



TAVERHAM HALL

Preparatory School

Academic standards and work ethos

At Taverham Hall School, high standards in the quality of the teaching and learning are at the core of the education we provide. Through a personalised approach to learning, the children are encouraged to become empowered learners who develop a sense of ownership of their progress while striving to achieve their personal best with confidence. This sound academic grounding, which goes hand in hand with the extensive range of extra-curricular opportunities on offer, provides a solid stepping stone to the pupils' senior school career and start in life.

The academic aims of the school are as follows:

- To identify the academic standard of each child through annual NFER standardised testing
- To provide for pupils of all abilities and to give every child an opportunity to learn and make progress
- To personalise the pupils' learning and ensure the curriculum is made accessible to each individual child through differentiation
- To monitor progress through regular target setting, self-assessment and peer-assessment
- To ensure strong and effective communication of pupil's progress between school and home
- To cater for different learning styles
- To provide opportunities for pupils to develop research skills and become independent learners
- To prepare the children successfully for their Common Entrance / Scholarship examinations at the end of Year 8
- To provide useful feedback through our 2 stars and a wish marking policy
- To celebrate academic successes and reward effort and/or particular achievements
- To embed our Forest School ethos into the curriculum

At the beginning of each academic year, NFER standardised tests are taken by all pupils from Year 3 to Year 8 to assess their level in English, Maths, Verbal Reasoning and to provide a reading age. This key information on the strengths and weaknesses of each child, helps to identify their specific needs. Whilst the more able are given opportunities to stretch their learning and develop their higher order thinking skills in lessons and through subject-related themed days or competitions, the children who require Learning Support are given individualised help suited to their specific needs by the Learning Support Co-ordinator, who keeps an up to date Special Needs register. The progress they make is reviewed on a termly basis and their targets are regularly updated and communicated to all teaching staff and to parents in the form of IEPs (Individual Educational Plans).

For every single child, target setting is expected to take place in form tutor time once every half term. The children's direct involvement with analysing their progress and establishing personal targets contributes greatly to the learning process.

Parents receive an Effort and Attainment report every half term including:

*in Years 3 to 5 - an effort grade ranging from 1 (poor) to 6 (excellent) for the following categories: completion of tasks / behaviour / participation / presentation and quality

*in Years 6 to 8 - an effort grade ranging from 1 (poor) to 6 (excellent) for the following categories: completion of tasks / behaviour / participation / presentation and quality

- an attainment grade (A to F) reflecting the grade the given pupil is expected to gain in his/her final exam, provided he/she maintains the same level of effort and motivation

Reports are sent home twice a year (end of the Autumn term / end of the Summer term) and include for each subject a summary of the progress made to date, examination marks and a specific target to work on. See reporting school policy for further detail.

Pupils' preferred learning styles are assessed through a questionnaire and staff are expected to take this information into account in their planning along with the aforementioned IEPs. High standards of work are to be set and maintained by all staff at Taverham Hall School.

Presentation of work:

- Titles underlined.
- Work dated.
- Insist on neat writing.
- A margin should be used to assist presentation. Question numbers in the margin.
- Correction fluid is not allowed.

Staff must insist that the following rules are followed:

- Children are required to bring all the necessary equipment to lessons and therefore should not need to return to their form rooms to fetch it.
- Children should put their pencil cases on their desk at the start of each lesson (and prep).
- Children should not be talking or moving round the classroom without permission. If waiting for staff, children should sit completing work or reading quietly.
- Encourage a good handwriting position. The hand not holding the writing implement should be holding the exercise book or paper NOT supporting the head.

February 2010