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Applies to:	Senior School
SLT Reviewer (initials):	JJS
Committee Monitor:	Education



# STOVER SCHOOL

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

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

Stover School

Reviewed January 2017  
Reviewed September 2019

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, exciting and relevant curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- 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, or none.
- 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.
- Encourage pupils to become active and responsible citizens, contributing positively to the community and society.

The curriculum throughout the School broadly follows the requirements of the Early Years Foundation Stage and National Curriculum. The extracurricular 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 The Early Years Foundation Stage Curriculum**

The Early Years Foundation Stage (EYFS) applies to children who join us in our Nursery to the end of the Reception year.

Every child deserves the best possible start in life, and the support needed to reach their full potential. Children develop and learn in different ways and at different rates, and each child is unique and valued as an individual. Learning is a shared commitment involving children, parents, staff, governors, the community and the local authority; and for optimum benefit all should work closely together. We aim to provide a balanced curriculum, based on The EYFS framework, across the seven areas of learning\*, using play and first hand experiences as the vehicle for learning.

\* Seven 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.

When implementing the curriculum for the Nursery and Reception stages, 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.

We aim to provide challenging learning experiences, based on the individual child, informed by observations and assessment; and to provide a secure and safe learning environment both indoors and out.

### **Teaching and Learning**

The curriculum is delivered using a play-based approach. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, the adults in the setting interact to stretch and challenge children further.

The children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active both inside and out. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we plan using the EYFS based around a series of topics based on the children's current interests and fascinations. Through observation and assessment each child's strengths, interests and needs are taken into account in order to plan a balanced curriculum.

## **Observation and Assessment**

We use Tapestry as one of the many ways we track and record the children's progress, meeting termly to discuss progress and attainment. Analysis of the data is undertaken to inform our future planning and to identify children's next steps.

As part of our daily practice we observe and assess the children's learning. We record our observations in a variety of ways including: written observations, photographs, children's work and pupil voice. The children's achievements are collated in their own personal learning journey and using our online journal Tapestry. Our online learning journal regularly notifies parents of recent observations and allows them to enter their own comments from home.

In the summer term children nearing the end of the foundation stage are assessed against the 17 Early Learning Goals. For each Early Learning Goal, the teachers must judge whether a child is:

- meeting the level of development expected at the end of the reception year (expected)
- exceeding this level (exceeding)
- not yet reaching this level (emerging)

These results are moderated with and shared with the Devon LEA.

## **Planning**

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

- Our Early Years Team meet regularly to discuss planning.
- The Early Years Foundation Framework is used to inform planning.
- There are opportunities for both adult-led and child-led activities and learning.
- Opportunities are created to repeat and practise skills.
- All EYFS staff 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 EYFS team to serve as Key Person. Each key person takes an active interest in each of her/his key children and their families. In Reception Class the children's key worker is the class teacher and foundation stage leader.
- Using observations made, staff will identify the next stage of the child's learning.
- 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.
- Our early year's team meet regularly to share information.
- Activities are regularly reviewed as part of our ongoing commitment to reflective practice.

The balance between child and adult led activities throughout the EYFS moves towards more adult led activities towards the latter half of Reception class in preparation for Year 1. Reception and Year 1 teachers

work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Stover School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

## **Training**

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 regular training according to need and opportunity, and the Nursery Manager, in consultation with the staff, endeavours to ensure that training attendance is balanced to meet the needs of the team and those of the children.

### **1c. Preparatory School Curriculum**

The curriculum for Years 1-6 comprises:

English; Mathematics; Science; Themed Topic (History, Geography); Religious Education; PSHE; Physical Education; Music and Singing; Drama; Spanish; French (commencing in Year 3); Art and Design; Computing; 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 Deputy Head 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.

Pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve and an appropriate time scale.

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcomes, e.g. Baseline, INCAS, Accelerated Reader and formative assessments.

Planning incorporates as many styles of working as possible. These include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc. as is appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers are responsible for their own medium term planning. Teaching staff should evaluate each lesson as it is taught, to assess its success or points for development, and to inform future teaching. For short-term planning teachers may use their teaching diaries, a weekly plan and/or interactive lessons. Staff should discuss any concerns or questions with the subject leader, Deputy Head or 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 Head and Deputy Head of the Preparatory School.

### **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 Deputy Head teacher and Subject Leads in conjunction with the Head of Prep School. 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 Deputy Head/Head prior to the end of the previous term.

## Preparatory School Curriculum Plans

Periods are 30 Minutes. Numbers in the tables refer to number of curriculum periods assigned per week.

### Years 3 to 6 Prep (KS2)

Year Group	English inc. Library Time	Mathematics	Science	Themed Topic	Art	Home Economics	Total	Computing	RE	Drama	Music	Choir	Singing	PE & Games	French	Spanish	PSHE	Whole School Assembly	KS2 Assembly	Total
6	11	7	2	2	0 or 2	2 or 0	2	1	1	1	1	1	1	6	1	1	1	0.5	0.5	40
5	11	7	2	3	1			1	1	1	1	1	1	6	1	1	1	0.5	0.5	40
4	9	9	2	3	1			1	1	1	1	1	1	6	1	1	1	0.5	0.5	40
3	9	9	2	3	1			1	1	1	1	1	1	6	1	1	1	0.5	0.5	40

- Swimming Years 5 - 6 Five week block per annum  
Years 3-4 Five week block per annum
- Thematic topic including History & Geography
- Subjects may be integrated
- Year 6 complete 3 half terms of Art and 3 half terms of Home Economics in the Autumn, Spring and Summer terms
- Ballet classes: Tues 8:35-9:05 am (Yr 3), Tues 12:10-12:40pm (Yr 4), Thurs 12:05-12:35 pm (Yr 5) & Thurs 12:40 1:10pm (Yr 6).

### Years 1 to 2 Pre Prep (KS1)

Year Group	English inc. Library time	Mathematics	Science	Themed Topic	Art	Home Economics	Computing	RE	Drama	Music	Recorders	Pre-Prep Singing	PE & Games	French	Spanish	PSHE	Whole School Assembly	KS1 Assembly	Total
2	11	9	3	4	2	0	1	1	1	1	0.5	0.5	3	0	1	1	0.5	0.5	40
1	12	9	2	4	3	0	1	1	1	1	0.5	0.5	2	0	1	1	0.5	0.5	40

- Swimming Year 1 & Year 2 Five week block per annum
- Thematic topic including History & Geography
- Subjects may be integrated
- Tues ballet classes:  
lunchtime (Yr 2),  
2:05pm - 2:25pm (Yr 1).

### Pre-Prep (Foundation Stage)

	Communication and Language, Literacy	Mathematics	Understanding the World	Expressive Arts & Design	Physical Development	Personal Social Emotional	Total Periods
Reception	12	8	8	6	2	4	40

- Swimming - 5 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
- Reception Ballet classes on Thurs 10:50-11:20 am

## 1d. Senior School Curriculum

The timetable accommodates 40 lessons per week, each of 40 minutes duration (see 1i, Senior School Day Structure).

### Curriculum Plan 2019-20

	Year 7 lessons/ week	Year 8 lessons/ week	Year 9 lessons/ week	Year 10 lessons/ week	Year 11 lessons/ week	Year 12 lessons/ week	Year 13 lessons/ week
English/EAL	5	5	5	6	6		
Maths	5	5	5	5	5		
Science	5			8	8		
Biology		2	2				
Chemistry		2	2				
Physics		2	2				
Games	4	4	2	4	4	4	4
PE	2	2	2				
French	2	2	2				
Sp/Ger	2	2	2				
Geog	2	2	2				
Hist	2	2	2				
Comp Sci	2	1	2				
Art	2	2	2				
Home Ec			2				
Drama	4	4	1				
Music	rotating	rotating	2				
Dance							
RE	2	2	1				
Business			1				
PSHE	1	1	1	1	1	1	1
GCSE opt 1				4	4		
GCSE opt 2				4	4		
GCSE opt 3				4	4		
GCSE opt 4				4	4		
A Level 1						7	7
A Level 2						7	7
A Level 3						7	7
A Level 4						7	7
EPQ							
CSL							
Study							
<b>Total</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

Lessons are 40 minutes long, and often delivered as ‘doubles’ of 80 minutes – especially in practical subjects and in older year groups. Lessons shorter than 40 minutes do not give sufficient time for a meaningful, engaging and suitably varied lesson to be developed, particularly once change over time is considered. Lessons longer than 40 minutes would reduce the overall number of lessons per week and thus not allow enough flexibility to include all the different subjects required.

As well as the 8 standard lessons per day there is also a 45 minute ‘Activity Period’ (see 1h, Activities and Clubs) in which pupils choose a different ‘extracurricular’ Activity for each day, on a termly basis. This provides an

important part of the educational enrichment which Stover School offers, and pupils are encouraged to try at least some things which are new to them and outside their normal sphere of experience.

The Key Stage 3 curriculum is structured to give a wide variety of subjects and experiences, and all follow a compulsory programme of academic study across all subjects except where a choice is made between Spanish and German as a second Modern Foreign Language – following a taster of both languages in Year 7. In 2019/20 this situation is evolving so that in Year 7 pupils may choose any 2 of French, Spanish, German after a taster of all 3. In light of Learning Support needs some pupils may study a reduced number of subjects following discussion with the pupil, Head of Learning Support, Deputy Head, subject teachers and parents.

In Key Stage 4 all pupils study the core GCSE subjects of English Language, English Literature\*, (or English as a Second Language to IGCSE), Mathematics and Science (x 2 GCSEs). Usually 4 optional GCSE subjects are chosen from: Art and Design, Business Studies, Computer Science, Drama, Food Preparation and Nutrition, French, Geography, German, History, Music, PE, RS, Spanish or Separate Sciences (Biology, Chemistry and Physics). In some year groups Statistics may be taken alongside Maths by the more able mathematicians.

\*Some pupils may take English Language only (and not English Literature) if this is deemed to be in their best interests.

The GCSE Option Blocks for Years 10 and 11 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.

Pupils in Years 10 and 11 are also offered the opportunity to complete The Duke of Edinburgh's Award (DoE), and teams for the Ten Tors event may be entered for pupils in Years 9 and 10. Every 2 years pupils from Years 10 to 13 can participate in a 'Camps International' expedition to a remote part of the world and be involved in fund raising, community projects and exploration. Pupils can also join the National Citizen Service voluntary personal and social development program for 15–17 year olds.

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

Throughout Years 7 – 11, non-examined subjects include Games/PE and PSHE/Careers. PSHE is taught in Form groups by Form Tutors. There is a compulsory week of Work Experience in the Summer term of Year 10.

In Year 7 most subjects are taught in Form groups with the exception of Games which is divided according to gender. From Years 8 to 11 Maths and English are taught in groups set according to ability. These groups remain fluid and pupils may transfer from one to another according to considerations about which group allows each individual to make the best progress.

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 A Level option blocks are tailored as far as possible to individual preferences. Subject choices can include: Art, Biology, Business Studies, Chemistry, Computer Science, Drama, Economics, English Literature, French, Further Mathematics, Geography, German, History, Mathematics, Music, Photography, Physical Education, Physics, Psychology, RS (Philosophy and Ethics) and 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) and Community Sports Leader/Higher Sports Leader (CSL/HSL) qualifications are also offered.

The Certificate of Personal Effectiveness (level 3 qualification) may be offered, according to demand.

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. Schemes of work are written with an emphasis on Stover's Research Based Learning approach, and aim to enthuse and engage at the same time as delivering a curriculum which effectively works towards pupils making the best progress possible and being appropriately prepared for external examinations. The following guidelines are followed by HoDs in preparing their handbooks.

Schemes of Work should:

- Broaden and deepen the pupils' experience wherever appropriate.
- Allow for differentiation with work that can extend the thinking of all abilities, while also offering opportunities for success and progress for all i.e. identify opportunities to extend the more able pupils as well as content and methodologies to cater for the less able pupils.
- Give opportunities to address Social, Moral, Cultural and Spiritual issues and outcomes of *Every Child Matters* where possible.
- Provide opportunities to support pupils developing as; team workers, self managers, independent enquirers, reflective learners, creative thinkers and effective participators.
- Include standardised assessment in line with the Stover School *Assessment, Marking and Reporting policy*.

## 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 and 1996 Education Acts state 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.
- c) Has due regard to moral considerations and the value of family 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, Heads of 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 the Stover School *Safeguarding Policy* and pupils should be made aware that teachers cannot promise complete confidentiality and may need to inform the designated Safeguarding Lead 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 section 405 of the Education Act 1996, and '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 13 have weekly PSHE lessons, delivered wherever possible by the pupils' Form Tutor who follow the programme outlined by the relevant PSHE Coordinator for that Key Stage (see school intranet W 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 KS 3 and 4 programme follows an 'in house' curriculum, adapted from the PSHE Association framework, taking into account the 2019 Statutory Guidance for RSE, Relationships and Health Education. It has been 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. The scheme also references the Stover School Anti-bullying policy, Safeguarding and Equal Opportunities Policy. 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.

## 1g. Careers

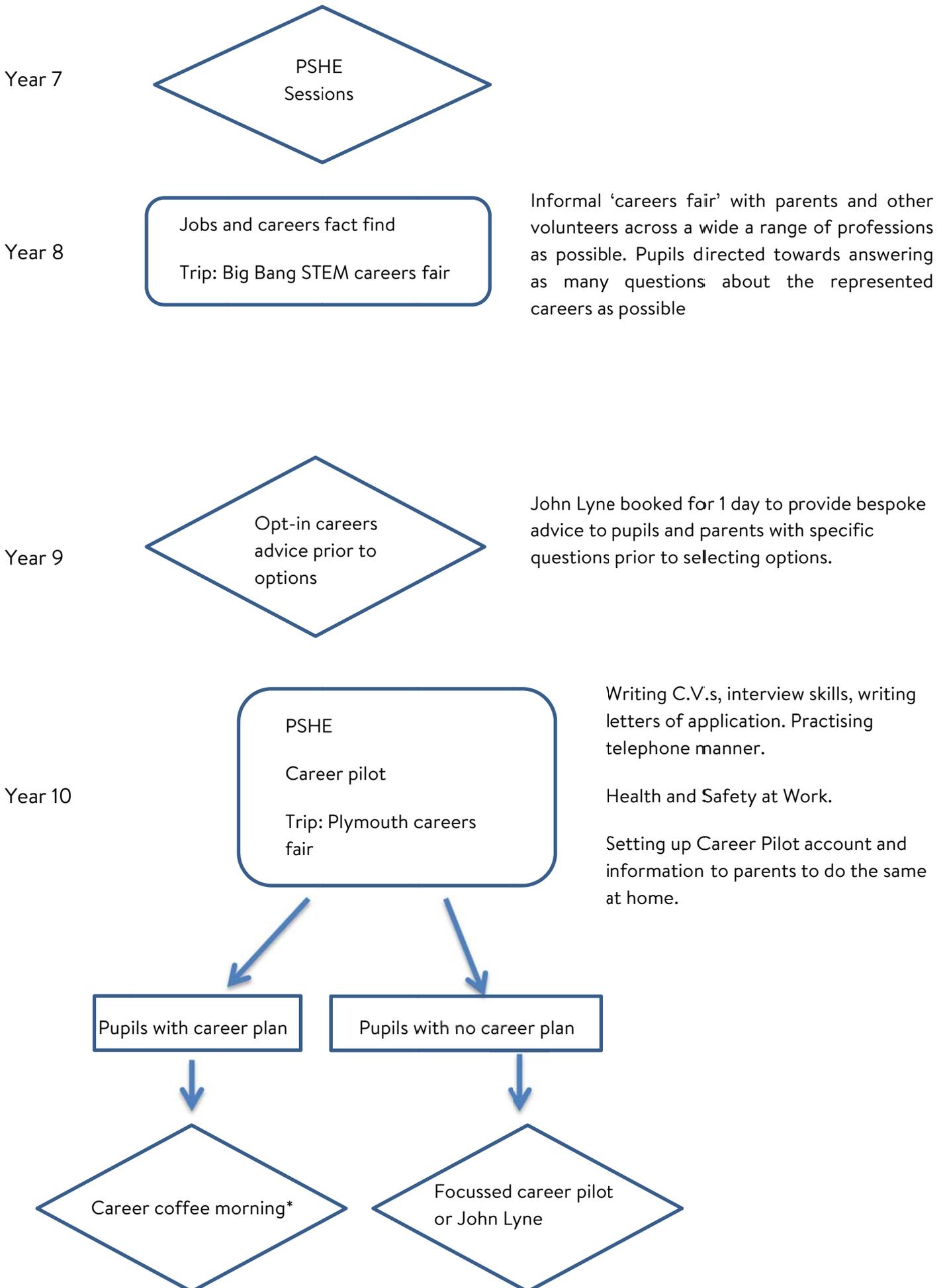
The careers education and guidance programme aims to help each pupil at Stover to develop an informed strategy for their career and make choices for their future with confidence. Provision is in line with the Department for Education 11 – 19 National Framework guidance and 'Careers Guidance and Inspiration in Schools' statutory guidance (DfE, March 2015).

### 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
- Contribute to the economic prosperity of individuals and communities
- Help to inform the post 16-career/ education choices made

Careers education forms part of the school's PSHE programme, and extended provision comes in the form of work experience, impartial advice and careers days.

Stover School Careers Provision



\*A career coffee morning is an informal group meeting with a parent / volunteer with a similar profession. Ideally two to three parents with related group of approximately 10 pupils.

Several sessions throughout the year focusing on different job sectors.

### **Work Experience.**

During the summer term, all Year 10 pupils spend a week in a work experience placement. These placements are arranged on an individual basis with the support of Form Tutors and the Careers Coordinator, and pupils are encouraged to make use of the TWEX (Teignbridge Work Experience) Partnership database of approved organisations. Additional contacts are often secured through the Stover Directory and members of staff.

In line with all schools in the TWEX Partnership, DBS checks are not expected for staff at participating organisations. However, students are not placed until employers have been checked with regard to insurance (employers and public liability), health and safety and welfare. Any placement that is considered 'high risk', or is new to the database is highlighted and advice sought. This usually involves an inspection of the business by the TWEX Risk Auditor. Pupils are not permitted to take placements where they will be in a 1:1 basis with an employer.

Information relating to requirements and what schools need to do can be found on the HSE website:

<http://www.hse.gov.uk/youngpeople/workexperience/organiser.htm> gives information on requirements for those arranging work experience.

<http://www.hse.gov.uk/youngpeople/law/index.htm> gives information on what the law says about young people at work.

<http://www.hse.gov.uk/youngpeople/workexperience/cutting-bureaucracy.htm#responsibilities> gives more information.

### **Impartial advice:**

Our independent careers advisor is available for pupils and parents to book individual appointments at three key points in their secondary education, in Years 9, 11 and 12. The use of Career Pilot is encouraged as part of every pupils' PSHE programme.

Section 29 of the Education Act 2011 and 'Careers Guidance and Inspiration in Schools' statutory guidance (DfE, March 2015), place 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
- Promote the best interests to pupils to whom it is given.

In addition, the Careers coordinator communicates details of careers and apprenticeship fairs available to pupils and parents locally which may take place outside of school hours.

## 1h. Activities and Clubs

In line with the school mission statement and curriculum aims, our extracurricular 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, each day except Tuesday when the Activity session is held at the end of the day from 3.40pm to 4.30pm.

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 extracurricular activities every term (as agreed by the Deputy Head/Head of KS3/Head of Prep School). Some Activities are also run by invited external providers, who generally charge a small fee per head.

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 Autumn Term 2019.

Monday	Tuesday	Wednesday	Thursday	Friday
Homework (Year 3-6)	Homework (Year 3-6)	Homework (Year 3-6)	Homework (Year 3-6)	Homework (Year 3-6)
Fencing (Year 5 & 6)	Lego (Year 5 & 6)	Outdoor Learning (Year 1 -6)	Clay Club (Year 4-6)	Fencing (Year 3-4)
Judo (Year 3-6)	Orchestra	Quiz Club (Year 3-6)	Zumba (Year 3-6)	Art & Craft (Year 3-6)
Art & Craft	Ballet (Year 4)	ICT (Year 3-6)	Golf (Year 3-6)	Drama Club (Year 3-6)
	Library (Year 3-6)	Library (Rec-Year 6)	Football (Year 3-6)	Sewing
		Construction (Year 1 & 2)		
Lunchtime Clubs				
U11 Rugby Club	Stover Singers			
Hockey Year 3-6	U9 Rugby Club			
Chess				

As an example of the range of clubs and activities on offer in the Senior School, the following is available for Spring Term 2019.

Monday	Tuesday	Wednesday	Thursday	Friday
Rifle shooting	Attenborough Soc	Book club	Clay shooting	Art
Film making	Badminton	Bright sparks Maths	Debating	Film making
Dance	Chess	Chess	Chess	Indoor games
Dodgeball	Golf	Christian Union	Girls' hockey	Lace making
Dog Walking Club	EAL support	Drama	Man Choir	Drama
Cookery	Mindfulness	Eco club	Kite flying	Orchestra
Gym	Gym	Gym	Gym	Gym
Horse riding	Horse riding	Horse riding	Horse riding	Horse riding
Meditation	Netball	Football	Origami	Sign language
Open Chapel	Open Chapel	Open Chapel	Open Chapel	Chill and be still
Running Club	School magazine	Beginners Italian	School magazine	Spanish
Senior Choir		Quiz club	Rugby 7s	Study
Sewing		Stover Soul	Sports Leaders	
Study		Study	Yoga	

## 1i. Structure of the School Day

### EYFS School Day Structure

Foundation 1 (Nursery)	
8:00am	Breakfast Club
8:30am	Session one begins
11.30am	Lunch with F2
12.30pm	Pupils return from lunch
1:00pm	Session two begins
4.00pm	Session two ends

Foundation 2 (Reception) – * highly flexible and adapted on a daily basis	
8.15am – 8.40am	Period 1- Pupils arrive and go directly to classroom
8.40am- 9.00am	Period 2 - Registration, wake and shake , carpet time
9.00am-9.40am	Period 3 - Activities
9.40am – 10.20am	Period 4 - Activities
10.20am – 10.40am	Break (inc snack)
10.40am -11.20am	Period 5
11.30am	Lunch with F1
12.30am	Pupils return from lunch
1.00pm	Registration
1.15-1.45pm	Period 6
1.45pm – 2.20pm	Period 7
2.20pm – 2.40pm	Break and snack
2.40pm – 3.20pm	Period 8
3.30pm	Dismissal

<b>Prep School Day Structure</b>	
8.30-8.40am	Registration
<b>8.40am -9.00am</b>	<b>Assemblies, Form time, Pre-teaching/Interventions</b>
9.00-9.40am	Period 1
9.40-10.20am	Period 2 (10:10-10:20 am Pre-Prep & Yr 3 snack)
10.20am – 10.40am	EYFS and Pre -Prep Break (inc. snack)
10.40am – 11.20am	Period 3
11.20am – 12.00pm	Period 4
11.30pm – 1.00pm	EYFS Lunch / Break
11:45pm – 1.00pm	Year 1 & 2 Lunch / Break
12.00pm– 1.15pm	Year 3 Lunch / Break
12.05pm – 1.15pm	Year 4 Lunch / Break
1.10pm- 1.15pm	Year 5 & 6 Lunch / Break
<b>1:00-1:45 pm</b>	<b>Pre-Prep Registration, Reading and or Lessons</b>
<b>1:15-1:45pm</b>	<b>Prep registration, Accelerated Reader and or Lessons</b>
1.45-2:25pm	Period 5 (inc.Pre-Prep Break 2:20-2:40pm)
2.25pm – 3.05pm	Period 6
3.05pm- 3.45pm	Period 7
3:30pm	Reception (Foundation 2) dismissal
3:30-5:00pm	EYFS and Prep After School Care
3:45pm	Year 1-6 dismissal
3.45 – 4.30pm	After School Clubs for Reception (F2) - Year 6
4:30pm	Collection of After School Club children from side gate
4:30-4:45pm	Bus register (for pupils catching the bus)
4.45pm	Buses Depart
4.30pm – 5.00pm	Prep pupil supervision (Art room)
5.00pm – 6.30pm	Extended care for pupils aged 6+ in Boarding (pre-booked)

### **Note:**

Formal lessons operate between Period 1 and 7 as Yr1 -6 teaching finishes at 3:45pm.

8:40-9:00am before Period 1 and 1:00-1:45 (Pre-Prep) or 1:15-1:45pm (Prep) before Period 5, are used for pre-teaching and taught lessons (which when combined) make an additional period.

### **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	Short Break
3.10 - 3.50	Period 7
3.50 - 4.30	Period 8
4.30	Day ends
4.45	Buses Leave

NB on Tuesdays Activities are at the end of the day from 3.50pm to 4.30pm.

## 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)

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.

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 Stover School Learning Support Department aims 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.

Further details, including procedures for supporting pupils with an EHC plan, can be found in the Stover School *Learning Support Policy*.

### 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 School 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 and Reporting Policy*).
- Maintain a supportive and happy environment where the individual and spiritual needs of pupils and staff are recognised and provided for.
- Undertake regular 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, and Reporting 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 the Stover School *Performance Management Policy*, on a biennial cycle. Work scrutinies are carried out by Heads of Department and SLT. These are targeted towards: marking, 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

Prep or homework is seen as an essential part of a good education, and used wisely it 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.

Prep 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 (EYFS Foundation 2)	As and when appropriate	5 – 10 mins
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.