



WESTONBIRT PREP

CURRICULUM POLICY

This policy applies to the whole school including EYFS

Date of Policy	September 2025
Member of staff responsible	James Gunter
Role	Assistant Head (Curriculum and Assessment)

Last Review	Significant Changes
September 2025	New policy combining several related policies into one document

1. Introduction & Purpose

This Curriculum Policy sets out the aims, principles, structure, and delivery of the curriculum Westonbirt Prep. It ensures compliance with the Education (Independent School Standards) Regulations 2014, the Early Years Foundation Stage (EYFS) statutory framework (where applicable), the Equality Act 2010, and the SEND Code of Practice.

The policy applies to all pupils from the EYFS through to Year 6, covering both the academic and co-curricular provision, and should be read alongside other related policies including the Safeguarding Policy, Behaviour Policy and SEND Policy.

2. Aims & Ethos of the Curriculum

Our curriculum aims to:

- Provide a broad, balanced, and coherent education that fosters intellectual, physical, creative, and emotional development.
- Equip pupils with the knowledge, skills, and values they need for the next stage of education and life beyond school.
- Promote independent thinking, curiosity, resilience, and a love of learning.
- Reflect our school values of Curiosity, Creativity and Courage, preparing pupils to contribute positively to society.

3. Legal & Regulatory Framework

The curriculum meets and exceeds the requirements of:

- **Independent School Standards Regulations** – Part 1: Quality of Education Provided.
- **Early Years Foundation Stage** statutory framework (where applicable).
- **Equality Act 2010** – ensuring access for all pupils.
- **SEND Code of Practice** – supporting pupils with special educational needs or disabilities.

4. Curriculum Structure

a. Phases & Key Stages

Our EYFS (part of Pre-Prep Department), Key Stage 1 (Part of Pre-Prep Department), Key Stage 2 (Prep Department).

b. Curriculum in the EYFS

Our EYFS curriculum is designed to provide a nurturing, stimulating, and developmentally appropriate foundation for learning, ensuring that every child grows with confidence, curiosity, and independence. In the younger Nursery year groups, children learn through a carefully planned play-based curriculum that supports early communication, social interaction, physical development, and exploration of the world around them. Experienced staff create an enabling environment where children are encouraged to follow their interests, develop early literacy and numeracy skills, and build strong relationships through purposeful play and routine. As children move into Peacocks (Pre-School), they benefit from daily specialist teaching delivered by Prep School staff, enjoying one dedicated session each day in subjects such as PE, music, French, swimming, and Forest School. These enriching experiences broaden children's early skills, ignite their curiosity, and introduce them to new challenges in a fun and age-appropriate way. Together, the Nursery and Pre-School curriculum ensures a seamless, supportive transition into Reception and lays strong foundations for future learning.

c. Curriculum Organisation (KS1 & KS2)

Subject Area	KS1		KS2	
	Weekly Minutes	% of Timetable	Weekly Minutes	% of Timetable
English	275	18%	275	18%

Mathematics	275	18%	275	18%
Science & STEM	55	4%	110	7%
Computing	55	4%	55	4%
PSHE/RSE	55	4%	55	4%
Humanities (History, Geography, RE)	165	11%	110	7%
Languages (French)	55	4%	55	4%
Creative Arts (Drama, Music, Art)	110	7%	165	11%
Sports (Swimming, PE, Games)	165	11%	275	18%
Personalised Learning Pathways	55	4%	150	10%
Phonics	150	10%	-	-
Forest School	110	7%	-	-

d. Specialist Teaching

Pupils at WBP benefit from a wide range of specialist teaching from the very earliest stages in their education. These experiences are designed to ignite passions and inspiration and to allow children the opportunity to try new things, learn new skills and be challenged in a variety of ways.

In Reception, children are taught by specialist teachers in PE, Swimming, Languages, Drama and Music alongside their core subjects and wider curriculum. As children progress through the prep school, there is an increase in specialist-delivered provision to cover science, computing, art, and games, in addition to continuing with the subjects studied at pre-prep. These lessons make use of the senior school science labs, product design workshops and art rooms and are vital in preparing children with both the knowledge and skills for senior education and beyond.

e. Academic Setting

From Year 3 onwards, pupils are placed into mathematics sets that reflect their current attainment and learning needs. This targeted grouping enables teachers to tailor instruction—adjusting pace, depth and support—to maximise each child’s progress. Working with peers at a similar level fosters confidence and collaborative problem-solving, while focused teaching addresses gaps in understanding and provides appropriate challenge for higher achievers. Regular review of assessment data ensures that set placements remain flexible, allowing pupils to move between groups as their skills develop and ensuring a personalised learning journey that raises standards and nurtures resilience.

f. Individualised Curriculum (Personalised Learning Pathways)

The Personalised Learning Pathways (PLP) initiative has been designed to provide comprehensive support, meaningful challenges, and enriching experiences for our children, empowering them to reach their full potential while embracing their unique interests and passions. Our PLP programme is built on three core pillars: critical thinking, creativity and resilience. By focusing on these areas, we ensure that the children are not only academically proficient, but also equipped with the skills necessary to navigate the complexities of the ever-changing modern world.

The sessions have three intentions:

- **Comprehensive Support:** Each session is tailored to meet the individual needs of our pupils, providing them with the guidance and resources that they need to succeed.
- **Meaningful Challenges:** We create opportunities for the children to engage in thought-provoking activities that push them to think critically and solve problems creatively.
- **Enriching Experiences:** The PLP Programme includes a variety of activities that cater to the diverse interests of our pupils from art and sports, to languages and STEM

All sessions take place in a small group context allowing for personalised attention and fosters a supportive learning environment where the children feel comfortable to explore, learn and grow.

5. Planning, Teaching & Learning

a. Planning and Reviewing the Curriculum

Curriculum planning at our school is a collaborative and strategic process, rooted in our commitment to delivering a broad, balanced, and ambitious education. The Assistant Head for Curriculum and Assessment works closely with Subject leaders and teaching staff to design schemes of work that align with national expectations while reflecting the unique character and values of our school. Planning is informed by pupil needs, prior attainment, and current educational research, ensuring that learning is progressive, inclusive, and engaging. Cross-curricular links and enrichment opportunities are embedded to deepen understanding and promote curiosity beyond the classroom.

Curriculum planning should be a dynamic and collaborative process that ensure all pupils receive a rich, coherent and challenging education. It begins with a clear articulation of intent – what we want pupils to know, understand, and be able to do by the end of each stage – and is shaped by our school's values, ethos and commitment to holistic development.

Planning is underpinned by progression and continuity, with careful sequencing of knowledge and skills to build secure foundations and deepen understanding over time. Staff draw on assessment data, pupil voice, and professional expertise to ensure that learning is inclusive, engaging, and appropriately scaffolded.

Curriculum review is a continuous and strategic process that ensures our provision remains relevant, coherent, and responsive to the evolving needs of our pupils and the wider educational landscape. Reviews are conducted at regular intervals and involve a range of stakeholders, including teaching staff, subject leaders, senior leadership, and—where appropriate—pupil and parent voice. This inclusive approach fosters shared ownership and ensures that the curriculum reflects both statutory requirements and the distinctive ethos of our school.

Evaluation draws on a variety of evidence, including pupil outcomes, assessment data, lesson observations, work scrutiny, and feedback from internal and external sources. Particular attention is paid to progression, coverage, and the impact of teaching on learning. Subject leaders are supported to reflect critically on their curriculum areas, identifying strengths, gaps, and opportunities for enrichment or refinement. Findings from the review process inform professional development, resource allocation, and future planning, ensuring that the curriculum remains ambitious, inclusive, and aligned with our vision for excellence.

b. Feedback to Pupils

Feedback is the process whereby pupils are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning. Feedback is given in an age-appropriate manner and in a form that the child understands, including SEND and EAL pupils.

Feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be positive, motivating and constructive for children
- Inform future planning/targets for teachers
- Be accessible and inclusive for pupils
- Relate to LO and success criteria
- Be responded to by the pupils

- Learning Objective (LO) and Success Criteria (SC)

Effective learning takes place when the pupils understand what they are trying to achieve. Staff should always consider the context and share either the context or purpose with pupils. It is important that pupils know the objective to the lesson as this enables them to review their own progress and to see if they have achieved the objective. Teachers can choose to share the LO in different ways and it should focus upon the learning not activities. Eg. Helpful learning objectives stems include 'to know' and 'to be able to'.

SC can be used to assist children in achieving the LO. SC can provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues.

- Providing Feedback

It is important to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Feedback will always be appropriate, constructive and sensitive. Feedback will comment on the work rather than the child. The following are a number of ways feedback can be given:

- Verbal:

Verbal feedback in a school setting is one of the most immediate and interactive forms of assessment, allowing teachers to respond in real time to pupils' work and contributions. It is designed to be constructive and informative, helping learners understand what they have done well and what they can improve. This feedback may be delivered directly to individuals or indirectly to the whole class, depending on the context and intent.

- Self and peer assessment:

We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and staff use when appropriate.

- Written feedback:

Written feedback is only of value if comments are read and responded to. When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking. We recognise that it is more difficult for some pupils to read and respond to written comments and this will be addressed in a verbal manner by teaching staff. Books must be marked to the agreed standard by a teacher or TA, other methods can be used in between but all work should always be acknowledged in some form.

We recognise the importance of whiteboard work and jottings, which are an essential part of some lessons. On occasions, in order to ensure that this work is not simply lost, teachers will photocopy or take photographs.

Agreed symbols will be used for written feedback in books (See end of section). These are on display in each classroom so that pupils can refer to them and clearly understand the feedback symbols used by teaching staff.

Teachers use green and pink only to mark all pieces of work. Green pen is used to highlight positives in a piece of work, and for general marking (see Appendix A). The phrase 'Green for Great' is used with children. To highlight areas for improvement and corrections, teachers use pink pen. The phrase 'Pink to Think' is used with children.

These pens will be used according to the following guidelines:

- In Maths, all ticking to be completed using green pen, including any mistakes.
- In English, green highlighter and green pen used to identify positive elements in a piece of work.
- In English, pink pen used when identifying corrections – following the schools marking symbols.
- At the end of work, in all subjects, a positive statement should be written/identified in green pen.
- At the end of work, in all English and Maths lessons and where appropriate in Foundation subjects, a constructive ‘next step’ comment should be written/identified in pink pen.
- ‘Next steps’ should be constructive points to develop the children’s next piece of work.
- Children should respond to corrections either in pen or pencil, depending on the lesson and age group.

All classes will display a poster to remind children of the use of these pens and reminding them of the key phrases ‘Green for Great’ and ‘Pink to Think’.

The extent of the teacher’s response to a piece of work is determined not by the number of errors found in it, but by the teacher’s professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. For example, when marking writing, teacher’s may choose to highlight a few key spelling errors, rather than all spelling errors in the work.

Pupils will be given time to respond to feedback and edit their work using a purple pen or another method to show changes. Pupils will acknowledge feedback through editing or use of their initials.

c. Digital Enhancement of Curriculum

Availability of Surface Go devices to classes and 1:1 device scheme (light touch, make sure it talks about only when enhancing the curriculum, our chn still do the majority of their work in exercise books etc)

At Westonbirt Prep, the availability of Surface Go devices through our ‘light-touch’ 1:1 scheme from Year 4 supports learning where it enhances the curriculum. These devices are tools that give us the opportunity to ensure that we are able to prepare each child for the ever-changing technological era. Pupils still complete their work in exercise books, with technology used purposefully to enrich and add genuine value to some lessons. Devices help develop digital literacy, support personalised learning and foster collaboration and creativity. By integrating technology in a balanced way, we prepare children for a future shaped by digital innovation, while maintaining the rigour and value of traditional classroom practices.

d. Presentation of Pupil Work

- Exercise Books

There will be a progression in the style of exercise books used by pupils, with increases in line spacing, page size and square size related to the child’s year group. Wherever possible the same cover colour will be used by all pupils for each subject within in a year group.

Books will be clearly labelled with name, year group and subject, using printed labels provided by the School Office, rather than labels being hand-written.

Children should be encouraged to show respect towards their property, including exercise books and taught not to deface or doodle on their books and ensure they are looked after.

- Presentation in Books – Year 1 to Year 6

All pupils should present their work in line with the following expectations. There may be some adaptations to suit individual children’s needs or age.

- English

DUMLUMs

- Date in full, written on the left (Friday 15th September)

- Underline
- Miss a line (or start new line)
- Learning Objective
- Underline
- Miss a line
- Start

Children must use a ruler when underlining their work.

Each new piece of work should start on a new page, unless there is minimal work on a page (1 or 2 lines) in which case this should be underlined, with the new DUM LUMS underneath.

- **Maths**

Maths work should be presented using DUM LUMS as above, with the exception of the date being written in the short format (15/09/2025)

In addition:

- Each calculation should be numbered and a space left before starting the question.
- Only one number should be written in each square, with the exception of fractions with a multi-digit numerator or denominator.
- Words should be written across squares in the child's usual style, but still encouraged to be neat.
- Where children are writing a list of calculations or answers, which take up less than half the width of the page, children should be encouraged to use a rule to divide their page to create two columns. Children should be taught to recognise when and where this is not appropriate.
- Each new piece of work should start on a new page, unless there is minimal work on a page (1 or 2 lines) in which case this should be underlined, with the new DUM LUMS underneath.
- A pencil must be used for all work in maths.

- **All other subjects**

- Children should be encouraged to use the DUM LUMS arrangement in other written work where appropriate.
- Any drawings or diagrams must be completed in pencil.

- **General**

- Worksheets to be clearly dated and titled. A4 worksheets need to be cut down to fit in A4 books without overlap.
- When writing in pen, mistakes should be crossed out with a single horizontal line. Tippex/erasable pens should not be used by children. Teachers may use these at their discretion when work is being produced for display purposes.

• **Handwriting and Pen Licences**

- When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. It is vital that children can write quickly, comfortable and legibly as it is a skill needed in many curriculum areas. The clear and neat presentation of work is important in order to communicate meaning effectively.
- Our focus on handwriting at Westonbirt aims to:
 - o Develop a joined, confident handwriting style that is clear, legible and fluent, enabling the writer to focus on content of written work;
 - o Instil a positive attitude towards handwriting;
 - o Present work in a neat, organised manner appropriate to the task.

- **Pen Licences**

Children may be issued a pen licence from Year 4. Children may write in their own chosen handwriting style. In order to receive a Pen Licence, children should consistently:

- o Write on the line, maintaining letter size in accordance with the line spacing
- o Form letters clearly, including ascenders and descenders

- Take pride in their work and try their best with their handwriting
- Present work in various subjects neatly
- Be consistently writing in their chosen handwriting style

Pen Licences should be awarded for the above criteria and not based on quality of the content of the work.

For children with specific difficulties in handwriting, their teacher may make a decision based on the child's effort in their handwriting.

When writing in pen, children may only use blue ink. Children should use an ink pen, such as a Berol Handwriting pen, not a biro.

Once children reach Year 6, they are expected to use a pen for all lessons, other than Maths. This acts as suitable preparation for the transition to secondary school.

As necessary, teachers may make reasonable adjustments for pupils with additional needs, in liaison with the school SENCO.

6. Assessment, Recording & Reporting

a. Formative Assessment

At WBP, formative assessment is embedded as a continuous and responsive process that supports every pupil's learning journey. Teachers use a range of strategies – including questioning, observation, peer and self-assessment, and target feedback – to identify individual strengths and areas for development. These insights inform planning and differentiation, ensuring that teaching is adaptive and inclusive.

Pupils are encouraged to reflect on their progress and take ownership of their learning, fostering resilience and a growth mindset. Formative assessment is not only a tool for measuring understanding but a means of cultivating curiosity, confident and deeper engagement across the curriculum.

b. Summative Assessment

Summative assessment at WBP provides a structured measure of pupil achievement at key points in the learning cycle. Regular assessments allow our teachers to accurately gauge children's attainment and progress and identify areas where children may need further support or extra challenge.

The school utilises the assessment system provided by the GL Assessment. All summative assessments from Year 2 upwards are completed online using GL's assessment portal.

At the end of the Autumn and Spring term, children in Year 2 and above complete the following assessments:

- A spelling test called the New Group Spelling Test (NGST).
- A reading comprehension test called the New Group Reading Test (NGRT).
- A maths test called the New Group Maths Test (NGMT)

The New Group are not set to a particular year's objectives, instead the tests are adaptive. As children work through the assessment, the questions will adapt and change to suit the child's ability level. Adaptive testing in this way gives an accurate and precise reflection of each child's current ability level in each of the assessed subjects, and allows teacher to accurately see areas that are understood and elements which children need further support with.

Children in Year 1 complete a NGRT test during the same time, however there's is complete on paper with support from their teachers. Regular formative assessment of spelling and in maths is used instead of the NGST or NGMT at this level.

Towards the end of the Summer Term, children in Year 3 and above complete the following assessments:

- Progress Test in Maths (PTM)
- Progress Test in English (PTE)
- The New Group Spelling Test (NGST)

The Progress Tests are set tests related to each year groups National Curriculum objectives and give an indication of each child's progress to meeting their end of year objectives. These can be then used to track

progress year on year, and provide valuable insights into any remaining gaps in the child's knowledge, or areas of strength and confidence, which can be passed on to future teachers. Children in Year 1 and 2 complete the PTM and PTE, using paper version of the assessments.

While summative assessment captures attainment, it is interpreted alongside various formative assessment methods to ensure a holistic understanding of each pupil's learning. Our approach maintains academic rigour while recognising the individuality of learners. We do not want assessment to become a daunting prospect at school, and summative assessments are woven into the normal school routine, to reduce pressure or anxiety that may develop as a result. Similarly, the New Group tests and Progress Tests are not timed, reducing stress that some children experience during timed tests.

In addition to these set assessment points, WBP also utilises CAT4 tests at various points.

The Cognitive Abilities Test (CAT4) is a widely used assessment that measures students' developed abilities and potential for learning. Unlike traditional tests that focus on subject-specific knowledge, the CAT4 evaluates cognitive abilities, which are important for success in school and beyond. These abilities include reasoning with words, numbers, shapes, and space, and they provide valuable insights into how students learn and think.

The primary purpose of the CAT4 is to help teachers understand a student's underlying ability and how this can be recognised and built upon to ensure that a student achieves his or her potential. By identifying these areas, we can tailor our teaching strategies to better meet the individual needs of each student. Additionally, the CAT4 provides valuable information that can aid in setting realistic and achievable goals for students, to help them meet their full academic potential.

As with the other assessment, the CAT4 test is sat online, using a school device. The test is divided into multiple sessions, with break in between to prevent fatigue. Each section of the test is timed, and students are given clear instructions on how to complete the tasks.

The results of the CAT4 provide a detailed profile of each student's cognitive abilities. The scores are presented in a standardised format, with percentile ranks that compare a student's performance to that of their peers. It is important to note that the CAT4 is not a pass/fail test; rather, it is a tool to help us understand and support students' learning needs.

This information from CAT4 can be used to:

- Tailor teaching methods and materials to address the diverse learning needs of students, helping provide the support children need to succeed.
- Set personalized learning goals: The CAT4 results can help set realistic and achievable goals for students, based on their cognitive strengths and areas for development.
- Provide targeted interventions: For students who may need additional support, the CAT4 results can help identify specific areas where interventions are needed, allowing us to provide targeted support and resources.
- Monitor progress: By administering the CAT4 at regular intervals, we can track students' progress over time and make adjustments to their learning plans as needed.

Currently, children sit the CAT4 test during the Autumn Term of Year 3 and Year 5. The CAT4 may also be repeated in Year 6 as an entry assessment to the Senior School.

c. Tracking Assessment Data to Improve Teaching & Learning

The results from all the testing methods outlined above are carefully recorded and monitored using a number of systems.

Firstly, GL Assessment provides its own tools and systems to allow the school to track each child's progress and attainment, as well as providing summaries for each group, class or cohort. These reports provide an in-depth analysis of a child's performance, highlighted areas of strength and difficulty in different

areas within a subject. These reports are shared with staff upon completion of tests, so that actions can be implemented accordingly.

The Assistant Headteacher for Curriculum and Assessment also maintains a record of children's performance in all tests. This is used for further analysis of progress and attainment and is available to all staff. This allows any staff member to have an insight into a child's learning journey and view their academic results. Each cohort has a single record to track their learning journey throughout their time at WBP, which allows teachers to easily view past data and results – vital to ensuring our staff know the children they are teaching.

This record also allows for results from the various summative tests to be compared to a child's score from CAT4 – indicating whether children are meeting their potential.

d. Reporting to Parents

Parents are provided with written reports twice per year.

Interim Report

An Interim Report is provided at the end of the Autumn Term. This report gives an overview of each child's achievements during the first term of the school year and teachers grade child in two areas: effort and progress.

Effort grades are on a five-point scale. A grade is awarded considering a range of factors and the judgement is made over time. Effort is not linked to academic attainment, Generally effort grades are awarded when a child displays at least four of the characteristics from one of the categories below:

Grade 1 pupils always work exceptionally hard and concentrate fully in all lessons.

- are always eager to share their ideas and contribute to class discussions
- challenge themselves and ask for help when needed
- can work independently for a sustained period
- take great care with the presentation of their class work and homework.
- ensure that homework is always completed and handed in on time.

Grade 2 pupils work hard and concentrate well in all lessons.

- are willing to answer questions and share ideas
- try hard with the work set and ask for help when needed
- can work independently
- take care with the presentation of their class work and homework
- ensure that homework is usually completed and handed in on time.

Grade 3 pupils work hard and concentrate well in most lessons.

- might need to be encouraged to answer questions and share ideas
- complete the work set but do not always try their hardest or work as quickly as they should
- sometimes have difficulty working independently
- do not always present work at the expected level
- complete their homework but it is sometimes handed in late or incomplete

Grade 4 pupils do not put in the required level of effort

- have trouble paying attention in class
- can at times be distracting to other pupils
- have difficulty working independently
- complete a task but not as well as they could nor as quickly as they should
- make little effort with homework and it is often handed in late or incomplete

Grade 5 pupils show a consistent lack of effort and are a cause for concern.

- do not pay attention in class
- distract others during lessons

- make no effort to present their work as well as they could
- cannot work independently
- rarely complete a task as well as they could or indeed as quickly as they should
- make little effort with homework and it is often handed in late or incomplete.

A child will also receive one of three progress levels. These progress levels are not based in a single test or assessments. The pupils are discretely assessed constantly, and teachers use their professional judgement and a variety of assessment methods to place a child at a chosen level. This level gives an indication of how children are performing against their Age Related Expectations (ARE). ARE is the expected level of attainment that children should achieve at the end of the academic year.

The levels awarded determine whether the child has made sufficient progress over the Autumn Term to be on track to meet ARE by the end of the year. The levels are:

- Working Towards – The child has not made enough progress this term to be on track to meet ARE by the end of the year if they continued the same levels of progress.
- On Track – The child has made sufficient progress through this term to be on track to meet ARE at the end of the year.
- Above – The child is working above the expected level for this point of the year and is on track to be achieving above the ARE.

In addition to the above gradings for each subject, pupils also receive a written comment for English and Maths. This gives an indication on how the child has progress during the first term, and details about any strengths or challenges they have encountered.

End of Year Report

The report is designed to provide a comprehensive insight into each child's progress through the academic year and provides details on their achievements in the various subjects they are taught.

For each subject, teachers grade child in two areas as they did in the Interim Report: effort and progress. The same criteria is used as above, with the exception being that the progress grade indicates a child's performance throughout the whole academic year to meeting their ARE. This is based on a combination of results from the end of year summative assessments, formative assessments that take place throughout the year and a teacher's own professional judgement.

Parents will also be able to view on the report the child's results from their end of year Progress Tests, in the form of a Standardised Score (SAS). A (SAS) is a statistical measure that is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups. Generally, we would hope to see children's results fall in the bracket of 90 – 110, with those children then working above expectations exceeding the SAS of 110.

In addition to the gradings, children receive a written comment for each subject area, including a form comment.

In addition to the formal written reports, there are also three Parent/Teacher Consultations throughout the year which provides an opportunity for the form teacher to give feedback on various subject areas, as well as any behavioural or social aspects.

7. Inclusion & Equal Opportunities

Please reference Westonbirt Prep's SEND Policy for details of provision for children for whom English is an Additional Language (EAL), those who have an Education and Health Care Plan (EHCP), and provision for Gifted, Able, Talented and Interested children,

8. Co-Curricular & Enrichment

Westonbirt Prep offers a rich and varied co-curricular programme designed to broaden pupils' experiences and enhance their learning beyond the classroom. A wide programme of clubs, including sports, music, drama, and art, runs daily for 50 minutes from 4:10–5:00pm and changes each term to encourage children to try new activities and develop a range of interests and skills. Educational visits and day trips—such as museum visits, art gallery tours, and fieldwork activities—are carefully linked to the curriculum to deepen subject understanding and bring learning to life. Our residential programme provides progressive opportunities for personal development, from a one-night team-building and adventure experience in the younger years to a four-night outward-bounds, sports, or cultural tour in Year 6. Across all age groups, pupils are encouraged to take part in leadership roles, charity initiatives, and community engagement, helping them to develop confidence, responsibility, and a strong sense of social awareness. This comprehensive co-curricular offer reflects the school's commitment to nurturing well-rounded, resilient, and curious learners.

9. Careers Education

Careers education at the Prep School is designed to nurture curiosity, broaden aspirations, and help pupils begin to understand the wide range of opportunities available to them in the future. Through age-appropriate activities, pupils explore different professions, learn about the skills and qualities needed for various roles, and begin to recognise their own strengths and interests. Visitors, themed curriculum days, and links to real-world contexts help children make meaningful connections between their learning and potential career pathways. The aim is not to direct pupils towards specific jobs, but to inspire ambition, encourage self-belief, and lay the foundations for informed decision-making as they move on to senior school and beyond.

10. Spiritual, Moral, Social & Cultural Development (SMSC)

Spiritual, Moral, Social and Cultural (SMSC) development is woven throughout daily life at the Prep School and underpins our commitment to educating the whole child. Pupils are encouraged to reflect on their own beliefs, values, and experiences, developing a sense of curiosity, empathy, and appreciation for the world around them. Through assemblies, PSHE lessons, curriculum themes, and pastoral support, children learn to understand right from wrong, make responsible choices, and consider the impact of their actions on others. Opportunities for collaboration, leadership, teamwork, and community involvement help pupils build strong social skills and respectful relationships. Cultural development is enriched through diverse literature, arts, celebrations, and educational visits that promote awareness of different traditions and global perspectives. Together, these experiences ensure that pupils grow into confident, thoughtful, and compassionate young people who contribute positively to their school and wider community.

11. Safeguarding & Wellbeing in the Curriculum

Safeguarding and wellbeing are integral to the curriculum and central to our responsibility for every child's safety, happiness, and personal development. Through a planned and progressive PSHE programme, supported by the SCARF scheme, pupils are taught how to keep themselves safe, build healthy relationships, and develop the emotional literacy needed to manage challenges with confidence. Annual NSPCC sessions—delivered either in person or through teacher-led resources—reinforce key safeguarding messages and ensure pupils understand how to recognise concerns and seek help from trusted adults. Wellbeing is further promoted across all curriculum areas through opportunities to develop resilience, self-esteem, and positive mental health habits. By embedding safeguarding and wellbeing throughout school life, we aim to empower pupils with the knowledge, skills, and confidence to stay safe, make informed choices, and thrive both within and beyond the school community.

12. Roles & Responsibilities

- Proprietor: Approves policy and monitors implementation.

- Head: Monitors implementation and effectiveness of policy, provides support to Assistant Head (Curriculum & Assessment). Responsible for staffing levels and lesson allocations among staff.
- Assistant Head (Curriculum & Assessment): Oversees curriculum planning, delivery, and review.
- Subject Leaders: Lead subject development, monitor standards, and support colleagues.
- Class Teachers: Plan and deliver lessons that meet policy aims and individual pupil needs.

Appendix A

Marking Codes Year 1 – Year 6

Marking should be completed using green and pink pens – following ‘Green is Great’ and ‘Pink to Think’.

T	Teacher supported
TA	Teaching Assistant supported
I	Independent work
_	Spelling to correct/look at
=	Capital letter needed
~~~~~	Check grammar/meaning
^	Word missing
0	Missing punctuation
\	New line needed
\\	New paragraph needed
V	Verbal feedback given
P	Peer marked or peer support
┐	Work on/next steps
.	Incorrect answer (pupil then may circle this once corrected)

Supply teachers will initial marking and follow the rest of the policy.

The above symbols should be used in all marking, however adaptations may take place to suit relevant year groups e.g. punctuation may be written in, rather than missing punctuation circled.