STOVER SCHOOL

Curriculum and Teaching & Learning Policy (Nursery, Preparatory School and Senior School)

Independent Day and Boarding School for Girls & Boys aged 3 to 18 years

Stover School

Next review date September 2018

This policy applies to all pupils whilst in the care of Stover School to include provision before and after school, trips and activities.

Stover School

Curriculum and Teaching & Learning Policy

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1. CURRICULUM

1a Curriculum Aims

In support of our Mission Statement the Stover School curriculum aims to:

- Provide a broad, balanced, forward looking, purposeful and relevant curriculum.
- Help pupils to gain the knowledge, understanding, skills, qualities and confidence which will enable them to develop intellectually, spiritually, emotionally, culturally, socially, physically and morally.
- Enable pupils to develop their self-knowledge and self-esteem in order to achieve the most that they possibly can and become independent, responsible, well rounded members of the school and wider community in all its diversity.
- Allow pupils to make progress continually and achieve their targets with opportunities for assessment to inform their learning needs.
- Cater for the needs of all pupils, including the most able, those who are experiencing learning difficulties, those who have a statement of educational need/EHC plan and those for whom English is an additional language.
- Support active learning (Research Based Learning) whenever possible and provide a stimulating learning environment.
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people, paying particular regard to equality and diversity (including aspects such as: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Ensure that all political views are presented in a balanced and non-partisan way, giving due weight to opposing views where appropriate.

The curriculum throughout the School broadly follows the requirements of the National Curriculum. The extra curricular activities programme provides opportunities to further enhance and enrich the academic curriculum, encourage development of social and emotional intelligence and to participate in new activities.

1b Nursery and Reception Curriculums

Nursery Curriculum

When planning and implementing the curriculum for the Nursery, we consider the following principles:

- Every child is a unique individual with specific rights.
- Creating an enabling environment is key to successful learning.
- All children have skills and abilities that they bring with them and we can build upon.
- What they can do, not what they cannot do, should be the starting point of their education.
- Children learn through first hand experience, using their senses to develop an understanding of the world.
- Learning is holistic for young children.
- Children need opportunity and space to explore their environment.
- Play is central to the child's learning process.
- Shared information between family and nursery is crucial.

Through observation and assessment each child's strengths, interests and needs are taken into account in order to plan a balanced curriculum.

Continued training is undertaken to ensure that all staff maintain a working knowledge of best EYFS practice and incorporate it into their lessons. All staff undertake training with regard to curriculum planning to ensure that a variety of practical and creative opportunities are available to the children.

All staff will take up a minimum of two days of training each academic year and whenever possible, more.

The Nursery Manager, in consultation with the staff, will endeavour to ensure that training attendance is balanced to meet the needs of the team and those of the children. To ensure that good practice is maintained, the area Early Years Consultant will make a minimum of one visit annually.

Planning

All staff have an understanding that all children bring with them a varied and rich experience of learning from home and the community.

- Nursery staff meet regularly to discuss planning.
- The Early Years Foundation Framework is used to inform planning.
- Planning is made using the three Prime and four Specific areas of learning. However, Nursery Leaders are conscious that all activities in the Nursery are frequently cross curricula.
- There are opportunities for adult-led and child-led activities and learning.
- Opportunities are created to repeat and practice skills.
- Nursery leaders plan carefully to ensure that whole group, small group and the needs of individuals are met. There is differentiated planning for target groups and individual children where necessary.
- Staff are flexible at every stage and are aware of the children's centres of interests through shared observations.
- A Key Person system is in place with each pupil being assigned a member of the Nursery team to serve as Key Person. Each key person takes an active interest in each of her key children and their families.
- One adult led activity is planned daily.
- Using observations made, Nursery Leaders will identify the next stage of the child's learning
- Monitoring each child's progress is achieved by using the age and stage framework identified in the document.

- All staff observe children. Information is shared between staff to inform planning.
- Parents are encouraged to share information about their child and to be part of the planning and monitoring process.
- Nursery staff meet regularly to share information.
- Activities are evaluated regularly

The EYFS follow the Early Years Curriculum with the following areas of learning:
Prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

There is a balance between child and adult led activities throughout the EYFS with the balance moving towards more adult led activities towards the latter half of Reception class in preparation for Year 1.

1c. Preparatory School Curriculum

The curriculum for Years 1-6 comprises:
English; Mathematics; Science; History; Geography; Religious Education; PSHCE/SEAL; Physical Education; Music and Singing; Drama; Spanish; French (commencing in Year 3); Art; CDT; ICT; Home Economics (Year 6)

Preparatory School Schemes of Work/Handbooks/Planning

Each subject area handbook and scheme of work is drawn up by the relevant member of staff in conjunction with the Director of Teaching and Learning and other staff, and in liaison with the Senior School Staff, to ensure continuity throughout the whole school. The aim is to outline the long term programmes of work for children at all stages throughout the Preparatory School, ensuring progression and continuity through the age groups, and aiming to address the needs of a range of ability levels.
Teachers are responsible for their own medium term planning. Teaching staff should evaluate each lesson as it is taught, to assess its success or weakness, and to inform future teaching. Teachers use their teaching diaries for short-term planning. Staff should discuss any concerns or questions with the subject leader, Director of Teaching and Learning or the Head of the Preparatory School.

Each subject area is monitored and evaluated by the responsible leaders, in conjunction with teaching staff, to ensure the on-going development of the curriculum. An annual action plan setting targets for development is drawn up in consultation with the Director of Teaching and Learning.

Preparatory School Curriculum Development Meetings

Curriculum development meetings play an essential role in the on-going development and monitoring of Teaching and Learning. They provide classroom practitioners with opportunities to discuss relevant topics,

share recent research and ideas for best practice and raise concerns on identified aspects of teaching and learning within the Preparatory School.

The meetings are held from 4.00pm – 5.00pm on Mondays throughout the academic year. These are planned and led by the Director of Teaching and Learning in conjunction with the Head of Prep School, and/or the subject leader. Classroom teachers are expected to attend each meeting pertaining to a subject they teach. The programme of meetings is planned ahead on a termly basis and given to all staff at the start of term. Subject leaders who wish to reserve a meeting for their curriculum area are asked to submit their request to the DTL/Head prior to the end of the previous term.

Preparatory School Curriculum Plans

Periods are 30 Minutes

Years 3 to 6 Prep (KS2)

Yr Group	English	Mathematics	Science	History	Geography	Art & CDT	Home Economics	ICT	RE	Drama	Music	Singing	PE	French	Spanish	PSHE/SEAL	Form Period	Total Periods
6	10	10	4	2	2	2	2	2	2	1	1	1	8	1	1	1	1	51
5	12	10	4	2	2	3	0	2	1	1	1	1	8	1	1	1	1	51
4	12	10	4	2	2	3	0	2	1	1	1	1	6	1	1	1	1	49
3	12	10	4	1.5	1.5	3	0	2	1	1	1	1	6	1	1	1	1	48

- Swimming – Years 5 – 6 Five week block per annum Years 3-4 six week block per annum

Years 1 to 2 Pre Prep (KS1)

Yr Group	Inc. Phonics & Mathematics	Science	History/ Geography/RE	Art & CDT	ICT	Drama	Music	Singing	PE	Spanish	L/ Golden Time	Total Periods
2	13	10	4	4	3	2	1	1	1	4	1	3	47
1	13	9	3	3	2	2	1	1	1	4	1	3	43

- Swimming Yr 1 & Yr2 6 week block per annum.
- Subjects may be integrated

Pre-Prep (Foundation Stage)

	Literacy Inc. Phonics	Mathematics	Understanding the World	Expressive Arts & Design	Physical Development	Personal Social Emotional	Total Periods

Reception	13	8	8 inc. 1 Spanish	6	4*	4	43

- Swimming - six week block in summer term.
- All aspects of EYFS are interwoven.
- Communication and Language is integrated throughout each learning area.
- Physical Development also runs through all other areas.

The Reception class teacher is the key person for all his/her class.

1d. Senior School Curriculum

Classes for some subjects may be set according to ability. PSHE is taught in Form groups by Form Tutors.

Year 7: In Modern Foreign Languages all pupils study French throughout the year. German and Spanish are both studied in the Autumn Term, and then a choice between these two is made for the Spring and Summer Terms.

Year 8: In Year 8 French is compulsory and pupils choose between German and Spanish. Pupils who would find an additional language challenging may be given specially tailored alternatives in coordination with the Learning Support department.

Year 9: Design and Technology is introduced for all pupils, alternating with Home Economics via a half year rotation.

Years 10 – 11: All pupils study the core subjects of English Language, English Literature, Mathematics and Science to GCSE (or English as a Second Language to IGCSE).

Optional GCSE subjects include Art, Business Studies, Design and Technology (Graphic Products), Drama, French, Geography, Geology, German, History, Home Economics, ICT, Music, PE, RS, Spanish, Separate Sciences (Biology, Chemistry and Physics), Statistics.

EAL lessons are timetabled as necessary and may run as an alternative to 'standard' English classes.

Throughout Years 7 – 11, non-examination lessons include Games (x2 double lessons per week) and PSHE/Careers.

The GCSE Option Blocks are tailored, as far as possible, to the pupil preferences in any given year, and the number of option choices made by any pupil may depend on their individual learning needs. Typically pupils study 9 or 10 examined subjects.

The Duke of Edinburgh's Award (DoE) is also offered.

Years 12 – 13: Sixth Form pupils generally take four subjects in Year 12 and this is usually reduced to three in Year 13. All Sixth Form pupils have two timetabled Games sessions per week.

The AS/A Level, BTEC, Cambridge Technical option blocks are tailored as far as possible to individual preferences. Subject choices can include:
Art, Biology, Business Studies, Chemistry, Drama, English as an Additional Language, English Literature, French, Further Mathematics, Geography, German, History, Mathematics, Media Studies, Music, Photography, Physical Education, Physics, Psychology, RS (Philosophy and Ethics), Spanish.

English as an Additional Language lessons are provided as necessary, enabling access to the curriculum in English and leading towards the IELTS examination.

The Extended Project Qualification (EPQ), Certificate of Personal Effectiveness (CoPE) and Community Sports Leader/Higher Sports Leader (CSL/HSL) qualifications are also offered.

Senior School Curriculum Plan 2016/17 (each period is 40 minutes)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	
Year 7	English						Maths				Science				ICT		PE		Games		French		Spa/Ger		Geog		History		Home Ec		Art		Drama		Music		RE		PSHE			
	5						5				4				2		2		2		2		2		2		2		2		2		2		2		2			40
	2						2				2				2		2		2		2		2		2		2		2		2		2		2			
Year 8	English						Maths			Biology			Chem		Phys		ICT		PE		Games		French		Spa/Ger		Geog		History		Home Ec		Art		Dra/Mus		RE		PSHE		
	5						5			2			2		2		2		2		2		2		2		2		2		2		2		2		2			40
	3						3			3			3		3		3		2		2		3		3		3		3		3		2		3		3			
Year 9	English						Maths			Biology			Chem		Phys		ICT/DT		PE		Games		French		Spa/Ger		Geog		History		Home Ec		Art		Dra/Mus		RE		PSHE		
	5						5			2			2		2		2		2		2		2		2		2		2		2		2		2		2			40
	2						2			2			2		2		2		2		2		2		2		2		2		2		2		2		2			
Year 10	English/EAL						Maths			Science									Games		Games		Eng Lit		Option Block A				Option Block B				Option Block C				Option Block D				PSHE		Stats	
	5						5			8									2		2		1		4				4				4				4				1		1	41
	4						3			2									2		2		2																		1		1	
Year 11	English/EAL						Maths			Science									Games		Games		Eng Lit		Option Block A				Option Block B				Option Block C				Option Block D				PSHE		Stats	
	5						5			8									2		2		1		4				4				4				4				1		1	41
	3						2			2									2		2		2																		1		1	
Year 12	Option Block A										Option Block B														Option Block C																					
	7										7														7																				40
Year 13	Option Block A										Option Block B														Option Block C																					
	7										7														7																				40

	CoPE	Games	Games
	1	2	2
	1	1	1

	CoPE	Games	Games
	1	2	2
	1	1	1

All overseas pupils are encouraged to take GCSE/A level qualifications in their own language wherever possible.

Details of topics covered in Years 7, 8 and 9 are posted on the website. GCSE and A Level options booklets give full details of all these courses.

Heads of Departments are responsible for the management of the curriculum for their subject and this is detailed in their departmental handbooks.

1e. Sex and Relationships Education

Introduction:

Stover School offers an education for the whole person, body, mind and spirit. Humans are sexual beings so this is addressed in our Sex and Relationships Education. The programme is a sensitive and responsible one which is set in a moral and social framework and which includes Christian values. It aims to meet the statutory provision which has been outlined in several government documents.

Context:

Parents have prime responsibility for bringing up children so our teaching should be complementary to this. In an attempt to achieve this aim, the 1988 Education Act states that all pupils should be offered a sex education programme which:

a) Promotes the spiritual, moral, cultural, mental and physical development of pupils and

b) Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Whilst our Sex and Relationships education is not value-free, it aims to present facts in an objective and balanced manner, and is set within the context of the Law regarding sexual behaviour. It is recognised that an individual's sexuality is a highly personal matter, and due consideration is also given to the needs of pupils from different cultural, religious or ethnic groups.

Definition:

Sex and Relationships Education is education about sexual matters, focusing upon responsibility within caring, committed relationships, especially marriage. It concentrates on knowledge of the facts of human reproduction, contraception, HIV/AIDS and other sexually transmitted infections, abortion and a consideration of the broader emotional and ethical dimensions of sexual attitudes and behaviour.

Delivery:

Sex and Relationships Education is addressed in many subjects, but specifically in English, Biology, RS and PSHE. It is overseen by the Head of Humanities/PSHE and the Head of Science. The concepts and content increase in depth and complexity as pupils progress through the school. Teaching methods are 'child-centred', and lessons take place in an atmosphere of trust after a good working relationship has been established between teacher and pupil. Responsible boundaries of confidentiality are consistently reiterated.

Aims:

- To provide accurate and relevant biological and medical knowledge about sex which will inform decision-making and counteract ignorance and prejudice;
- To provide the time, context and opportunity for pupils to think through their individual attitudes and values in this area;
- To encourage self esteem and assertiveness in relationships;
- To explore Christian teaching about love and sex;
- To help pupils consider the importance and benefits of self-restraint, dignity, respect for themselves and others, loyalty, sensitivity and acceptance of responsibility;
- To enjoy relationships that are free from abuse and exploitation;
- To develop an understanding of risk and promote strategies for personal safety, including knowledge of sources of help.

Specific Issues:

Support and medical advice for individuals, especially weekly and full boarders, is available through the resident school nurse, the school counsellor the boarding staff and the school doctor. PSHE Life Skills lessons focus on the whole class and on hypothetical situations; questions on a personal basis will not be handled within lessons. Teaching takes place within the context of our Child Protection Policy and pupils should be made aware that teachers cannot promise complete confidentiality and may need to inform the designated child protection officer if a pupil is at risk.

Parents:

Parents are made aware of the Sex and Relationships Education made available at Stover through the School Prospectus and website. The Learning & Skills Act, 2000, gives parents the right to withdraw their child from part or all of the Sex and Relationships Education provided at Stover.

See also 'Sex and Relationship Education Guidance' and 'Supplementary advice to the Sex and Relationship Education Guidance', DfEE (2000).

1f. Personal, Social and Health Education (PSHE)

Preparatory School

Details of the Personal, Social and Health Education and Social and Emotional Aspects of Learning (PSHE/SEAL) programme are covered in the separate PSHE/SEAL Manuals.

Senior School

All pupils in Years 7 to 9 have 2 lessons of PSHE per week, and those in Years 10 and 11 have 1. The PSHE programme is delivered by Form Tutors, who follow the programme outlined by the Head of PSHE (see school intranet T drive / Senior School / PSHE). This is designed to equip pupils with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

The programme is drawn up to include aspects of economic education as outlined in ISI guidelines, and to encourage respect for the 'protected characteristics' outlined in the 2010 Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The PSHE programme (together with other aspects of the curriculum as a whole) is one of the means through which pupils acquire a broad general knowledge of and respect for the public institutions and services of England.

The KS 3 programme is based on the 'Stepping Stones' and 'Key Steps' resources developed by ASDAN, which make up a flexible curriculum. The skills focussed on include: communicating, investigating, presenting, researching, working with others, solving problems, respecting others, looking after yourself, budgeting and leadership. Once a series of challenges have been met and a portfolio built up, the course can be certified at the end of each year.

The KS 4 programme follows an 'in-house' curriculum with a greater emphasis on careers, and sex and relationships, as well as the above components.

1g. Careers

The careers education and guidance programme aims to help each pupil at Stover to develop an informed strategy for their career and make choices for their future with confidence. Provision is in line with the Department for Education 11 – 19 National Framework guidance.

Aims:

- contribute to strategies for raising achievement, especially by increasing motivation
- support inclusion, challenge stereotyping and promote equality of opportunity
- develop awareness of health and safety issues within the workplace
- develop knowledge of employment legislation
- encourage participation in continued learning, including higher education
- develop enterprise and employability skills
- contribute to the economic prosperity of individuals and communities
- help to inform the post 16-career/education choices made

The careers programme has two components - education and guidance. Careers Education helps pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Careers Guidance enables pupils to use the knowledge and skills they develop to make decisions about learning and work that are right for them.
Discrete Careers Education is provided as part of the 'CPSHE' provision, and extended provision comes in the form of work experience, impartial advice, careers fairs and talks and specialised careers days such as the Business Enterprise Day for Years 7 and 8.

Work Experience:

A compulsory programme of work experience is arranged for Year 10 pupils and older pupils are encouraged to undertake work experience during their holiday periods.

Towards the end of the summer term, all Year 10 pupils spend a week in a work experience placement. These placements should be arranged on an individual basis but the TWEX (Teignbridge Work Experience) Partnership database gives lists of approved organisations. Teaching staff also provide advice and additional contacts.

In line with all schools in the TWEX Partnership, DBS checks are not expected for staff at each participating employer/organisation. However, schools should not place students unless prospective employers/organisations have been checked with regard to insurance (employers and public liability), health, safety and welfare. Any placement that is considered 'high risk', specifically those involving farming & agriculture, working with animals and construction, should be highlighted and additional advice sought. All employers are given child protection guidance.

Impartial advice:

Our independent careers advisor comes in to see all Year 11 pupils and on an ad hoc basis for other Years, as requested. Thus there is independent support for every pupil aged 13-19 (and up to age 25 for individuals with learning difficulties and/or disabilities), and they have access to information, advice and guidance on issues that might affect their progression through learning and towards adult and working life.

Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in years 9 to 11. This must:

- be presented in an impartial manner;
- include information on the full range of post-16 education or training options, including apprenticeships; and

- promote the best interests of the pupils to whom it is given.

All pupils in Year 11 meet with the Careers South-West Personal Adviser on an individual basis for such impartial advice and guidance. As part of the careers programme, pupils are informed about the support available from Careers South West, for example on learning, work, health, housing, finance and the law, and how to access the Service at a level appropriate to their need. The Newton Abbot Careers South West Partnership also helps with curriculum development and provides support for teachers.

Throughout the school, advice is freely available from the Head of Careers and Careers South West. The Careers Library is open at all times and careers websites are available on the Internet. The majority of our pupils go on to higher education and all pupils are given advice on applications and interview technique.

Pupils are encouraged to visit open days and talk to tutors and students before making their final decisions.

1h. Activities and Clubs

In line with the school mission statement and curriculum aims, our extra-curricular programme is a key aspect of the overall provision, and is supported by all staff. Prep School pupils (Years 3-6) attend clubs and activities at lunchtime or after school (3.45pm to 4.30pm), while Senior School pupils attend from 12 noon to 12.45pm, Monday to Friday.

All Full Time Senior School and Prep School teachers (and part time teachers on a pro rata basis) are expected to offer or involve themselves in extra-curricular activities every term (as agreed by the Deputy Head/Head of KS3/Head of Prep School). A booklet is produced that outlines the content and skills covered by each activity.

The following activities are offered to the Pre-Prep and EYFS pupils during term time only:

Activity	Day	Time	Open to
Breakfast Club	Daily	8.00 – 8.30am	Nursery and Reception class
After School Care	Daily	3.30 – 5.00pm	Pre-Prep and Nursery
Ballet	Tuesdays	Varies annually	Pre-Prep and Nursery
Tennis	Various	As arranged	Pre-Prep and Nursery

As an example of the range of clubs and activities on offer in the Preparatory School, the following is available for Spring Term 2016.

Monday	Tuesday	Wednesday	Thursday	Friday
Homework		Homework	Homework	Homework
Fencing	School Play	Outdoor Learning	Gym	Props
Judo	Airfix	Tennis	Netball	Fencing
Orchestra	Ballet	ICT	Bushcraft	Football
Horseriding	ICT	Horseriding	Tennis	Eco Club
Lunchtime Clubs				
Netball	Chamber Choir			Chess Club
Football				

As an example of the range of clubs and activities on offer in the Senior School, the following is available for Spring Term 2016.

Monday	Tuesday	Wednesday	Thursday	Friday
Netball (TC)	Table Tennis		Netball	EAL support
Dragons' Den		Hockey Boys	Running Club	Running Club
Chemistry Club	Big Art	Bushcraft	A Christian perspective on life's big questions.	Photography
Maths Challenge	DofE (Y9 & above)	Yr11 Yearbook		Creative Writing
Drama	Fencing	Quick Food	Junior Debating	Bushcraft
Football			Rugby	
Gym	Gym	Gym	Modern Dance	Gym
Girls Cricket	Raving Reporters	Chess/board games		
Supported Study	Supported Study	Supported Study	Supported Study	Supported Study
Man Choir	Senior Choir	Big Band	Ukulele	Orchestra
Horse Riding*	Horse Riding*	Horse Riding*	Horse Riding*	Horse Riding*

Open Chapel	Open Chapel	Open Chapel	Open Chapel	Open Chapel

1i. Structure of the School Day

EYFS School Day Structure

Nursery	
8:00am	Breakfast Club
8:30am	Session one begins
11.45am	Lunch
12.30pm	Pupils return from lunch
1:00pm	Session two begins
4.00pm	Session two ends

Reception	
8.15am – 8.40am	Pupils arrive and go directly to classroom
8.40am	Registration
10.20am – 10.40am	Break
11.45am – 1.00pm	Lunch and play time
2.00pm – 2.20pm	Break
3.30pm	Dismissal

Prep School Day Structure

8.40am	Registration
8.50am – 9.10am	Assembly
10.10am – 10.20am	Pre-Prep and Year 3 Snack
10.20am – 10.40am	Pre-Prep and Year 3 Break
10.40am – 11.00am	Year 4 – 6 Break
11.45am – 1.00pm	Pre-Prep Lunch / Break
12.10pm – 1.15pm	Year 3 Lunch / Break
12.20pm – 1.30pm	Year 4 Lunch / Break
12.30pm– 1.30pm	Year 5 – 6 Lunch / Break
2.00pm – 2.20pm	Pre-Prep Break
2.30pm – 2.45pm	Prep Break
3.30pm	Reception/ Year 1 dismissal
3.30pm – 5.00pm	Pre-Prep After School Care
3.45pm	Year 2 – 6 dismissal
3.45 – 4.30pm	Clubs for Years 3-6
4.45pm	Buses Depart
4.30pm – 5.00pm	Prep pupil supervision
5.00pm – 6.30pm	Extended care for pupils aged 6+

Senior School Day Structure

8.30	Registration
8.40 - 9.00	Assemblies/Form time
9.00 - 9.40	Period 1
9.40 - 10.20	Period 2
10.20 - 10.40	Break
10.40 - 11.20	Period 3
11.20 - 12.00	Period 4
12noon	Activities
12.45	Lunch
1.40	Form Registration
1.45 - 2.25	Period 5
2.25 - 3.05	Period 6
3.05 - 3.10	Change over time
3.10 - 3.50	Period 7
3.50 - 4.30	Period 8
4.30	Day ends
4.45	Buses Leave

1j. English as an Additional Language (EAL)

Introduction

Stover School EAL Department aims to help International pupils, whose first language is not English, to develop their knowledge of English and their ability to use, understand and enjoy the English language.

The dual aims are to enable EAL pupils to gain qualifications in English as a second language and to work to their full potential in terms of accessing the full curriculum in Stover School. The Department also helps in the integration of overseas pupils, and seeks to enrich their experience of living and studying abroad.

Aims

- To provide support for and access to appropriate internationally recognised qualifications in English as an additional language.
- To support the use of English for curriculum and extra-curriculum access.
- To help to assess, monitor and review the progress of overseas learners in English.
- To develop and impart good practice in the support of international pupils, as required.
- To appreciate linguistic and cultural diversity.

Expectations

- To assess all EAL pupils on arrival for level of English and to make results available to all staff.
- To help provide suitable inductions for overseas pupils.
- To provide differentiated support for all EAL pupils, on an individualised basis, as appropriate.
- To review and monitor progress at regular intervals.
- To help develop suitable learning strategies for overseas pupils.
- To support and encourage the integration and involvement of overseas pupils in terms of a whole-school approach which involves departmental practices and sharing of information across the whole school and boarding community.
- To work in collaboration with the Deputy Head, Head of Boarding and HoDs to help monitor and evaluate the learning of international pupils.

Responsibilities

Responsibility for the care and education of overseas pupils in Stover is seen as a whole-school issue.

The EAL Department's responsibilities are:

- to provide appropriately targeted support to enable EAL pupils to improve their command and use of English.
- to offer support and advice as and when appropriate to assist teaching staff.
- to help to ensure equal opportunities for EAL pupils.
- to provide supplementary reinforcement for access to the curriculum if required.
- to help assess, monitor and review the progress of EAL learners, and provide appropriate feedback to teachers, Form Tutors and boarding staff.

Monitoring and Evaluation

Monitoring and Evaluation is the responsibility of all those who teach and care for international pupils. The EAL Department has a central role in monitoring and evaluating progress in specific aspects of EAL, and in helping to coordinate the work of all those involved in supporting EAL pupils.

EYFS

Pupils for whom English is a second language will be given opportunities, wherever possible, to develop and use their home language in play and learning. For example, if an older pupil or member of staff speaks their language, they may be invited to the setting to play with the child. If not, members of the child's family may be invited to the setting to share some learning opportunities. The curriculum will be delivered in English, enabling pupils to have sufficient opportunities to learn and reach a good standard in the English language.

1k. Pupils Requiring Targeted Learning Support (LS)

Introduction

Stover School's Learning Support Department aims to support the needs of all pupils with Special Educational Needs and will make 'reasonable adjustments' to ensure that those pupils have the greatest possible access to a broad and balanced curriculum, involving parents, as appropriate, at all stages.

A Special Educational Need according to the Special Educational Needs and Disability Code of Practice: 0 - 25 years, is defined as:

a) 'a significantly greater difficulty in learning than the majority of children of the same age', or

b) 'a disability which either prevents or hinders a child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.'

Many children who have SEND may have a disability under the Equality Act 2010 - that is '…a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

Procedures

This policy and the provision for pupils with SEND has been developed with regard to the Equality Act 2010, the Special Educational Needs and Disabilities Regulations 2014, the Children and Families Act 2014: Section 69 and will implement the 0-25 SENDD and Disability Code of Practice 2014 (SEND Code 2014) which became effective from September 2014. We will apply procedures as they are described in the Codes throughout the Nursery, Preparatory and Senior Schools.

Responsibilities

Meeting an individual's Special Educational Needs is a whole school responsibility and the provision for pupils with Special Educational Needs should, wherever possible, be the same as for every other child in school.

The principal responsibilities of the LS Department are:

- To identify any pupils with SEND as early as possible through regular screening processes for pupils in Prep School, and Years 7 and 9 as well as new pupils joining Stover School, and to ensure appropriate support is put in place.
- To conduct or arrange more in-depth assessment for children who have been highlighted through the screening process, teacher observation or parents' requests.
- To offer individualised programmes of study according to the specific needs of each child with SEND. This might include being dis-applied from certain subjects in KS2 and KS3 or choosing fewer options in KS4 to provide pupils with additional study time. In addition, pupils are given the opportunity to access vocational courses on a day release basis which would benefit their overall development and help them fulfil their future ambitions.
- To ensure that subject specific targets are set by teachers for each individual pupil with SEND.
- To work closely together with the EAL department and provide additional support for pupils with English as the second language who have also been identified as having SEND.

- To liaise with parents of children with SEND who are looking at Stover School as an option for their child's education and assess the possibility of Stover meeting their child's needs.
- To liaise with parents of children with SEND regarding their child's progress, discussing any concerns, arranging assessments, discussing results and possibly setting up support arrangements.
- To maintain appropriate individual and whole school records for pupils in the Prep and Senior School which include pupil passports, the SEND Register, support timetables and any other documentation necessary for pupils with SEND including pupils with statements/EHC Plans.
- To co-ordinate Annual Reviews for children with statements of SEND/EHC Plans including scheduling the dates in liaison with the Local Authority, collating all the information through liaison with teachers, parents, children and LSAs, completing the appropriate paperwork and conducting the reviews.
- To act in an advisory or supportive role to other members of staff, particularly in terms of giving information on pupils' individual SEND needs and looking at strategies to deal with learning and behavioural difficulties.
- To liaise with colleagues within the school and colleagues in other schools, settings and organisations regarding educational psychology services, health and social services.
- To contribute to the in-house training of staff on SEND issues.
- To provide auxiliary support or services for individual pupils in order to meet their Special Educational Needs through either support in class through a Learning Support Assistant and/or one-to-one support lessons by a qualified teacher. Parents may be charged for the provision of auxiliary aids or services.
- To ensure all access arrangements are in place, evidence is collated accordingly and these are implemented for public examinations.
- To arrange support for students with access arrangements during tests and exams.
- To provide support with prep/homework for pupils with SEND during either Supported Study or if pupils have been dis-applied from specific subjects during their study periods.
- To ensure that Learning Support Assistants work effectively under the direct instruction of the class teacher to support the teaching and learning activities of specific students. This includes ensuring that the pupil understands tasks and instructions, keeping them on task, offering encouragement as well as frequent, genuine and specific praise and supporting their self-assessment.
- To ensure a smooth transition from Prep School to Senior School by discussing and planning provision for children transferring early in the school year, informing Senior teachers about needs and strategies, and ensuring all paperwork is in place for the beginning of the new school year.

1l. Pupils of Markedly High Potential and Ability

Introduction

Stover School aims to provide education which nurtures, celebrates, challenges and inspires each and every pupil according to their needs and abilities.

At any one time our pupils display a wide range of potential and ability, and there will always be those who are capable of performing at a level which well exceeds that expected of children in their age group. This potential may lie in one or more areas, such as: academic ability, art, music, PE/sport, performing arts etc. Our aim is to enable these pupils to achieve the greatest possible progress, and to recognise the importance of identifying and celebrating their achievements and successes.

Terminology and rationale

Generally, in education in the UK, the term 'gifted' is used to denote someone who has, or shows the potential to develop, ability in one or more academic disciplines at a level significantly ahead of their year group. The term 'talented' refers to those who show a similar level of practical skills in areas like sport, music, design or creative and performing arts. In Stover we may use these definitions, but are wary of labeling and classifying individuals too precisely within such confines. Specific abilities and enthusiasms may develop and change over time, and are different for every individual. There is also a danger of excluding some who would benefit from, and enjoy, extra depth and stimulation in extension activities by creating artificial cut-off points for pupils' abilities.

Identifying pupils of high academic potential

In order to help identify a pupil's academic potential and ability we use: test results (e.g. nationally standardised MidYIS and Yellis profiles), quality of work, reports from previous schools and the professional judgement of our teachers. As a rough indicator, MidYIS scores of 130 and above are generally seen as an indicator of individuals who are 'mentally gifted' – placing them in the top 2% nationally. MidYIS scores of 120 to 129 place them in the top 10% nationally (so called 'able' individuals). Children with talents in disciplines which are not strictly academic are identified by levels of performance and ability shown in specific, subject-based measures of achievement, and through information supplied by external agencies.

Provision

Provision for pupils of markedly high potential and ability includes providing greater challenges in lessons, additional activities beyond the everyday timetable, and extended opportunities for pupils to develop and demonstrate their abilities. In Stover this occurs through a combination of overall policy and tailored provision by each department.

Aspects of overall policy involve: providing access to a suitably differentiated and challenging curriculum, fostering a culture of achievement by creating a climate of learning and excellence throughout the school and making use of the wider community to enhance learning opportunities.

Aspects of tailored provision by each department involve: high expectations and differentiation through setting, pace, task, extension activities, homework, dialogue, outcome and targeted use of resources.

2. TEACHING AND LEARNING

Stover School is committed to maintaining high educational standards and providing a fully rounded education, enabling pupils to acquire the qualifications, skills and confidence needed to achieve their aspirations. Through our Research Based Learning approach we encourage curiosity and translate the aims of the school and the curriculum into relevant and challenging learning experiences for all pupils.

2a. Key Teaching Points

- Provide effective, inspiring and stimulating teaching.
- Plan lessons effectively taking into account the learning needs of all pupils.
- Use a range of stimulating resources including appropriate use of ICT.
- Provide relevant opportunities for pupils to engage in a wide range of challenging learning experiences, through Research Based Learning and encouraging an enthusiasm for learning.
- Ensure appropriate continuity and progression in the learning of all pupils from Nursery through to Year 13.
- Track and monitor the progress of each pupil and offer advice and intervention as appropriate (see Assessment, Marking, Reporting and Examination Policy).
- Maintain a supportive and happy environment where the individual and spiritual needs of pupils and staff are recognised and provided for evaluation of the quality and content of both teaching and learning.
- Provide sound moral values through clear expectations of behaviour, emphasising respect and consideration for others.
- Encourage self-confidence, self-motivation and self-discipline within a safe and caring community.
- Use the School's special, natural environment, historic estate and outdoor classroom wherever appropriate in the curriculum.

Teachers value all pupils irrespective of their ability, ethnicity, gender, age, religion or achievement. Lessons are planned to enable pupils to learn appropriate skills, knowledge, concepts and attitudes and to develop personal, social and emotional growth.

In line with our 'Research Based Learning approach', teaching should be varied, well-paced and engaging, placing the emphasis on pupils investigating and exploring topics themselves, under the guidance and reflection of their teachers. Subjects should be broken up into a series of interconnected but internally coherent units which pupils can build up sequentially.

Teaching should:

- Promote effective and positive interaction between teachers and pupils;
  relationships are positive and motivate pupils. Feedback is informative and encouraging, uses praise and gives approval, helping pupils know what to do next and how to improve further. Teachers are sensitive to the needs of all pupils.
- Promote high expectations;
  teaching promotes high expectations for all pupils and sets high but attainable challenges, appropriate to each individual, to enable them to reach their full potential. Teachers prepare well for lessons, provide clear explanations and use skilful questioning to challenge all pupils, taking their learning needs into account.
- Use a range of teaching styles;
  teachers use a range of teaching styles to provide a stimulating learning environment which meets the needs of pupils with different learning styles. There is a balanced use of investigation and problem solving, explanation, demonstration, discussion, practice. A broad range of learning resources are used, including artefacts, texts, ICT, music, media, visual stimuli and people.

- Incorporate Assessment for Learning techniques and approaches as detailed in the Assessment, Marking, Reporting and Examination Policy.
- Teachers should use the Learning Support SEN Register and Student Profiles stored in the Learning Support area of the intranet in order to be aware of the specific learning needs of their pupils, and consult with the SENCO when appropriate. Teachers should work with Learning Support Assistants to ensure pupils are best supported in their learning.

2b Continuous Professional Development

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at Departmental Meetings/Curriculum Meetings in order to share good practice;
- plan their own CPD programme in conjunction with their Head of Department/Deputy Head/Head of Prep as a result of the Performance Review process.

2c. Learning

"Learning is active. Someone else can teach us, but no one else can do our learning for us."
(UNESCO Education Resource Pack 1993).

Our overarching pedagogic framework is 'Research Based Learning' (RBL). RBL is about 'doing', not about passively receiving and regurgitating isolated chunks of 'knowledge'. Because RBL is an active process it engages the learner in a deeper level of understanding, interest and 'ownership' of their learning.

In Stover the learning environment allows pupils to feel challenged, and secure enough to take risks in their learning, question their understanding and develop their ideas. The classroom is a stimulating and exciting place to be, encouraging academic rigour, respect for others and a love of learning. Pupils are encouraged to develop a sense of pride and celebrate their achievements and those of their peers.

Outdoor Learning

We use our extensive 64 acre site (including an 'outdoor classroom', pond, farm, growing areas, sports fields and meadow land) and rich local environment to enhance pupil learning. There is also a continuous programme of residential and day trips nationally and internationally.

ICT and Bring Your Own Device (BYOD)

Pupil learning is enhanced by use of ICT wherever appropriate (with ICT suites in both Prep and Senior Schools), and a 'Bring Your Own Device' policy is currently being implemented.

2d. Monitoring and Evaluating the Quality of Teaching and Learning

Staff at all levels are monitored and supported through a whole-school Performance Management Policy, on a biennial cycle. Work scrutinies are carried out on a regular basis by teaching staff, Heads of Department and SLT. These are targeted towards AfL, variety and quantity of work, differentiation and presentation of work – and the aim is always to provide constructive feedback to teachers.

Members of the SLT:

- set priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures and implementation of the Performance Management policy. Monitoring and evaluation principally takes place through analysis of performance data, meetings, work scrutinies, informal discussions, reading all individual end of term reports and classroom observations of teaching and learning.
- help to celebrate individual and team success through special assemblies, awards and commendations.
- help to celebrate success and initiative amongst teaching staff.

Form Tutors:

As well as delivering PSHE lessons, Form Tutors are responsible for contributing to and monitoring the progression and well-being of individual pupils in their form, and for providing support and advice to those pupils both socially and academically.
This is achieved by:

- monitoring academic progress and attitudes of individual pupils;
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance;
- assisting pupils in academic target setting and review of progress towards those targets.

Heads of Department:

Heads of Department are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements within their departments and setting targets for improvement. This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils (see section 4c of the Assessment, Marking and Reporting Policy);
- monitoring pupils' work by conducting regular work scrutinies of homework and class work, in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality and consistency, and to implement strategies for improvement;
- observing teachers as outlined in the performance management guidelines, and giving constructive feedback.
- reviewing schemes of work regularly and making sure that Research Based Learning (RBL) and aspects of Social, Cultural, Moral and Spiritual education (SCMS) are fully integrated and highlighted.
- ensuring that the curriculum aims outlined in section 1a at the beginning of this policy are appropriately covered across all Year groups.
- providing an appropriate induction programme for new members of staff.

Teachers:

All teachers are responsible for:

- the progress of pupils in their classes and for self-evaluating their own professional development;
- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of, and reflection on, the quality and effectiveness of their own teaching and their classroom management;

- monitoring pupil progress to ensure pupils achieve well using target setting informed by appropriate national baseline test data, the SEN Register etc. (see section 4e of the Assessment, Marking and Reporting Policy).
- setting and marking prep/homework regularly, and employing AfL and the recommendations of the Assessment, Marking and Reporting Policy in providing constructive feedback;
- Being aware of, and incorporating the components of Social, Cultural, Moral and Spiritual education in their teaching;
- self-evaluation of their contribution to the policies and aspirations of the school.

2e. Prep/Homework

The 1999 White Paper, Excellence in Schools, states that "*Homework is not an optional extra, but an essential part of a good education*", and used wisely prep/homework enhances pupil learning, improves achievement and develops pupils' independent study skills. As well as reinforcing and extending the teaching and learning that occurs during the day, homework can encourage parental involvement in children's learning – particularly in the lower Years. Prep also provides an opportunity for pupils to plan ahead through guided preliminary work. Creating an awareness of the importance of balancing 'free time' with academic study is important for examination preparation.

Tasks must always be: focussed, differentiated, purposeful and set with due consideration for the time needed for completion. Good teachers are aware that when a child has worked for a full day in school he/she may not respond positively to having large amounts of homework.

The table below gives a rough and general guide for the agreed amount of homework which can be set per evening. In the Preparatory School it is expected that the recommended amount of reading will take place nightly, being monitored by the parent.

Approximate time to be spent:

Year Group	Assignment	Reading
Reception	N/A	5 – 10 mins
Year 1	Spelling	5 – 10 mins
Year 2	10 mins	10 mins
Year 3	15 mins	10 mins
Year 4	20 mins	10 mins
Year 5	30 mins	10 mins
Year 6	40 mins	10 mins
Year 7	20 mins to 50 mins	
Year 8	20 mins to 50 mins	
Year 9	30 mins to 1¼ hours	
Year 10	varies according to subject and proximity to exams	
Year 11	varies according to subject and proximity to exams	
Year 12	varies according to subject and proximity to exams	
Year 13	varies according to subject and proximity to exams	

Preparatory School

In Years 2 & 3 homework will be set when appropriate.

Children are expected to read every night and to practise their spellings and Mathematics facts on a regular basis (e.g. addition, subtraction, multiplication tables). Assignments should be differentiated, as appropriate, to ensure all learners' needs are met.

The times are a guide, children should be encouraged to discuss any problems about their homework with their teacher. It is not acceptable for children to struggle excessively, causing upset and possibly friction at home.

If pupils are not able to complete their homework on a given night, parents are asked to write a note in the Home and School Communication Book to notify the teacher.

Pupils in the Preparatory school who have not completed their homework may be asked to join homework club the following day or stay in during a break in order to complete the task.

Senior School

The Deputy Head/Head of Year reviews the prep load for each year group at the start of the academic year and prep timetables are drawn up, giving teachers and pupils guidance on days when prep for a particular subject will be set. Pupils record work set in their academic diary, and parents are encouraged to sign the diary whenever possible. Form Tutors check and sign the diary regularly during weekly form periods.

The role of the pupil

- listen carefully when prep/homework is set
- record prep/homework instructions and date due in academic diary
- plan time each week to allow for each piece of work
- carry out the work conscientiously and hand it in on time
- note the time taken to complete the work in the academic diary
- inform the class teacher of any difficulties
- if work is not given in on time without good reason, expect to make up the work in detention, and that parents will be informed

The role of the parents

Parents can play a crucial role in a child gaining maximum benefit from their prep/homework. Reinforcing its value through positive feedback will give pupils the confidence to persevere, work hard and reach high standards.

Parents can assist by:

- ensuring there is a balance between outside activities and homework, so that the quality of work is not hampered and that the child is not under undue pressure
- providing appropriate surroundings for the work to be carried out
- checking presentation and content of homework being returned to school
- signing the academic diary each week
- providing the school with information about any problems, through the academic diary or by contacting the Form Tutor directly

The role of the teacher

- set work according to the timetable
- provide the stimulus and a framework or context for the task
- give clear, comprehensive, timely instructions – and differentiate work appropriately
- set deadlines for completed work and ensure that they are met
- mark and return work and give specific feedback on achievements and how to progress further

- provide help and support
- inform heads of departments should problems arise.

The role of the Form Tutor

- to see that homework is being set and recorded
- to check that the diary is being signed by the parent/guardian
- to note and respond to any comments written in diaries by parents

Independent study at school

Given the structure of the school day at Stover, there is provision for some homework to be carried out during school time. This option is not available every day, however, as it runs alongside the Activities Programme.

2f. The School Libraries

The School Libraries have been revitalised over recent years in partnership with Devon Library Services (DLS) who have advised us about ongoing strategic development.

The Senior School Library is managed by the Head of English and Library prefects, and the SPS Director of Teaching and Learning oversees the running of the Preparatory School Library with the help of Library monitors.

As well as supporting classroom teaching and learning within the school the libraries provide a space for independent study, and support the development of pupils as self-guided researchers and learners. Part of our Research Based Learning approach is to help pupils to become critical and creative users of information.

The libraries provide access to new experiences and knowledge as well as stimulating imagination, and encouraging a love and enjoyment of reading in all its forms – a cornerstone of learning in any age. Books and other media are selected with a view to inspiring and challenging pupils, enabling them to discover new authors, genres, interests and resources.

Devon Library Services provide help in reviewing and cataloguing our current stock and provide additional stock on a termly basis, including topic boxes and guided reading texts for class instruction. They also help to train pupils and library staff, as required.