads of Departments for dissemination to all other teaching staff members. The data is stored on the school new MIS to help teachers to use this information to inform their lesson planning.

It is hoped that using the above routes the School is able to use its differentiated approach to learning to keep each child on track, extend those of high ability, support those who are weaker and to act quickly to support those whose attainment falls, with intervention when it is required.

Use of tracking databases:

In Years R to 2 the school monitors pupil progress using the Tapestry programme. The school intends to develop this to be used in Year 3 and 4 for 2020/2021

In years 5 and 6 the subject leads have designed its own tracking systems to show progress throughout the year and also from year to year. These systems have been developed to move away from paper based tracking to online.

Quality of Teaching

Beeston recognises that the part of teaching plays a major role in the progress and learning of the pupils. To ensure that all teaching is of the highest standard we have a rigorous appraisal system which is aimed at making subject staff reflect on their own teaching and help them look for ways to continue to improve within the classroom.

As well as regular work, marking and book scrutinies, each member of staff is observed in the class room twice a year by their appraiser. The focus of the lesson observation is based on the Teacher's Standards and the standards are chosen by the appraiser and appraisee based on previous appraisal cycles and the teacher's appraisal targets for the year. For 2019/2020 a new pay progression procedure was put in place to work alongside the appraisal programme. Targets on pedagogy are derived from the appraisal meetings or from previous observations

Feedback is given swiftly and recommendations are given by the observer of the lesson and these can be reviewed under the next appraisal cycle.

Peer lesson observations are also encouraged as a way of sharing good practice amongst colleagues. Staff are also able to follow a learning walk or pupil tracking exercise if this has a clear focus related to

their appraisal targets. In 2019/2020 a new drop in scheme was piloted to allow staff to share good practice and improve staff wellbeing.

In service training is offered throughout the year with previous whole staff InSeTs being:

- Differentiation in the Classroom
- Starters and Plenaries
- Improving Pupil Feedback
- Working with EAL students
- Wellbeing for pupils and Staff
- Use of RULER Programme for Emotional Intelligence
- Implementation of metacognition strategies and retrieval practice

Specialist Provision

Beeston Hall School prides itself on making the curriculum accessible to all pupils, no matter their abilities or difficulties.

The SEND Department

About 23% of the children at Beeston are on the Additional Needs Register. This is a list of children who have diagnosed, and undiagnosed but suspected, specific learning difficulties. The SENDCo prepares detailed files listing each child's difficulties incorporating suggestions as to how the class teacher can ensure the child is accessing the curriculum.

Some children receive one-to-one lessons to tackle their difficulties. These are timetabled by the SENDCo to allow staff to make provision if the child is missing their academic lesson. Teaching Assistants and Learning Support staff are also available to support in the classroom where their deployment is determined by the class teacher.

Referral to the SENDCo for a child to be assessed comes from teachers or the parents. If a member of staff has concerns about a child then this is discussed with the SENDCo and in the Pastoral Meeting. Information is collated by the tutor who will then approach the parents and a formal referral made to the SENDCo and Learning Support Department for the relevant assessment. The SENDCo will then make contact with the parents and discuss the way forward.

At present the school has three children with Education Care and Health Plans through Norfolk County Council.

Able, Gifted and Talented Children

- Able and Gifted pupils are those with strong intellectual and academic abilities.
- Talented pupils excel in specific areas, for example: Music, Art, Design, Drama, Dance or Sport.

In line with the school's ethos of inclusion, rewarding effort and promoting confidence, Beeston aims to offer as wide an experience of teaching and learning to as many pupils as possible. Therefore, the narrow bands of extra provision more usually associated with AGT are extended at every opportunity. Within this, also, is the belief that children learn in many different ways, and the capacity to solve problems, work in teams, deploy good communication skills and show flexibility lie at the heart of educational provision which is necessary for good foundations for the future.

Activities devoted to helping children follow passions in order to promote self-directed learning, independence and confidence are offered while recognizing the fact that AGT children can emerge late in the school career and talents can be fostered in surprising ways, for example, spatial skills through the use of Airfix models, or knowledge of geology through surfing.

Each department suggests children for our Gifted and Talented Register. A programme of lectures, trips and other activities are put in place by the Heads of Department to ensure that as well as differentiation within the classroom, we are extending their knowledge beyond that of the curriculum. These have included:

- (Outside) Lectures by Senior School staff on History, Art, Mathematics and Classics

- STEM days
- Oundle School Science Day
- Norwich School Maths Challenge
- Rotary Young Musician Competition
- Uppingham On the Buzzer
- Historical visits and competitions, visiting lecturers
- Gresham's Language Detective Day (Year 7)
- Attended match day coaching clinic at Premiership rugby club
- Watched live international rugby and met international players in Q&A session

Beeston Hall School tests all children in Verbal and Non-Verbal reasoning annually. There are standardised scores and can be used to identify Gifted children (top 5% of the National ability range.) The children are placed on the school's Able, Gifted and Talented (A, G+T) register by the Director of Studies at the end of the Michaelmas Term. Able children are identified by teaching staff and added to the A, G+T list in the Lent term. These are children who are achieving, or have the ability to achieve, at a level significantly higher than his or her peer group at school.

Talented children in Sport and the Arts are identified by the Directors of Sport, Music and the Heads of Theatre Studies, Art and DT. The children are then added to the A, G+T register in the Lent term.

The A, G+T register is reviewed by the Heads of Subject every Lent term. Children are listed by subject, although Gifted pupils are present for all subjects. The list for internal use and reference only. A child may enter or leave the list at any of the review points during their school career.

It is expected that all staff are aware of the A, G+T list and of those pupils whom they teach, that are on the list so they can adjust their teaching and differentiate accordingly.

At Beeston Hall we always expect high standards of attainment for all our pupils. Differentiation is part of everyday planning by the class teacher. Extension tasks are provided by teaching staff and these aim to help the pupils think more deeply about the topics under study, rather than 'more of the same'.

Children on the A, G+T register may also be involved in many other activities run to help extend their learning beyond the constraints of the 13+ ISEB curriculum. These include the following:

Able and Gifted:

After Supper Clubs:

- 'Outside the box' – lateral thinking club
- Debating
- Astronomy
- German and Italian language teaching.
- Chess
- Bridge
- Science Fair

Competitions: (Some didn't take place in 2020-2021)

- Langley History Heroes
- Townsend Warner History (4 children from Y6-Y8 made it through to Round 2)
- Oundle Science Day
- Uppingham on the Buzzer Quiz
- Norwich School Maths Challenge
- Linguabat
- Gresham's Language Detective Day
- Oundle High Fliers
- Linguatrivia Competition (Year 7)
- Royal Geographical Society Young Geographer of the Year competition

Lectures:

- Sustainable Farming
- Black Lives Matter
- Swimming the Channel – motivation and resilience.

Talented:

Music:

- Music theory classes
- Music scholars classes
- Music groups
- Concert performances
- ABRSM and Trinity examinations
- Massed instrumental days at Senior schools
- Music workshops

Sport:

- Selective Sports teams
- Sports tournaments in all major and some minor sports
- Specialist coaches
- Visiting coaches for master classes
- permission to attend external club training
- wide range of 'minor' sports: Squash, Fencing, MMA, Ballet, horse riding
- match day coaching clinic at Premiership rugby club with academy coaches
- provided additional reading material and advice to rugby/sports scholars

Art:

- Dedicated Art scholars area
- Art scholars sessions
- Gallery visits and visiting artists

Theatre Studies:

- Drama Scholars sessions
- regular plays and auditions
- Tour of Senior play
- Whole School Performance of a musical – Michaelmas Term
- LAMDA lessons and examinations

Pupils on the A, G+T register would be considered for scholarships to their future senior school and prepared as such by staff. The requirements for scholarships to senior schools varies greatly and a final decision as to whether a scholarship is to be attempted is made at the end of the Summer Term of Year 7 in conjunction with the Director of Studies, relevant staff, pupil and parents.

Throughout the school year the progress of the A, G+T pupils are monitored by the Director of Studies and the relevant teaching staff. Pupils who show a lack of effort or attainment are highlighted at the Senior Pastoral Leaders meeting and actions put in place to support the pupil. These actions are minute-ed and reviewed regularly to ensure the pupil achieves their potential.

English as an Additional Language (EAL)

Beeston Hall is very lucky in that it attracts children from various countries to come and study. This broadens the horizons of our English pupils and helps them to experience, and begin to understand, the differing cultures around the world. We have had children join us from:

- Argentina
- France
- Spain
- Belgium
- Portugal
- Kazakhstan
- Ukraine
- Japan
- China / Hong Kong
- Germany

Most spend less than a year with us. Some come to prepare themselves for life in an English Senior Public School. All follow a full academic and co-curricular programme with their English counterparts. Bilingual dictionaries are made available to them in all academic lessons.

Nicole Williamson, the Head of EAL, oversees the entry and assessment of all pupils who arrive and arranges the appropriate programme of lessons to support them with their English and encourages them to work towards internationally acclaimed examinations (CELTA First Certificate).

In subject examinations these children are entitled to 25% extra time and a bilingual dictionary as instructed by the ISEB.

Please also see the Boarding Policy with regards to Emotional Needs of Overseas Boarders.

Reviewed by: Paul Leaver and Bob Hammond 1st September 2021

Monitored by: Fred de Falbe 3rd September 2021

Next Review: September 2022

Appendix A:

Break down of Timetable Allocations by Subject on a two weekly cycle:

Subject	Yr 8	Yr 7	Yr 6	Yr 5	Yr 4	Yr 3	Yr 2	Yr 1	Yr R
English	9	9	9	10	11	10	10	10	10
Maths	10	10	10	10	11	10	10	10	10
Sciences	6	6	6	5	4	3			
French	5	5	5	5	4	4	2	2	4
Latin	4	4	4	1					
PSHE	1	1	1	1	2	2			
RSE	0.5	0.5	0.5	0.5					
History	3	3	3	3	2	2			
Geography	3	3	3	3	2	2			
Religious Studies	2	2	2	2	2	2			
Art	2	2	2	2	2	2	2	2	2
Design Technology	2	2	2	2	2	2			
Music/ Drama	3	3	3	3	3	3	2	2	2
Physical Education	1	1	1	1	2	2	2	2	2
Games	12	12	12	12	12	10	2	2	2
Forest School				1.5	1.5	4	4	4	4
Curriculum Topic							8	8	8
Reasoning				2	2	2			
Tutorial					2	2			
Assembly	2	2	2	2					
Total:	65	65	65	65	65	60	60	60	60

Each lesson is 55 minutes long.

The pre-prep is much more flexible in its use of time and won't necessarily stick to the Prep School bells.

Appendix B:

Selection of Activities for Juniors (Years 3→5) from 1700→1745

- Dance
- Junior Hockey
- Library Club
- Music Practice
- Scuba
- Shooting
- Rock groups
- Badminton
- Book Club
- Pottery
- Swimming
- Skiing Race Training
- Yoga
- Lego
- Maths Clinic

Appendix C:

Activities for After Supper.

- Basketball
- Chess and Board Games
- Circuit Training
- Dance
- Scuba
- Girls Hockey
- Pottery
- Rugby 7's
- Shooting
- Cricket
- Football
- Book Club
- Netball
- Rock Group
- Yoga
- Film Society
- Lego
- Roller Skating
- Skiing Race Training
- Year 6 Duologues

Appendix D:

Musical Groups and Ensembles.

- String ensemble
- Fiddlesticks (junior Strings)
- Brass Ensemble
- Guitar Ensemble
- Samba Band
- Percussion ensemble
- Concert Band
- Beeston Singers
- Chapel Choir
- Music Scholars (Musical futures)
- Music Theory
- Pre-prep choir (Musical Munchkins)
- Glee Choir

Appendix E:

Grade Descriptor for Assessment.

Effort Grade	Descriptor
1	Excellent Effort
2	Encouraging effort
3	Inconsistent effort
4	Cause for concern

Performance Grade	Descriptor
A	Excellent progress and standard in all aspects of the subject
B	Good progress and standard in most aspects of the subject
C	Reasonable progress and standard in most aspects of the subject
D	Struggling to grasp and retain some skills and facts
E	Struggling to grasp and retain most skills and concepts.

These are presented to the children in the format below to help them understand the meaning of the statements:

Effort –

1- excellent effort in all areas: you always give of your best and never give up, you always take on board the advice given.

2 - good effort in all areas: you will give most things a really good go and mostly listen to the feedback advice.

3 - satisfactory effort: There are times when you get side-tracked, or perhaps do not follow the feedback advice your teachers have given you.

4 - oh dear: we need to sit down and talk about how you can improve your effort ready for the next half of term.

Attainment:

A – You have grasped all concepts quickly and are able to apply them without difficulty in independent work.

B – You have picked up most of the concepts well and are able to use the ideas with the tasks set, occasionally making errors.

C – You have a fair grasp of most concepts and need a little bit of support to apply them during task situations.

D – You have struggled to grasp the concepts and need support to remember and use them in task situations.

E – You have found much of the work very difficult and we have used extra resources to help you with the concepts.