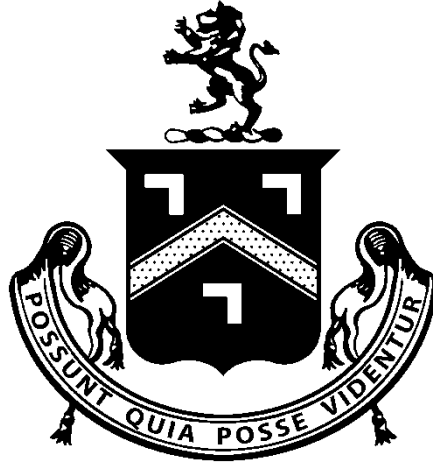


DUMPTON SCHOOL



ACADEMIC AND CURRICULUM POLICY 2022-23

DUMPTON SCHOOL – ACADEMIC AND CURRICULUM POLICY 2022-23

At Dumpton School, we provide a broad, rich and exciting curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. For pupils below compulsory school age, we have a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. We aim to inspire our pupils to find the joy in learning as well as the skills and knowledge to prepare them for life after Dumpton.

The teaching at Dumpton should:

- Enable all pupils to acquire new knowledge to make good or outstanding progress so they increase their understanding and develop their skills in the subjects taught;
- enable pupils to acquire skills in speaking, listening, literacy and numeracy;
- foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involve well planned lessons, effective teaching methods, suitable activities and wise management of class time;
- be inclusive, allowing all pupils to be part of the lesson they are involved in no matter what their ability, and ensure prior attainment of pupils is taken in to account in the planning of all lessons (The SEND Code of Practice requires all teachers to differentiate accordingly, especially to allow those with SEND to get the 'different from or additional to' Quality First Teaching that they require);
- promote the fundamental British Values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those from different faiths or beliefs.
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of an adequate quality, quantity and range;
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- encourage pupils to behave responsibly.

DUMPTON SCHOOL PHILOSOPHY

Our school motto 'You can because you think you can' lies at the cornerstone of teaching at Dumpton.

Dumpton aims to educate children in a supportive and caring environment, stressing the importance of team work and mutual respect at all times. Rule number one is 'Treat others as you would like them to treat you'. All children are expected and encouraged to fulfil their potential. Given the excellent facilities and staff to pupil ratio, Dumpton is well placed to aim for high academic and extra-curricular standards. In addition, we want to help children develop a clear sense of right and wrong, to become confident communicators and to appreciate the importance of good manners, friendliness and tolerance. The atmosphere in school should be cheerful and positive, created by strong relationships between adults and children, and between the children themselves. Great emphasis is made of the fact that a child who is happy and enjoys being at school is far more likely to do well.

EYFS

At Dumpton School we offer a broad and balanced Early Years Foundation Stage (EYFS) curriculum for our youngest pupils, which is based upon the Early Learning Goals and the three prime areas and four specific areas of learning as outlined in the new statutory framework for the EYFS. The Early Learning Goals define the expectations for most children to reach by the end of the EYFS. Underpinning our practice are the themes and commitments of the Early Years Foundation Stage: A Unique Child; Positive Relationships; Enabling

Environments; Playing and Exploring; Active Learning and Creating and Thinking Critically. All children are given equal access and opportunities to develop their knowledge and skills in:

Personal, Social and Emotional Development

Communication and Language

Literacy

Mathematics

Understanding of the World

Physical Development

Expressive Arts and Design

In Reception, children will have up to one hour of literacy and up to one hour of numeracy every day as the year progresses. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. Learning takes place both indoors and outdoors.

Dumpton School is registered with the DFE as an early years' provider. We participate in the Government's Nursery voucher scheme for 3 and 4-year-old children.

BALANCE OF CURRICULUM

The school aims to provide continuity between key stages, achieved through close links between the Pre-Prep and the Prep schools. The Senior Deputy Head, Deputy Head Academic, Curriculum co-ordinator Y1-4 and the Heads of both English and Maths, work with the Pre-Prep management to ensure that teaching staff have the support required to deliver an appropriate curriculum.

Testing is used to inform this process as well as to track pupil progress. The school's Academic Development Team (ADT) meet regularly to discuss academic matters – the team comprises the Headmaster, the Deputy Head Academic, Curriculum Coordinator for Y1-4 and the Head of EdX and Pupil Progress.

Children in Years 1 and 2 will have at least one hour of literacy and one hour of numeracy, every day. A typical day will also include creative and project work and the timetable also allows for physical education and class music. In the Prep School, lessons are 55 minutes long with a 5-minute changeover slot between each one. Plans and schemes of work illustrate how linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas are woven into the school curriculum.

Curriculum information is available to parents via the parent portal where the Curriculum Overviews are shared, or on request from parents.

TRACKING AND REPORTING PROGRESS

In the EYFS judgements are recorded against the EYFS Profile. Each child's level of development is recorded against assessment scales derived from the 17 Early Learning Goals. This tracking is ongoing throughout the EYFS. In Nursery the DfE Statutory Two Year Check is completed. On entry to reception, all children complete CEM Reception Baseline assessment. During the second half of the Summer term, if a child in Reception remains 4 after 1st April, the school is required to send this child's EYFS Profile to Dorset Local Authority. Parents may request a copy of the EYFS profile and meetings are held in the Summer term to discuss the EYFS profile and its results. In KS1 the pupils' progression is recorded in literacy and numeracy using teacher assessments. In addition, GL assessments are tracked. In the Prep School, the use of CATs, PTEs and PTMs allow the tracking of pupils in English and Maths throughout their school career. The data is uploaded and is then analysed by staff. This system is managed by the Deputy Head Academic and the Head of EdX and Pupil Progress. Data is analysed by the Head of EdX and Pupil Progress and made available to all academic staff. In addition, pupil progress is tracked in all academic subjects by Heads of Departments at discussed at departmental meetings to check that pupils' attainment is being maintained. Informal tracking is undertaken lesson by lesson.

MONITORING OF TEACHING

Dumpton supports the sharing of 'good practice' through learning walks. The Headmaster, Senior Deputy Head, Deputy Head Academic and others undertake a programme of learning walks where feedback of best practice and areas for development is then shared. Departments also share good practice through timetabled department meetings during the school day.

EYFS

Staff Supervision is completed with all EYFS teachers and teaching assistants. This occurs every 6 to 8 weeks and is completed by the Head of EYFS. EYFS teaching assistant appraisals are completed annually in the Summer term by the Head of EYFS. These appraisals can feed in to the supervision meetings where appropriate. A teaching assistant self-evaluation form is completed prior to the appraisal. A setting observation using the EYFS curriculum as a framework for observation is completed by the Head of EYFS. A meeting is held to discuss the self-evaluation and session observed. A précis of the self-evaluation, session observed and targets set is completed and filed in the EYFS appraisal/supervision folder and is also held securely on line in staff documents. All records are kept confidential.

EXTERNAL EXAMINATIONS

Pupils are prepared for Common Entrance, a Senior Independent School's own Entrance Examination or for a Scholarship. Common Entrance is taken at the beginning of June in Year 8. Scholarship dates vary from November to mid-May and individual Senior Schools' Entrance Examinations are taken at times set by them. We try to advise parents on which is the most suitable Entrance Examination for their child.

Other external examinations, such as Grammar School Tests, Senior School Common Pre-tests (in both Year 6 and Year 7) are prepared for in the Autumn and Summer Terms at various times e.g. during Prep by the Head, the Deputy Head Academic and other subject teaching staff.

INTERNAL EXAMINATIONS AND ASSESSMENTS

Examinations are held as a means of assessing the pupils' current state of knowledge of a given course of study and, in addition to this, in the final two years, for practising examination technique. Exams should never be regarded as an end in themselves but merely as a preparation for what follows.

Assessments in the Pre-Prep begin with the CEM Baseline assessment (see above) and continue in Y1 in the form of formal assessments in both the Spring and Summer terms. Children are assessed on reading and spelling

ability as well as progress in English and Maths. This continues in Years 3, 4 and 5 with formal assessments held in the Summer term.

Examinations for the Prep School are held once a year for Year 6-Year 8 in the Summer Term (in English, Maths, Science, French, History, Geography, RS and Latin). Year 8 also sit exams in late November, and Year 8 do a full-scale Mock Scholarship or Common Entrance in the Spring Term. All class taught subjects are examinable except for Computing, PE, Performing Arts, Art and DT. The task of preparing, setting and marking exams is the responsibility of the subject teachers.

Examinable subjects produce ‘guides’ which are posted on MS Teams to pupils. These outline the work covered and are used by pupils and parents when revising at home. Internal examination results are helpful to staff in advising on a pupil’s recorded progress through the school and in advising parents on their choice of Senior School. Examination percentages, attainment and effort grades are published on report forms.

Formative and summative assessment continues over the whole year. Children are formally assessed on reading and spelling ability as well as progress in English and Maths.

Assessment tools used by departments in the Pre-Prep

	EYFS	Year 1	Year 2
English	<ul style="list-style-type: none"> • Two Year Check • CEM Baseline Assessment • Phonics Assessments • ELG based assessments 	<ul style="list-style-type: none"> • Creative writing assessments • Reading & spelling age tests • Weekly spelling & dictation tests • Phonics assessments • Summative assessments 	<ul style="list-style-type: none"> • PTEs • Reading & spelling age tests • Creative writing assessments • Summative assessments • Phonics assessments
Maths	<ul style="list-style-type: none"> • CEM Baseline Assessment • ELG based assessments 	<ul style="list-style-type: none"> • PTMs • Unit assessments 	<ul style="list-style-type: none"> • PTMs • Unit assessments
Science	<ul style="list-style-type: none"> • CEM Baseline Assessment • ELG based assessments 	<ul style="list-style-type: none"> • End of topic assessment sheets guided by NC 	<ul style="list-style-type: none"> • End of topic assessment sheets guided by NC

Assessment tools used by departments in the junior years

	Year 3	Year 4	Year 5
English	<ul style="list-style-type: none"> • PTEs • Creative writing assessments • Reading & spelling age tests • Bi-weekly spelling tests 	<ul style="list-style-type: none"> • PTEs • Creative writing assessments • Reading & spelling age tests • Bi-weekly spelling tests 	<ul style="list-style-type: none"> • PTEs • Creative writing assessments • Reading & spelling age tests • Bi-weekly spelling tests
Maths	<ul style="list-style-type: none"> • PTMs • End of unit and End of Term assessments 	<ul style="list-style-type: none"> • PTMs • End of unit and End of Term assessments 	<ul style="list-style-type: none"> • PTMs • End of unit and End of Term assessments
Science	<ul style="list-style-type: none"> • Short topic tests delivered verbally • Investigation skills assessment sheets 	<ul style="list-style-type: none"> • Short topic tests • Investigation skills assessment sheets 	<ul style="list-style-type: none"> • Short topic tests • Investigation skills assessment sheets

History		<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Interpretation of evidence materials
Geography		<ul style="list-style-type: none"> • Map labelling ex.s 	<ul style="list-style-type: none"> • Map labelling ex.s
RS		<ul style="list-style-type: none"> • Labelling diagrams 	<ul style="list-style-type: none"> • Pairs produce poster
French		<ul style="list-style-type: none"> • Short written tests • Identify phonemes & graphemes • Picture labelling exercises • Sentence sequencing test • Say a finger rhyme from memory 	<ul style="list-style-type: none"> • Speaking test • Short written test • Identify phonemes & graphemes • Picture labelling exercises • Sentence sequencing test • Say a finger rhyme from memory

SEND - Special Educational Needs and/or Disabilities

At Dumpton, any individual with a learning difficulty and/or disability will be included, valued and supported. We are guided by the Government's SEND Code of Practice. Please see our SEND policy for more information. We will work with other agencies to implement the contents of any pupil's statement or Education and Health Care Plan.

DIFFERENTIATION

Any school must be capable of stretching the most able, while providing support for those who need it most. As the SEND policy 'Quality First Teaching' describes - all teachers are teachers of all children - this very much underpins our policy at Dumpton. 'Differentiation' is the collective term used to describe the school's methods of meeting the varied educational needs of its pupils. It includes not only setting but also in-class differentiation methods, e.g. Adult support, use of resources, differentiated worksheets, multi-level questioning, variation of teaching style. All of these methods are built to toward allowing our pupils to work as independently as they can.

- Pre-Prep - classes are mixed ability but small groups within the class may be taught at different speeds e.g. in reading or spelling. A Teaching Assistant, linked to classes and a Pre-Prep Learning Support Teacher (with responsibility for SEND) are on hand to facilitate this.
- Prep School - English is taught in mixed ability groups with the exception of Year 7 and 8 which have a top group and two parallel groups (depending on the size of the year group). All groups follow the same scheme of work. Maths is usually pyramid set for Years 5 to 8. At any time, groups can be amalgamated or team teaching can happen in some sets. Latin is usually started by everyone in Year 6 with some children continuing their studies into Year 7 and 8. The humanities subjects (History, Geography and TPR), along with Science and French are split into parallel groups in Year 8 but taught in mixed ability groups until that point.

GIFTED AND TALENTED CHILDREN

Staff monitor and track the achievements of children closely. It is our aim that all children be challenged and extended where appropriate so that they reach their full potential.

Progress is monitored informally through frequent discussions between staff and fortnightly subject meetings where children performing at an unusually high level may be raised. In the Prep School, progress is also monitored formally by recording Attitude to Learning (ATL) and attainment grades. Small class sizes allow us to gauge pupil progress effectively and the information generated allows us to build an attainment profile which can highlight strengths or those in need of further attention. All records are stored centrally in the

school MIS, easily accessed by all teachers. All staff are made aware of which children have an age standardised score above 120 from the CATs assessments sat at the beginning of each year for Year 3 – 7.

We believe that children who may be gifted or talented will usually benefit from working mainly within their own age/peer group. We do not have an official published ‘Gifted and Talented Register’ as we neither wish to suppress our expectations of those not on the register nor damage self-esteem when a pupil has to be demoted from such a list (for example, when early intervention may lead to signs of high ability which then evens out in time). If a teacher (or parent) has any concerns about provision for children who may be gifted or talented, he or she should first raise the issue with the child’s form or subject teacher, and then the Head of Key Stage 1, Head of EYFS, Deputy Head Academic or Headmaster will also be available to discuss the issues further.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) PROVISION

The scheme is outlined in the PSHE handbook.

Due to the ever-changing nature of PSHE, tutors and teachers are at liberty to change the focus of their lessons. Dumpton recognises the importance of allowing these sessions to support the emotional and social development of the children, allowing discussion and sharing of thoughts relating to matters that are outside the bounds of any curriculum. Dumpton aims to support children within a framework of family and Christian values, and therefore time to discuss matters or problems that arise may result in part or all of a lesson being used for this purpose. Our PSHE education encourages respect for other people, particularly in relation to the protected characteristics outlined in the Equality Act 2010.

Tutors play a vital role in the delivery of the PSHE syllabus and the pastoral care of the children at Dumpton. PSHE is implicit in teaching all aspects of the EYFS curriculum. In KS1 there are weekly circle times focusing on a specific PSHE theme outlined in the scheme of work. In the Prep School form assemblies use PSHE themes which are specified weekly on a yearly overview.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) EDUCATION

At Dumpton we provide SMSC education for our pupils. Our curriculum contributes to the SMSC development of our pupils, for example, in English, pupils will gain an understanding of poetry and drama and develop an awareness of social and moral issues. At Dumpton we actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We incorporate teaching British Values across the curriculum and in assemblies so that pupils learn right from wrong; understand how citizens can influence decision making and understand that the freedom to hold other faiths is protected by law.

CAREERS AND TRANSITION TO THE NEXT SCHOOL

Dumpton provides a wide range of activities for the children designed to expand the curriculum. Though no formal ‘careers advice’ is provided, the school ensures that pupils with ambition and a desire to follow a particular path are given impartial support and guidance. When a pupil reaches KS3, leadership opportunities are made available, allowing them to be independent and take responsibility. In Year 8, pupils will be required to undertake duties that support the running of the school. In addition, leadership courses and activities are organised, culminating in the Year 8 Leavers’ Course.

In addition, we give impartial informal advice about future careers by inviting a host of speakers to the school and involving children in activities that model the world of work post-school.

Parents also receive support and advice through Dumpton’s Future Schools Programme about the next stage of their child’s education. This comprises of talks given by the Headmaster and a future schools’ exhibition in our own Assembly Hall. The Headmaster and tutors are available throughout the year to advise and support parents about the next stage of their child’s education.

Appendix A – Dumpton Whole School Monitoring Timeline

	<i>EYFS</i>	<i>Pre-Prep</i>	<i>Prep School</i>
<i>Autumn 1</i>	<ul style="list-style-type: none"> • Supervision • Half Termly Moderation • Phonics tracking • ELG tracking 	<ul style="list-style-type: none"> • Informal Walk-throughs • Handover Meetings • Supervision Meeting • SMT Learning Walks 	<ul style="list-style-type: none"> • Informal Walk-throughs • Handover Meetings • SMT Learning Walk – Expectations, Routines, Relationships
<i>Autumn 2</i>	<ul style="list-style-type: none"> • Supervision • Writing Moderation • Phonics Tracking • Dorset County External Moderation • Pupil Progress Meeting 	<ul style="list-style-type: none"> • Informal Walk-throughs • Writing Moderation • Phonics Tracking • SMT Learning Walks • Pupil Progress Meeting: 	<ul style="list-style-type: none"> • Informal Walk-throughs • Pupil Progress Meeting: CATs, Attainment and AtL Grade Discussion • Pupil Progress Meeting: Y7 and Y8 Exam Grade Discussion • SMT Learning Walks
<i>Spring 1</i>	<ul style="list-style-type: none"> • Half Termly Moderation • Supervision • Learning Journey Scrutiny • ELG tracking 	<ul style="list-style-type: none"> • Informal Walk-throughs • Supervision Meeting • Book Scrutiny • SMT Learning Walks 	<ul style="list-style-type: none"> ▪ Informal Walk-throughs • Book Scrutiny • SMT Learning Walks
<i>Spring 2</i>	<ul style="list-style-type: none"> • Writing Moderation • Phonics Tracking • ELG Tracking 	<ul style="list-style-type: none"> • Informal Walk-throughs • Writing Moderation • Phonics Tracking • SMT Learning Walks • Pupil Progress Meeting: 	<ul style="list-style-type: none"> • Informal Walk-throughs • SMT Learning Walks • Pupil Progress Meeting:
<i>Summer 1</i>	<ul style="list-style-type: none"> • Supervision • ELG Tracking • EYFS Profile Scores • Phonics tracking • Half Termly moderation 	<ul style="list-style-type: none"> • Informal Walk-throughs • Supervision Meeting • SMT Learning Walks 	<ul style="list-style-type: none"> • SMT Learning Walks • Informal Walk-throughs
<i>Summer 2</i>	<ul style="list-style-type: none"> • Writing Moderation • TA Annual Appraisal • Pupil Progress Handover to Y1 	<ul style="list-style-type: none"> • Informal Walk-throughs • Pupil Progress Meeting: PTE/PTM Scores • Writing Moderation • SMT Learning Walks 	<ul style="list-style-type: none"> • Informal Walk-throughs • Pupil Progress Meeting: PTE/PTM Scores • SMT Learning Walks

Authorised by

The Board of Governors

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The Board of Governors

Date

20th June 2022

Effective date of the policy

September 2022

Circulation

Governors / teaching staff / Parents / pupils on request
Parents' section on the school website