



Kimbolton School
Cambridgeshire

PREPARATORY SCHOOL TEACHING AND LEARNING, MARKING AND ASSESSMENT POLICY

Policy owner: Prep Head
SLT Policy: Prep Head
Policy Summary Statement: This is our policy covering teaching. Learning, marking and assessment (including presentation of work) in the Preparatory School.
Release Date: Autumn 2024 Review Date: Autumn 2025



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Teaching and Learning, Marking and Assessment Policy

Introduction

The purpose of this policy is to support, promote and secure the implementation of high-quality teaching and learning. We see 'Quality First' teaching and learning as part of our core offering in order to ensure that all children make the best progress possible and achieve high standards relative to each child's aptitudes and abilities.

We are committed to providing learning opportunities through which all pupils are provided with high quality teaching underpinned by robust assessment practices, supportive marking and feedback strategies and excellent pastoral care.

We believe that the Preparatory School is about more than academic achievement: it is about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence and the development of genuine interests, skills and talents that extend beyond the classroom. Moreover, the education we offer is about living and working together successfully in a mutually supportive, forward-looking community, promoting 'One School one Family'.

This document falls into 6 core parts:

- Part A Teaching and Learning
- Part B Marking and Feedback
- Part C Marking notation guidance
- Part D Attitude to learning (A2L)
- Part E Assessment
- Part F Monitoring

Responsibility

All staff are responsible for ensuring this policy is implemented and acted upon. When evaluating the use and impact of this Policy, please read the following:-

Part A Teaching and Learning

I. Effective teaching and learning:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
- Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Involves well planned learned sequences and lessons utilising effective teaching methods, activities and management of time;
- Shows a good understanding of the aptitudes, needs and prior attainment of pupils; ensuring that these are taking into account when planning learning;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effective classroom resources of good quality, quantity and range;
- Implements effective AFL strategies to inform teaching and impact on student progress;



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- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Supports the promotion of our school values Kindness, Curiosity, Courage, Endeavour and Integrity plus British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- Promotes equality, diversity and inclusion

The impact of quality teaching and learning is ultimately determined through the progress that pupils make and the outcomes they achieve.

2. Teaching Standards

The factors that make a good teacher at Kimbolton School are centred around the 8 E's:

- Effective classroom management
- Enthusiasm
- Expertise in subject area
- Exciting and engaging lessons
- Encouragement of their pupils
- Excellent notes and hand outs
- Efficiency in marking/feedback and preparation
- Exam focus and preparation

The National Standards put it somewhat differently.....

The DfE Teachers' Standards – the national standard and expectations of teachers are what we measure ourselves against.

Part One (summary)

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

Part two (summary)

Teachers are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
3. Showing tolerance of and respect for the rights of others.



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4. Not undermining the school values or fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

3. Teaching Strategies

Our teaching is based on our knowledge of the children's level of attainment and therefore we ensure that teaching and tasks set are appropriate to their level of ability. Planning takes into account the differing requirements of pupils, those identified with differences and additional needs.

Quality first teaching Teachers differentiate carefully to provides accessible work, challenge and extension for pupils of all abilities. Lessons are paced sensitively and a variety of teaching methods are used so that all pupils feel challenged and motivation remains high.

Examples of teaching strategies will include:

- using the five pillars of quality first teaching
- questioning and discussion are used effectively for communication, AfL and feedback
- activities that are stimulating, challenging and where appropriate differentiated.
- sound and confident teacher subject knowledge
- well planned lessons with clear aims and objectives
- opportunities for children to show initiative, independence and creativity
- high expectations, encouraging children to take a pride in their work and achieve the highest standards of which they are capable
- valuing children's opinions and provide effective feedback effective use of discipline, with a consistent and fair approach to behaviour management

4. Organisation/Teaching Groups

Lower Prep

In the EYFS (Reception age) children are organised into two registration groups and are taught at times as a whole group and more usually in much smaller groups. They have specialist subject teachers in music, sport, swimming and modern foreign languages (MFL).

In Years 1 and 2, children are taught in mixed-ability form groups. Their form tutor is responsible for the delivery of the majority of subjects including English and Mathematics. Subject specialists deliver lessons in music, sport, swimming and MFL.

Upper Prep (Years 3-6)

From Year 3 to Year 6 there is an incremental shift from class-based teaching to subject specialist teaching.

All form tutors teach English, Maths and (where timetabling permits) PSHE. From Years 3 to 6, children are set across the year group in Mathematics. Specialist teaching at Years 3 and 4 includes:



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Music, MFL, Games, P.E., Art & Design Technology and swimming. In Years 5 and 6 subject specialists deliver the significant majority of lessons.

5. Transition to Senior School

At the end of Year 6, the majority of pupils transfer to Kimbolton School, by successfully passing the 11+ entrance examinations held in February of that year.

6. Evaluating the quality of teaching and learning

Every teacher is expected to evaluate the impact of their teaching to continue improving as a reflective professional.

The new CPD process encourages teachers to reflect and look at an area of Quality First teaching as part of the annual cycle.

We support the view that the very best teachers constantly seek improvement and want to continually develop their skills as expert teachers.

Knowing about the whole-school quality and effectiveness of teaching is a core responsibility of school leaders. Ultimately, this responsibility rests with the Head of Prep. The evaluation of teaching is undertaken through the involvement of a range of leaders and teachers. In evaluating, the following questions are asked:

- Is teaching effective? How do we know?
- What impact is teaching having on learning and progress?
- What is our evidence?
- What do we need to do next to improve further?

Any evaluation of teaching takes account of the impact of 'teaching over time', utilising a best fit approach drawing on a range of evidence, e.g. work scrutiny, AfL, lesson observation and lesson drop-ins, analysis of data, feedback from pupils, etc.

Part B Marking and Feedback

We offer feedback to:

- acknowledge and value pupils' efforts and achievements;
- make sure children understand the feedback so they have a clear picture of how far they have come in their learning, and how to move forward;
- monitor progress in knowledge, understanding and application.
- promote and share high expectations by demonstrating what makes a good answer or piece of work;



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- draw attention to mistakes that a child needs to learn from in order to move forward, to improve and expand their ideas;
- support feedback to parents.

Feedback will be constructive and help to identify targets for improvement. Teachers will use information from feedback to identify pupils' common difficulties and to plan appropriate learning experiences for individuals/ groups/ classes. Feedback and marking should be accessible and age appropriate and relevant to pupils and should be proportionate and manageable for staff.

Feedback can take many forms, including spoken (VF) or written marking, peer marking and self-assessment; this will be based on professional judgement.

- Pupils may mark their own work or that of others when and where appropriate and under very clear teacher guidance.
- When appropriate, pupils may be given time at the start of a lesson to reflect and improve on their work
- Stamps, stars and stickers may be used where appropriate
- Where appropriate, individual discussions should be held away from the class group.

Core principles:

1. Feedback should vary by age group, subject and what works best for the pupil and teacher.
2. Feedback should be positive yet challenging and boost pupil self-esteem and aspirations. As a result, this will accelerate progress.
3. Feedback is referenced to a clear learning objective, differentiated where appropriate
4. Feedback provides clear recognition that a pupil has met/not met the objective(s)
5. Feedback may include 'next step' guidance
6. Feedback is constructive/positive/supportive. e.g. 'Next time try....'
7. When appropriate, pupils may be given time during a lesson to reflect and improve on their work.
8. Children are encouraged and taught to reflect on their work.
9. Marking/feedback adopts a consistent approach within all subjects (see point 1). Subject leaders will advise and set expectations.
10. Methods of feedback are explained fully to pupils and parents so that they understand.

EYFS

- In the EYFS, verbal feedback is the most beneficial way for pupils to receive recognition for their work.
- Feedback is provided on the process and effort involved, not just the end product.
- Teachers will annotate any recorded work to show whether this has been completed by the child with support or independently. This is also photo evidenced on the Tapestry platform in each child's individual learning journal.
- Focus activities will be used to extend and support the pupil's learning. This will be reflected in future provision.
- Tapestry is used to note down progress and track a child's journey through the curriculum.
- If a pupil achieves something notable, this is recorded in the pupil's Learning Journal.

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Part C Marking notation guidance

The following apply:

- 1) Marking practice will vary by age and subject.
- 2) Teacher comments will be written in a **contrasting** colour (not red). They will be **legible and intelligible** to the pupils.
- 3) The use of stickers, praise, levels, percentages, grades/marks, comments, etc. or any combination thereof are used. There will be variations across year groups/key stages and we aim for a high degree of consistency within each subject and within each year group.
- 4) Check common spelling errors relevant to the particular subject. It is important to monitor these problems so these can be referred to the appropriate teacher.

Please note: With spelling lists/tests and all tests/exams sensitivity should be shown to all children, particularly children with specific difficulties.

Test/examination results should be collected and recorded and never read out in the classroom.

Marking notation guidance

The Target	Symbol (written in the margin or by the target)	Action
Indicate a good point or correctness	✓ Colour coded markers / pens for fast feedback	Possible improvements could still be suggested.
Indicate an incorrect point.	<ul style="list-style-type: none"> (in Y1 & Y2) X or . Y1-6) 	Discuss or write down correct answer.
Indicate that something doesn't make sense.	?	Put an explanation in the margin or an * and an explanation at the end of the work.
Indicate a spelling mistake	Underline the incorrectly spelt word and 'Sp' in the margin	Write the correct word or just 'Sp' in the margin. Pupils identify error and correct. Support offered as necessary.
A word, or phrase is missing.	^	If possible put a few words in so the pupil can see where he/she has gone wrong.
Indicate that a new paragraph is required	NP or //	
Punctuation	Circle the incorrect punctuation	
Capital letter	Circle the lower case letter if it should be a capital	
VF	Used to indicate that Verbal Feedback has been given.	
I	Independent work	
WS	With Support	

Additions to above



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Homework may be considered as part of assessment but **discretion is advised** as support levels for homework activities can be variable. Classwork should be the main consideration for assessment purposes.

Presentation of Work

- Check that all work is dated
- We will encourage high standards of presentation
- All work to be dated – 6 digits interspersed with slashes e.g. 13/09/07.
- (English type exercises – date to be written in full, e.g. Monday 13th September),
- All titles to be underlined with a ruler.
- All work in pen should be in BLUE
- Frixion pens and ergo pens for grip are acceptable
- New work will continue from previous and begin a new page when the pupil starts a new topic.

Part D Attitude to learning (A2L) Years 3-6

A positive attitude to learning is at the heart of each pupil's successes. Staff are encouraged to reference positively the term 'attitude to learning' or A2L to help pupils understand better how they are doing in class. It is important for pupils to develop a self-awareness that helps them to become better learners.

A2L grades are reported to pupils and parents 5x per year via Grade Cards. Staff will use the language on the Grade Cards to help children understand better what their attitude to learning 'looks like' in respective lessons. When grade cards are published, Tutors meet with children individually to discuss each child's Grade Card and help them set targets to develop their learning repertoire.

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A2L

EA	PA
An <i>exemplary attitude</i> , concentrates and participates eagerly in all activities. Always willing to try their very best at their level. Fully involved in lessons.	A <i>positive attitude</i> displayed. Working hard. Concentrates in lessons and participates well in the majority of tasks at their level. Some independence with their learning and organisation skills.

RA	NS
A <i>reasonably positive attitude</i> most of the time. Needs encouragement to participate in tasks and focus on their learning.	Mostly <i>needs support</i> and encouragement in their learning. Must take greater responsibility for their learning and personal organisation.

Attainment

5	Consistently produces work or performs at a level far above expectations.
4	Most work produced is of a high standard and above expectations.
3	Working at an expected level for their age and school.
2	Working below expectations for their age.
1	Struggles in many areas of the subject and experiences significant difficulties resulting in standards that are well below expectations.

Part E Assessment

Assessment is an essential part of the teaching process. Pupils' work is assessed regularly to establish pupils' understanding, to determine a level of success and to inform future planning.

Teachers use assessment information to track the progress of individual pupils and subject leaders/senior leaders use it to monitor how effective the teaching and the curriculum is.

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

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

Assessment involves **formative** and **summative** assessments.

Formative Assessment is ongoing. It informs planning, is shared with the child and is specific to the child. It includes discussions with pupils about their work, observation of pupils' working, questioning pupils, marking and/or commenting on their work.

We use marking/feedback as a teaching tool to inform the pupils about how well they are doing, performance-wise and to offer next steps in their learning. It is timely and specific; it focuses on



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improvement as well as correction. We encourage pupils to take responsibility for their own learning and to explain how they think work can be improved.

Summative Assessment is a snapshot of the child's attainment and forms a part of the assessment process. A test result is not the sole determiner of a child's attainment. Summative assessment

- involves tests and exams (internal and external)
- is used for reporting and recording
- places the child in comparison with peers
- assessment strategies must be manageable

In line with assessment for learning strategies, pupils are also taught to develop peer and self-assessment skills. Peer and self-assessment are in addition to the teachers' evaluation of work and must not be used in place of teacher assessment.

Assessment consists of verbal comments, written feedback, short tests, internal assessments, leading to examinations to gain entry to senior school, usually Kimbolton School. External assessments, such as Progress Tests in Maths and English (PTE/PTM), are also used annually throughout a child's time at the Preparatory School to give standardised scores and an indication of their progress relative to their age. Academic arrangements are made for this who require extra support.

Target Setting

Personal targets emerge from marking, usually in the form of next steps or a pointer about how to approach work next time. Target setting is an integral part of the learning process and staff regularly review where the children are in all subjects.

Benchmarking

A common understanding and agreement of standards must exist in order for assessment to be effective over time. This is achieved through a range of strategies including work scrutiny, book monitoring and moderation activities.

Appendix I summarises formal assessments undertaken across the year. The overview highlights when Grade Cards are shared on the Engage parent portal and when reports and parent consultations take place.

Part F Monitoring

Each individual member of staff is responsible for ensuring that high quality marking/feedback is integral to their work (this will be reviewed as part of CPD) The Deputy Head Academic will coordinate regular opportunities for review: individually, by year group or as a whole, to ensure consistency, and will scrutinise a cross section of work in all subjects.

To ensure high quality feedback is evident and consistency is achieved SMT/Subject Leaders/Year group teams will undertake work scrutiny activities as per the published review programme. Pupil discussions will also be used to determine the effectiveness of feedback in helping pupils make progress.

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Part G Classroom Display

Every classroom must have a good balance of displays that are up to date and are changed at regular intervals. The intervals may be determined on the topic/season. There should be a balance of maths and English working walls alongside work that is display quality.

For the start of the new academic year, ensure your classroom is welcoming and has NK day materials, photos etc. Tatty backgrounds are not acceptable. Please ensure you remount your boards and edge them appropriately. Consider using recyclable backgrounds and promoting this with the pupils.

Children should take a pride in their classroom and it is unique to you the form tutors. Class teachers, year group teachers and subject teachers are responsible for the displays in their classrooms or shared areas

Focus Walls

- Visual timetables in all classrooms used daily
- House Information
- Maths working wall including practical maths
- English working wall
- Stars collection point
- Marking codes
- School Values

Displays must support the pupil's learning and this can be achieved in a variety of ways

Engaging pupils in learning – ownership	Enabling learning to take place:
<ul style="list-style-type: none"> ✓ Interactive display ✓ Exciting ideas ✓ Asking questions ✓ Fresh/relevant to current topic and themes ✓ Challenging ✓ Colourful ✓ Criteria for success ✓ Working wall 	<ul style="list-style-type: none"> ✓ Word lists ✓ Whiteboards ✓ Connectives ✓ Trays of resources ✓ Number lines ✓ Number squares ✓ Timelines ✓ Tables squares ✓ Clocks ✓ High frequency words
Celebrating success	Raising expectations
<ul style="list-style-type: none"> ✓ Displaying good work ✓ Exemplar materials ✓ Stars, House awards ✓ Pupils' photos (with permission) 	<ul style="list-style-type: none"> ✓ Agreed class values ✓ Agreed room expectations Timetables ✓ Noise level meter ✓ Group and class targets ✓ Visual activity cues ✓ Inclusive classrooms ✓ Multi-cultural content

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Appendix I

Assessment/Reporting Overview 2024-5

Year	Autumn	Spring			Summer	
	Teacher assessment (formative/summative) ongoing and inform Grade Card results					
R	(September) Parents' Evening	Book look			Tea Party ELG's	Report
1	Parents' Evenings PTE PTM	Book Look		Parents' Evenings	PTE /PTM Tea Party	Report
2	Parents' Evening SWST PTE/PTM	Book look	NVR paper	Parents' Evening	PTE /PTM Book look	Report
3	SWST PTE/PTM 7 Transition Parents' Evening Grade Card (A2L only)	Book look Grade Card (Att & A2L)	NVR paper Grade Card (A2L only)	Parents' Evening Grade Card (Att & A2L)	PTE 8/PTM 8 Book look Grade Card (A2L only)	Grade Card (Att & A2L) Report
4	SWST PTE/PTM Grade Card – A2L only Book look	Parents' Evening Grade Card (Att & A2L)	NVR paper Grade Card (A2L only)	Grade Card (Att & A2L) Parents' Evening	PTE 9 /PTM 9 Book look	Grade Card (Att & A2L) Report
5	SWST PTE /PTM Grade Card – A2L only Book look	Parents' Evening Grade Card (Att & A2L)	NVR paper Grade Card (A2L only)	Parents' Evening Grade Card (Att & A2L)	PTE /PTM Book look	Grade Card (Att & A2L) Report
6	SWST PTE/PTM Reasoning	Post Mock Parents' Evening	Senior School Entrance Exam	Parents' Evening Grade Card (Att & A2L)	PTE /PTM	Grade Card (Att & A2L)



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	Mock Entrance Exam (English, Maths, Grade Card – A2L only Book look	Grade Card (Att & A2L)	Grade Card (A2L only)			Farewell get together Report
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