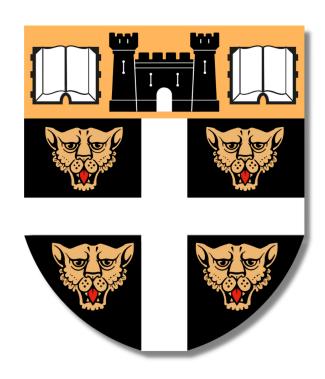
# **Curriculum Policy - Prep School**

Dover College



Owner:	Dep Head Prep	Date: July 2023
Approved By:	CSM	Date: August 2023
Review Frequency	Annual	
Last reviewed on:	July 2023	
Next review due by:	July 2024	

#### 1. RATIONALE

The Dover College Prep School curriculum is designed to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum in both core and foundation subjects, and value is added through the inclusion of additional subjects and activities that we, as a school, organise in order to enrich the experiences of the pupils.

The curriculum encourages the approach of adopt, adapt and create. We have adopted it, we are adapting it to suit our pupils and community and use it to create a bespoke approach to the curriculum. The Dover College Connected Curriculum became fully operational in Michaelmas 2018 and encompasses Shell and Remove, where thematic learning is also adopted. It is reviewed annually.

Our curriculum is designed to be creative in its delivery and the learning experiences it provides. This will encourage the children and teachers to be creative and to think differently in a variety of situations and lessons. It does ensure that all children have access to a broad, balanced, purposeful and relevant education that provides continuity and progression and takes account of individual differences. We believe that children learn best when their learning experiences are meaningful and engaging and therefore we provide a balance of thematic and discrete teaching with an emphasis on both knowledge and skills. It is based on our school's values and principles. The curriculum takes account of National Curriculum objectives, yet permits greater flexibility and choice. In particular it covers: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, creative and cultural education appropriate to the pupils' age, ability and aptitude. Additional provision includes Forest School, Performing Arts and all-year round swimming lessons. The Connected Curriculum is designed to promote independent learning opportunities and creative thought.

Transferable learning and life skill development drives our curriculum. All pupils will have the opportunity to acquire skills in speaking; listening; English; Mathematics; linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative education. Our integrated, creative and connected curriculum moves away from the subject-based approach allowing for an adventurous and imaginative approach to topic based learning, whilst carefully maintaining individual subject integrity. By incorporating themes into subject areas and incorporating personal and learning skill development techniques, the curriculum equips children to be lifelong learners; successful not just in summative assessment scenarios but in their education and life beyond.

Fundamental British Values are embedded within our curriculum content and delivery and reflect the school's ethos and Round Square IDEALS. Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with differing beliefs to our own are encouraged, facilitated and celebrated within the Dover College Prep School community.

## 2. CURRICULUM AIMS

- For learning and teaching to be about exploring ideas, taking risks, solving problems and doing so in creative and diverse ways
- For pupils to be excited, enthusiastic and creative thinkers and learners
- For pupils to recognise that mistakes are opportunities to learn
- For pupils to be learners who make a positive contribution in education, society and life
- For pupils to acquire and develop life-long learning skills to support them with making the most of their education; skills that are transferable into their later stages of education and lives.
- For pupils to be confident independent learners
- For pupils to be able to work collaboratively in a variety of situations and to recognise the strengths and positive input of others
- For pupils to acquire subject specific skills in speaking; listening; English; Mathematics; linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative education
- For pupils to understand, adopt and demonstrate the core values associated with Fundamental British Values
- For all pupils, regardless of protected characteristics, to be able to access a creative and inclusive learning environment and curriculum

## How do we achieve it?

We follow the National Curriculum for core and foundation subjects. This is to ensure that our pupils reach the standards required nationally for educational development, future examination demands and personal and workplace demands. Whilst ensuring we cover the knowledge and information required, we place an equal emphasis on the skills required in these subjects.

Over the course of the academic year, children have an opportunity to explore concepts and ideas through themed units in a range of subjects including Science, History, Geography, Design & Technology, Computing, Art and Music, RE, Forest School, Performing Arts, Sport and PSHE. Year 5 and 6 pupils will be taught in many of these areas by subject specialists from the Senior school and have access to Senior School facilities.

Our Connected Curriculum is mapped to the requirements of the National Curriculum and adopts a thematic approach whereby learning is drawn from a focal topic or theme. We have incorporated characteristics of effective learning and skills into these units. The Early Years Foundation Stage align planning, teaching and learning with statutory Early Years Outcomes and use statutory guidance to inform the development and implementation of an Early Years Curriculum in line with Development Matters. Our curriculum recognises the value of providing a balance of thematic and discrete teaching with an emphasis on both knowledge and skills. The topics focus on a particular subject from the children's interests and are planned around a 'focus' fictional or non-fictional book to encourage a love for reading. The subjects may be based around, or include, a key question to provide a starting point of enquiry for our children.

# 3. Characteristics of Effective Learning Progression of Skills

Embedded throughout our curriculum are the Characteristics of Effective Learning Progression of Skills. This is a complementary programme that focuses on developing transferable "learning to learn" skills and personal and social competencies.

It focuses on six main areas:

- Courage Making independent choices: Keep on trying when things are difficult;
   Responding to new experiences: Taking part
- Perseverance Keep on trying when things are difficult; Correcting their own mistakes; Reviewing their progress; Concentrating on achieving something important to them
- Curiosity Planning ahead; Making independent choices; Bringing in the interests and fascinations
- Pride Showing goal directed behaviour; Reviewing their progress; Concentrating on achieving something important to them
- Independence Making independent choices; Guiding their thinking and actions; Correcting their own mistakes; Confidence to come up with own ideas; Making links between ideas
- Motivation Realise their actions have an impact; Participation; Concentrate on achieving something important to them

## Table 1a - Characteristics of Effective Learning Progression of Skills

# **Characteristics of Effective Learning Progression of Skills - Nursery to Year 6**

Class	Courage	Persever ance	Curiosity	Pride	Indepen dence	Motivati on
Nursery Pre -Reception	-Making independ ent choices e.g. accessing the	-Keep on trying when things are difficult e.g. Repeating	-Planning ahead e.g. thinking about how they are going to use a new	-Showing goal directed behaviour e.g. showing excitemen	-Making independ ent choices e.g. accessing the	-Realise their actions have an impact e.g. Realising

available	the same	object or	t after	available	when they
resources	activity	material	following	resources	put their
in their	they found	introduced	instruction	in their	rubbish in
setting.	hard the	to them	s from an	setting.	the bin
	first time.	e.g. pipe	adult e.g.		they are
		cleaners.	following		verbally
-Keep on			l an	-Guiding	praised so
trying	-Correctin		obstacle	their	they do it
when	g their	-Making	course.	thinking	again.
things are	own	independ		and	
difficult	mistakes	ent		actions	
e.g. trying	e.g. when	choices	-Reviewin	e.g. using	-Participat
to open	struggling	e.g. when	g their	visual aids	ion e.g.
something	with a	seeing	progress	in the	Joining in
they found	puzzle	insects	e.g. after	setting to	with songs
difficult	them	outside	painting a	know	and
the first	perseverin	choosing	picture	what is	stories in a
time or	g to find	which	them	happen	group for
asking	the	tools or	explaining	next.	enjoyment
their key	correct	equipmen	they like		
adult for	way to put	t to study	it.		
help.	in a piece.	them.		-Correctin	
				g their	-Concentr
			-Concentr	own	ate on
-Respondi	-Review	-Bringing	ating on	mistakes	achieving
ng to new	their	in their	achieving	e.g. when	something
experienc	progress	interests	something	they spill	important to them
<b>es</b> e.g.	e.g.	and	important to them	their milk	e.g.
Children	realising	fascinatio	e.g.	cleaning it	showing
having the	they are	<b>ns</b> e.g.	continuing	up with a	motivation
courage to	doing	asking	with a	cloth.	to
try or use	something	adults to	puzzle		complete
something	wrong in	read	until they	0	a task
new such	their	certain	have	-Confiden	such as a
as new	puzzle and	books to	completed	ce to	threading
objects	continuing	them	it and	come up	game.
/materials	to work	about	being	with own	
or toys	out the	their	proud	ideas e.g.	
provided	correct	curiosities.	they completed	adults	
in their	way.		it.	helping	
setting.			'	children to	
	Concontr			independe	
	-Concentr			ntly make	

	-Taking part e.g. in simple pretend play in their new environme nt or with new adults or children.	ating on achieving something important to them e.g. if they are making something keeping their attention on the task until it is completed .			choices e.g. at snack time.  -Making links between ideas e.g. making links between similarities in animals when looking at pictures independe ntly.	
Reception	-Making independ	-Keep on trying	-Planning ahead e.g.	-Showing goal	-Making independ	-Realise their
	ent .	when	Thinking	directed	ent	actions
	choices	things are	about how	behaviour	choices	have an
	e.g.	difficult	they are	e.g.	e.g.	impact
	choosing	e.g.	going to	Children	choosing	e.g. Sitting
	activities	Continuing	explore	being	from a	and
	they have	to count a	the	proud of	selection	listening
	not	set of	weather	writing	of tasks	during
	avnariana					
	experienc	objects	outside	their	available	carpet
	ed before.	objects even	when it	name	available	_
	•	even though	when it has begun	name after being		carpet
	ed before.	even though they	when it	name after being directed to	-Guiding	carpet time for
	ed before.	even though they continuing	when it has begun	name after being directed to do so by	-Guiding their	carpet time for verbal
	ed before.  -Keep on trying	even though they continuing ly are	when it has begun to snow.	name after being directed to	-Guiding their thinking	carpet time for verbal praise.
	ed before.  -Keep on trying when	even though they continuing ly are getting the	when it has begun to snow.	name after being directed to do so by	-Guiding their thinking and	carpet time for verbal praiseParticipat
	-Keep on trying when things are	even though they continuing ly are getting the answer	when it has begun to snow.  -Making independ	name after being directed to do so by an adult.	-Guiding their thinking and actions	carpet time for verbal praise.  -Participat ion e.g.
	-Keep on trying when things are difficult	even though they continuing ly are getting the	when it has begun to snow.  -Making independ ent	name after being directed to do so by an adult.  -Reviewin	-Guiding their thinking and actions e.g.	carpet time for verbal praise.  -Participat ion e.g. children
	-Keep on trying when things are difficult e.g.	even though they continuing ly are getting the answer	when it has begun to snow.  -Making independ ent choices	name after being directed to do so by an adult.  -Reviewin g their	-Guiding their thinking and actions e.g. Getting	carpet time for verbal praise.  -Participat ion e.g. children are
	-Keep on trying when things are difficult e.g. continuing	even though they continuing ly are getting the answer wrong.	when it has begun to snow.  -Making independ ent choices e.g.	name after being directed to do so by an adult.  -Reviewin g their progress	-Guiding their thinking and actions e.g. Getting their drink	carpet time for verbal praise.  -Participat ion e.g. children are motivated
	-Keep on trying when things are difficult e.g.	even though they continuing ly are getting the answer	when it has begun to snow.  -Making independ ent choices	name after being directed to do so by an adult.  -Reviewin g their	-Guiding their thinking and actions e.g. Getting	carpet time for verbal praise.  -Participat ion e.g. children are

name	mistakes	certain	their first	time.	practice
when they	e.g.	weather	words and		the skill
have	Continuing	outside	showing		for their
struggled	to re-write	e.g.	satisfactio	-Correctin	own
in the past	a letter	getting	n.	g their	accomplis
or become	until they	wellies or		own	hments
upset	form it	a rain		mistakes	and the
doing it.	correctly.	gauge	-Concentr	e.g.	targets set
		after being	ating on	Crossing	by them
		shown	achieving	out a	by their
-Respondi	-Review	one.	something	letter and	teachers.
ng to new	their		important	re-writing	
experienc	progress		to them	it with the	
<b>es</b> e.g.	e.g.	-Bringing	e.g. continuing	correct	-Concentr
Showing	Explaining	in their	on writing	formations	ate on
courage	how they	interests	their	after	achieving
when	persevere	and	name and	realising	something
explaining	d with	fascinatio	being	their	important
how they	writing	ns e.g.	proud	mistake.	to them
found an	their	when	when they		e.g. Children
activity	name until	seeing a	have		are
like an	they got it	certain	finally	-Confiden	motivated
obstacle	right.	bug or	reached	ce to	to
course		animal /	the goal.	come up	complete
hard for		dinosaur		with own	their
the first	Solving	in a book		<b>ideas</b> e.g.	creations
time but	real world	offering		Independe	e.g. a junk
they	problems	their own		ntly using	model
showed	e.g. When	knowledge		resources	such as if
courage to	solving	too.		in the	it isn't
try again.	how many			classroom	sticking
	more			to make	they
	pieces of			ир а	continue to try
-Taking	fruit they			simple	different
part e.g.	need at			game.	methods
Joining in	fruit time				until it
a game	they				works.
with new	persevere			-Making	
pupils or adults.	to make			links	
auuits.	sure they			between	
	solve the			ideas e.g.	
	problem.			When	
				reading a new book	
				LIEW DOOK	

		-Concentr ating on achieving something important to them e.g. Continuing to develop their model when it isn't going the way they had originally wanted it to.			linking the story line to previous books they know.	
Prep 1	-Making independ ent choices e.g. starting their own game on the playgroun d even though their friends are playing something else.	-Keep on trying when things are difficult e.g. when struggling to answer an addition question they continue until they get the correct answer.	-Making independ ent choices e.g. linking a question they are answering to previously learnt methods and trialling to see if it will work.	-Showing goal directed behaviour e.g. Being proud when given the target of sentence writing with the basic features of a sentence and them completin g a sentence with little	-Making independ ent choices e.g. choosing from a range of manipulati ves in maths which will be the best resource to help them.	-Realise their actions have an impact e.g. being a kind friend to others in the class as they know they will receive the same in return.  -Participat ion e.g.
	trying when things are difficult	g their own mistakes e.g. if	interests and fascinatio ns e.g. When	or no helpReviewin	their thinking and actions	Children joining in with an extra

e.g.	answering	learning	g their	e.g.	curriculum
showing	a question	about	progress	independe	activity
courage	incorrectly	history	e.g.	ntly asking	such as a
when	not just	brining in	Children	their	sport or
tacking a	putting an	their own	detailing	friends if	maths
hard	′Χ′ <i>,</i>	knowledge	something	they are	club to
addition	reworking	and experienc	they	okay or	develop
question	their	e to the	struggled	getting	further
and using	answer.	class.	to do in	them a	skill in an
a range of			the past	tissue if	area they
resources			but have	they seem	are
to help	-Review		now	upset.	motivated
them.	their		crafted.		to achieve
	progress				in.
	e.g.			-Correctin	
-Respondi	realising		-Concentr	g their	
ng to new	they have		ating on	own	-Concentr
experienc	started to		achieving	mistakes	ate on
<b>es</b> e.g.	answer a		something	e.g.	achieving
When first	question		important to them	independe	something
doing	incorrectly		e.g.	ntly	important to them
their	and		Children	re-reading	e.g.
phonics	adapting		spending	their	children
screening	or starting		lots of	sentences	completin
starting	again.		time on a	and	g extra
the test			painting	correcting	writing or
with a			and being	spellings.	mathemat
positive	Solving		proud of		ical
attitude.	real world		the		questions
	problems		outcome.	-Confiden	at home
	e.g. When			ce to	to develop
-Taking	there			come up	their
part e.g.	aren't			with own	mathemat
Playing with	enough			ideas e.g.	ical or writing
children	balls in P.E			independe	skills to
they do	for			ntly	become
not know	everyone			writing	better at
or a game	solving			simple	the
they	either how			sentences	subject.
haven't	many			after 	•
played	more they			reading a	
before.	need or			book as a	
	how they			whole	

				1	I	
		can split			class.	
		into				
		groups so				
		everyone			-Making	
		can play			links	
		fairly.			between	
					ideas e.g.	
					Linking	
		-Concentr			previously	
		ating on			answered questions	
		achieving			in maths	
		something			with a	
		important			similar	
		to them			process to	
		e.g. when making a			help them	
		model			answer a	
		adapting			new	
		and			question	
		changing			for	
		their			example 1	
		design			+ 2, 1 + 3,	
		until they			1 + 4.	
		have				
		achieved				
		their				
		desired				
		product.				
Prep 2	-Making	-Keep on	-Making	Showing	-Making	-Realise
	independ	trying	independ	goal	independ	their
	ent	when	ent	directed	ent	actions
	choices	things are	choices	behaviour	choices	have an
	e.g. asking	difficult	e.g.	e.g. Being	e.g.	impact
	the	e.g. when	making up	proud	choosing	e.g.
	teacher	struggling	their own	when	from a	learning
	for help	to answer	hypothesis	given the	range of	about
	with a	a maths	in science	target of	manipulati	recycling
	simple	question	and the	story	ves in	and
	question	they	proving or	writing	maths or	making
	that	continue	disproving	with the	drawing	sure their
	others	until they	themselve	Y2	pictures	classmates
	seem to	get the	S.	features	that will	put their
	be	correct		and then	be the	rubbish
	understan	answer for		completin	best	into the
		<u> </u>	<u> </u>	l	l	

ding. example in the SATS.  -Keep on trying -Correctin when g their things are difficult e.g. e.g. if showing answering courage a question and not reworking giving up.  -Respondi ng to new experience es e.g. When first doing their SATS screening starting the test with a positive attitude.  -Taking part e.g. latiate in latiate in the sates of their started to adapting part e.g. latiate in latia
-Keep on trying -Correctin when g their own a difficult e.g. e.g. if showing courage a question when incorrectly tackling a hard SATS question and not giving up.  -Responding to new experience es e.g. When first doing their starting the test with a positive attitude.  -Taking part e.g. lating at their again.  -Taking part e.g. lating at their again.  -Taking part e.g. lating at the test with a positive attitude.  -Correctin fascinatio nand not getheir own kney connecting and not the sand adapting or starting again.  -Correctin fascinatio nand ms e.g. choosing to write and mand work.  -Review their again.  -Coorrectin fascinatio nand ns es.g. choosing to write g their about the progress e.g. c.g. choosing to write g their about the progress and out the progress and out the progress and they are independe to do or with a assessmen to their well.  -Review their and water to do do write g their obtained to do do writing something attended with their and adapting or starting again.  -Taking part e.g. lating the test with a positive attitude.  -Taking part e.g. lating the test with a positive attitude.  -Taking part e.g. lating the test with a positive attitude.  -Taking part e.g. lating the test and world at school to life important to them e.g. completing gextra work in and extended piece of lating the lating on and extended piece of lating the lating on and the school to life work in and work in and and at school to life work in and and work in and and and and to write g their progress to do
-Keep on trying when g their things are difficult e.g. e.g. if showing courage when incorrectly tackling a hard SATS question and not giving up.  -Responding their SATS screening starting the test with a positive attitude.  -Taking part e.g.  -Taking part e.g.  -Correctin fascinatio ns e.g.  and fascinatio ns e.g.  choosing to work.  -Reviewin to write about the sacourage e.g.  difficult e.g.  e.g. own with an positive attitude.  -Correctin g their on with an positive attitude.  -Concentr ating on again.  -Concentr ating on achieving something important to them adapting or starting again.  -Taking part e.g.  -Taking part e.g.  -Correctin fascinatio ns e.g.  -Reviewin to write progress about the progress they are interested in down they interested to do writing sessions — their progress e.g.  -Review their progress e.g.  -Review their progress e.g.  -Review their progress e.g.  -Reviewin they are interested to do writing sessions — their progress e.g.  -Review their progress e.g.  -Review their progress e.g.  -Review their progress e.g.  -Review their progress e.g.  -Reviewin they are interested to do writing sessions — their well.  -Review their progress e.g.  -Review their progress e.g.  -Review their progress extruggled to do writing something and at the series of their well.  -Concentr ating on achieving something important to them e.g.  -Concentr texts they have e.g.  -Concentr ating on achieving something important to them and at school to influence their writing work in an extended piece of
trying when g their hings are difficult e.g. e.g. if about they are siving up.  -Respondi ng to new experienc es e.g. When first doing starting the test with a positive attitude.  -Taking part e.g.  - Very compositive attitude.  - Correctin g their about the progress g their gioning in to write a down they e.g. children g their gabout they are things e.g. th
when things are difficult e.g. e.g. if answering courage a question when incorrectly tackling a hard SATS question and not giving up.  -Respondi ng to new experience es e.g. When first doing their SATS screening starting the test with a positive attitude.  -Taking part e.gTaking
things are difficult e.g. mistakes e.g. if showing answering tourage a question when incorrectly tackling a hard SATS question and not giving up.  -Responding to new experience es e.g. When first doing starting the test with a positive attitude.  -Taking part e.g. If mistakes e.g. if and showing answer a difficult e.g. if a showing courage incorrectly and pagain.  -Taking part e.g. If about the gither progress e.g. incorrectly and adapting or starting again.  -Correcting g their progress e.g. Explaining g they now they such as a servacurric with a positive attitude.  -Taking part e.g. If about the progress e.g. in during story in during started to answer a question incorrectly and adapting or starting again.  -Taking part e.g. If about the progress e.g. in during starting the test with a positive attitude.  -Taking part e.g. If about the progress e.g. in during started to answer a question incorrectly and adapting or starting again.  -Concentr ating on achieving something important to them e.g. completin g extra work in an about the progress e.g. Using the influence their writing work in an achieving something into on an extended piece of writing work in an achieving something into on an extended piece of writing work in an achieving something into on an extended piece of writing work in an achieving something into on an extended piece of writing work in an achieving something into on an extended piece of writing with an achieving something into on an extended piece of writing with an achieving something into on an extended piece of writing with an achieving something into on an extended piece of writing with an achieving something into on an extended piece of writing with an achieving something into on achieving and at thome achieving something independe activity such as a chieving something independe activity such as a chieving something in develop for their progress e.g. Ular in during something in
difficult e.g. showing courage when incorrectly tackling a hard SATS question and not giving up.  -Respondi ng to new experienc es e.g. When first doing their SATS screening starting the test with a positive attitude.  -Taking part e.g.  -Taking part e.g. Solving part e.g. Is in ite is in serice of the showing about the about the about the about the about the progress e.g. if about the about the progress e.g. if about the about the progress e.g. if about the about the progress e.g. Explaining in progress e.g. Explaining in progress e.g. Explaining in with an e.g. Explaining in with whey e.g. Explaining in with we e.g. Explaining in with an extended to do ntly such as a sponting independe ntly such as a sponting of their samble to do ntly such as a sponting of this and of their answer.  -Respondi ng to new experience es e.g. When first doing their progress e.g. Explaining how they e.g. Explaining in wistakes how they e.g. Explaining in wistakes how they e.g. Explaining in wistakes how they e.g. Explaining in they are independe ntly such as a sponting of this sentences of this of their with own achieving something important to them e.g. Children joining in with an e.g. Chorcentr at the c.g. Explaining how they e.g. Explaining in wistakes how they e.g. Children joining in with an e.g. Chorcentr at the c.g. Using the e.g. Children joining in with an e.g. Chorcentr at the the in progress e.g. Club to develop correcting spellings.  -Confiden ce to come up with own achieving something important to them e.g. Children joining in with an e.g. Club to develop correcting spellings.  -Confiden ce to come up with own achieving something important to them e.g. Completing in positive and oit well.  -Confiden ce to come up with own achieving incorrectly and their achieving independe noty their serion and the to do ntly such as a the their maths club to correcting spellings.  -Confiden ce to come up in their something inde
e.g. if answering a question incorrectly tackling a hard SATS question and not giving up.  -Responding their SATS screening starting the test with a positive attitude.  -Taking part e.gTaking part e.gTaki
showing courage a question when incorrectly tackling a hard SATS question and not reworking giving up.  -Responding their scales of their scare es e.g. When first doing the test with a positive attitude.  -Taking part e.g.  -Taking part e.g.
courage when incorrectly tackling a hard SATS question and not giving up.  -Responding to new experiences e.g. When first doing starting the test with a positive attitude.  -Taking part e.gTaking part e.g
when tackling a hard SATS question and not giving up.  -Responding to new experience es e.g. When first doing their SATS screening starting the test with a positive attitude.  -Taking part e.g.  - And not giving up, not just in during struggled to do ntly such as a struggled to do ntly such as a sysort or maths something and the do develop further something in during struggled to do ntly such as a sysort or maths beginning to do develop further send to develop further send to develop further send to do their do develop further send to develop further skill in an area they are motivated to achieve in.  -Concentr ating on achieving something important to them e.g.  -Concentr ating on achieving something important to them e.g.  -Concentr ating on achieving something important to them e.g.  -Concentr ating on achieving something important to them e.g.  -Concentr ating on achieving something important to them e.g.  -Concentr ating on achieving something important to them e.g.  -Concentr ating on achieving something important to them e.g.  -Concentr at the their maths club to develop develop further skill in an area they are correcting something important to them e.g.  -Concentr at the their maths club to develop develop further skill in an area they are correcting something important to them e.g.  -Concentr at the their maths club to develop further skill in an area they are develop in.
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hard SATS question 'X', and not reworking and not giving up.  -Responding to new experience es e.g. When first doing starting the test with a positive attitude.  -Taking part e.g. Initiation in and not giving up.  -Review their progress e.g. With a positive attitude.  -Taking part e.g. Initiation in and not giving up.  -Review their progress e.g. realising they have started to answer a question incorrectly and adapting or starting again.  -Taking part e.g. Initiation in a manufacture in a sextended piece of in at the beginning at the beginning of their sentences club to adevelop further sentences club to do something at the beginning of their sentences club to do something their sentences club to do develop further sentences club to achieve in and a to spellings.  -Concentr at the beginning of their maths sentences club to do develop further skill in an area they are come up with own achieving important to them e.g. Using the texts they have read at home and at school to influence their writing important to them e.g. completin g extra work in an area they are completing in motivated to achieve in in.
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-Respondi ng to new experienc es e.g. When first doing their SATS screening starting the test with a positive attitude.  -Taking part e.gTaking part e.g. laiving in laiving
-Responding to new experienc es e.g. When first doing their SATS screening starting the test with a positive attitude.  -Taking part e.g.  -Review their progress e.g. realising they have started to answer a question incorrectly and adapting or starting again.  -Review their progress e.g. t.  -Confiden ce to come up with own ideas e.g. Using the text to them e.g. Children spending lots of time on an extended piece of  -Concentr ating on achieving something important to them e.g. Children spending lots of time on an extended piece of  -Confiden ce to come up with own ideas e.g. Using the texts they have read at home and at school to influence their writing work in an
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their SATS screening starting the test with a positive attitude.  -Taking part e.g.  -Concentr ating on achieving important to them e.g.  -Concentr texts they have read at home and at school to influence their writing work in an
screening starting the test with a positive attitude.  -Taking part e.g.  -Taking part e.g.  -Inining in achieving something incorrectly and adapting or starting again.  atting on achieving something important to them e.g.  Children spending lots of time on an extended piece of extra work in an achieving something important to them e.g. completing extra work in an achieving something into their gextra work in an achieving something important to them e.g. completing extra work in an achieving something into their gextra work in an achieving something into them to them e.g. completing extra work in an achieving something into them to them e.g. completing extra work in an achieving something into them to them e.g. completing extra work in an achieving something into them to them to them e.g. completing extra work in an achieving something into them to them to them e.g. completing extra work in an achieving something into them to them to them e.g. completing extra work in an achieving something into them to them e.g. completing extra work in an achieving something into them to them to them e.g. completing extra work in an achieving something into them to them to them e.g. completing extra work in an achieving something into them to them to them e.g. completing extra work in an achieving something into the to them to them to them to them to them to them e.g. completing extra work in an achieving something into the to them to them to them to them to them to them to the to them to the to them to the to them to the them to the to to t
screening starting the test with a positive attitude.  -Taking part e.g.  -Taking part e.g.  Laining starting the test with a positive attitude.  -Taking part e.g.  Laining size screening incorrectly and adapting or starting again.  question incorrectly and adapting to them to them e.g.  Children spending lots of time on an extended piece of writing work in an extended piece of writing something important to them e.g. completing gextra work in an extended piece of writing work in an extended piece of writing something important to them e.g. completing gextra work in an extended piece of writing work in an extended piece of writing something important to them e.g. completing gextra work in an extended piece of writing work in an extended piec
the test with a positive attitude.  -Taking part e.g.  Laining the test with a positive attitude.  Solving incorrectly and adapting or starting again.  Solving important to them e.g. Children spending lots of time on an extended piece of  Solving the texts they have read at home and at school to influence their g extra work in an
the test with a positive attitude.  -Taking part e.g.  Important to them e.g. Children spending lots of time on an extended piece of  Solving real world  To them the texts they have read at home and at school to influence their writing work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to them e.g. completing extra work in an achieving something important to the extra work in an achieving something important to the extra work in an achieving something important to the extra work in achieving something in achieving something important to the extra work in achieving something in achievin
with a positive attitude.  -Taking part e.g.  Indicate the fine on an extended piece of loss of time on an extended piece of loss of their writing adapting
or starting again.  Children spending lots of time on an extended piece of starting are at nome and at school to influence their writing work in an at nome and at school to influence their writing work in an at nome and at school to influence their writing work in an at nome and at school to influence their writing work in an at nome and at nome and at school to influence their writing work in an at nome and at nome and at nome and at nome and at school to influence their writing work in an at nome and at school to influence their writing important to them e.g.
-Taking part e.g.  Islander  Solving real world  spending lots of time on an extended piece of  spending lots of time on an extended piece of  writing  and at school to influence their writing spending spending school to influence their writing work in an
-Taking part e.g. Islanda in the interval of the influence of the influenc
-Taking part e.g. Is in in a in time on an extended piece of specific process of time on an extended piece of specific process of time on an extended piece of specific process of time on an extended piece of specific process of time on an extended piece of specific process of time on an extended piece of specific process of their specific process of thei
-Taking part e.g. Solving real world real world piece of writing work in an
part e.g. real world piece of writing work in an
Laining in Teal World
Joining in writing style. area of
with problems until they interest or
activities C.S. are happy weakness
that are   Sharing   with the   -Making   to develop
out of out out outcome.   links   their skills
their amounts between when at
comfort of food school ideas e.g. school
zone e.g. equally at Linking

	1	ı	Γ	ı	I	<u> </u>
	hot	a school			previously	(Done
	seating.	party until			answered	independe
		it is fair.			questions	ntly
					in maths	through
					with a	their own
		-Concentr			similar	motivation
		ating on			process to	and not
		achieving			help them	influenced
		something			answer a	by
		important			new	parents)
		to them			question	
		e.g. when			for	
		making a			example 1	
		model			+ 2, 1 + 3,	
		adapting			1 + 4.	
		and				
		changing				
		their				
		design				
		until they				
		have				
		achieved				
		their				
		desired				
		product.				
		producti				
Prep 3	-Making	-Keep on	-Making	-Showing	-Making	-Realise
	independ	trying	independ	goal	independ	their
	ent	when	ent	directed	ent	actions
	choices	things are	choices	behaviour	choices	have an
	e.g.	difficult	e.g.	e.g. Being	e.g.	impact
	staying in	e.g. when	making up	proud	choosing a	e.g.
	at break	learning a	their own	when	method in	learning
	time to	new times	hypothesis	given the	their	about
	ask for	table using	in	target of	calculation	recycling
	help from	prior	different	story	s that will	and then
	the	knowledge	lessons	writing	be best for	starting a
	teacher.	to help	and the	with the	the	litter
		them and	proving or	Y3	calculation	picking
		not giving	disproving	features	they are	club.
	-Keep on	up.	themselve	and then	answering.	
	trying	,	S.	completin		
	when		J.	g a high		-Participat
	things are	-Correctin		quality	-Correctin	l - 1
	difficult		Dringing	piece of		ion e.g. Children
	unneun	g their	-Bringing	piece oi	g their	Ciliuren

e.g. showing courage when	own mistakes e.g. if answering	in their interests and fascinatio	work.	own mistakes e.g. realising	joining in with an extra curriculum
coming	a question	ns e.g.	g their	they have	activity
across a	incorrectly	when	progress	answered	such as a
question	not just	learning	e.g.	a question	sport or
they often	putting an	about	Explaining	wrong	maths
find hard.	'Χ',	ancient	how they	when	club to
	reworking	Egypt	struggled	checking	develop
	their	bringing in	to do	their	further
-Respondi	answer.	their own	something	method	skill in an
ng to new		books or	at the	and	area they
experienc		artefacts	beginning	answering	are
<b>es</b> e.g.	-Review	from	of this	it again.	motivated
showing	their	home as it	year but		to achieve
courage	progress	is an	now they		in.
when	e.g.	interest of	can do it	-Confiden	
starting in	realising	theirs.	well.	ce to	
a new	they have			come up	-Concentr
class or	started to			with own	ate on achieving
with a	answer a		-Concentr	ideas e.g.	something
new	question		ating on achieving	when	important
teacher after being	incorrectly and		something	making a model for	to them
in KS1.	and		important	a DT	e.g.
III NOT.	or starting		to them	project	completin
	again.		e.g.	following	g extra
-Taking	agairi.		Children	their own	work in an
part e.g.			spending	line of	area of
Showing	Solving		lots of	enquiry	interest or weakness
courage	real world		time on an	rather	to develop
when	problems		Art project until they	than the	their skills
playing a	e.g. in a		are happy	teachers	when at
new sport	range of		with the	model or	school
in P.E,	situations		outcome.	their	(Done
especially	in school			friends to	independe
if they are not	making			make	ntly
confident	sure			something	through
in sports.	things are			different	their own
•	shared			that works	motivation and not
	fairly or			for them.	influenced
	getting				by

		into equal				parents)
		groups			-Making	
		etc.			links	
					between	
					ideas e.g.	
		-Concentr			being	
		ating on			proud	
		achieving			when they	
		something			realise the	
		important			link	
		to them			between	
		e.g. when			related	
		making a			facts in	
		board			maths.	
		game				
		keeping				
		on				
		perseverin				
		g until the				
		game is made how				
		they want				
		it.				
		IL.				1
Prep 4	-Making	-Keep on	-Making	-Showing	-Making	-Realise
Prep 4	-Making independ	-Keep on trying	-Making independ	-Showing goal	-Making independ	-Realise their
Prep 4		I -		1		
Prep 4	independ	trying	independ	goal	independ	their
Prep 4	independ ent	trying when	independ ent	goal directed	independ ent	their actions
Prep 4	independ ent choices e.g. asking a friend	trying when things are	independ ent choices	goal directed behaviour e.g. Being proud	independ ent choices e.g. choosing a	their actions have an
Prep 4	independ ent choices e.g. asking	trying when things are difficult	independ ent choices e.g.	goal directed behaviour e.g. Being proud when	independ ent choices e.g.	their actions have an impact
Prep 4	independ ent choices e.g. asking a friend	trying when things are difficult e.g. When	independ ent choices e.g. making up	goal directed behaviour e.g. Being proud	independ ent choices e.g. choosing a	their actions have an impact e.g.
Prep 4	independ ent choices e.g. asking a friend for help	trying when things are difficult e.g. When learning	independ ent choices e.g. making up their own	goal directed behaviour e.g. Being proud when	independ ent choices e.g. choosing a method in	their actions have an impact e.g. making a
Prep 4	independ ent choices e.g. asking a friend for help with a	trying when things are difficult e.g. When learning the new	independ ent choices e.g. making up their own hypothesis	goal directed behaviour e.g. Being proud when given the	independ ent choices e.g. choosing a method in their	their actions have an impact e.g. making a buddy
Prep 4	independ ent choices e.g. asking a friend for help with a question,	trying when things are difficult e.g. When learning the new mathemat	independ ent choices e.g. making up their own hypothesis in	goal directed behaviour e.g. Being proud when given the target of	independ ent choices e.g. choosing a method in their calculation	their actions have an impact e.g. making a buddy bench at
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it	trying when things are difficult e.g. When learning the new mathemat ics taught	independ ent choices e.g. making up their own hypothesis in different	goal directed behaviour e.g. Being proud when given the target of story	independ ent choices e.g. choosing a method in their calculation s that will	their actions have an impact e.g. making a buddy bench at school for
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4	independ ent choices e.g. making up their own hypothesis in different lessons	goal directed behaviour e.g. Being proud when given the target of story writing	independ ent choices e.g. choosing a method in their calculation s that will be best for	their actions have an impact e.g. making a buddy bench at school for children
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier'	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is	independ ent choices e.g. making up their own hypothesis in different lessons and the	goal directed behaviour e.g. Being proud when given the target of story writing with the	independ ent choices e.g. choosing a method in their calculation s that will be best for the	their actions have an impact e.g. making a buddy bench at school for children who feel
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier'	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is harder	independ ent choices e.g. making up their own hypothesis in different lessons and the proving or	goal directed behaviour e.g. Being proud when given the target of story writing with the Y4	independ ent choices e.g. choosing a method in their calculation s that will be best for the calculation	their actions have an impact e.g. making a buddy bench at school for children who feel left out as
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier'	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is harder than the	independ ent choices e.g. making up their own hypothesis in different lessons and the proving or disproving	goal directed behaviour e.g. Being proud when given the target of story writing with the Y4 features	independ ent choices e.g. choosing a method in their calculation s that will be best for the calculation they are	their actions have an impact e.g. making a buddy bench at school for children who feel left out as they know
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier' question.	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is harder than the previous	independ ent choices e.g. making up their own hypothesis in different lessons and the proving or disproving themselve	goal directed behaviour e.g. Being proud when given the target of story writing with the Y4 features and then	independ ent choices e.g. choosing a method in their calculation s that will be best for the calculation they are	their actions have an impact e.g. making a buddy bench at school for children who feel left out as they know it can feel
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier' question.  -Keep on	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is harder than the previous year, not	independ ent choices e.g. making up their own hypothesis in different lessons and the proving or disproving themselve	goal directed behaviour e.g. Being proud when given the target of story writing with the Y4 features and then completin	independ ent choices e.g. choosing a method in their calculation s that will be best for the calculation they are	their actions have an impact e.g. making a buddy bench at school for children who feel left out as they know it can feel lonely
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier' question.  -Keep on trying	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is harder than the previous year, not giving up	independ ent choices e.g. making up their own hypothesis in different lessons and the proving or disproving themselve	goal directed behaviour e.g. Being proud when given the target of story writing with the Y4 features and then completin g a high	independ ent choices e.g. choosing a method in their calculation s that will be best for the calculation they are answering.	their actions have an impact e.g. making a buddy bench at school for children who feel left out as they know it can feel lonely from
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier' question.  -Keep on trying when	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is harder than the previous year, not giving up when the	independ ent choices e.g. making up their own hypothesis in different lessons and the proving or disproving themselve s.	goal directed behaviour e.g. Being proud when given the target of story writing with the Y4 features and then completin g a high quality	independ ent choices e.g. choosing a method in their calculation s that will be best for the calculation they are answering.	their actions have an impact e.g. making a buddy bench at school for children who feel left out as they know it can feel lonely from personal
Prep 4	independ ent choices e.g. asking a friend for help with a question, even if it may be an 'easier' question.  -Keep on trying when things are	trying when things are difficult e.g. When learning the new mathemat ics taught in Year 4 that is harder than the previous year, not giving up when the lesson is	independ ent choices e.g. making up their own hypothesis in different lessons and the proving or disproving themselve s.	goal directed behaviour e.g. Being proud when given the target of story writing with the Y4 features and then completin g a high quality piece of	independ ent choices e.g. choosing a method in their calculation s that will be best for the calculation they are answering.  -Correctin g their	their actions have an impact e.g. making a buddy bench at school for children who feel left out as they know it can feel lonely from personal experienc

showing courage when coming across a question they often find hard.  -Responding to new experiences e.g. showing courage when first starting the times table test.  -Taking part e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.	their best or asking for help to achieve the learning objective.  -Correctin g their own mistakes e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.  -Review their progress e.g. realising they have started to answer a question incorrectly and adapting or starting again.	and fascinatio ns e.g. when learning about the war bringing in their own books or artefacts from home as it is an interest of theirs.	-Reviewin g their progress e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.  -Concentrating on achieving something important to them e.g. Children spending lots of time on a dramatizat ion of the story they have been reading so it is of a high standard.	e.g. realising they have answered a question wrong when checking their method and answering it again.  -Confiden ce to come up with own ideas e.g. independe ntly thinking of a character when writing a diary from the point of view of a war victim rather than copying the model shown by the teacher.	-Participat ion e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.  -Concentr ate on achieving something important to them e.g. completin g extra work in an area of interest or weakness to develop their skills when at school (Done independe ntly
	Solving real world			-Making links	ntly through

		problems e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc.			between ideas e.g. in science when discoverin g something , making links as to how other things may work.	their own motivation and not influenced by parents)
		-Concentr ating on achieving something important to them e.g. staying behind at dinner time to finish off their writing because				
Prep 5	-Making	they want to finish it off and know it will be a good piece of work when finished.	-Making	-Showing	-Making	-Realise
ггер 5	independ ent	trying when	independ ent	goal directed	independ ent	their actions

choices	things are	choices	behaviour	choices	have an
e.g.	difficult	e.g.	e.g. Being	e.g.	impact
following	e.g. when	making up	proud	choosing a	e.g.
the school	learning	their own	when	method in	setting up
rules	complex	hypothesis	given the	their	an Earth
when	maths	in	target of	calculation	club and
others are	ready for	different	story	s that will	planting
not doing	Y6	lessons	writing	be best for	trees,
so around	perseverin	and the	with the	the	litter
them.	g with the	proving or	Y5	calculation	picking,
	work and	disproving	features	they are	creating
	doing	themselve	and then	answering.	posters
-Keep on	their best	S.	completin		etc. to
trying	to		g a high		save the
when	understan		quality	-Correctin	planet.
things are	d it ready	-Bringing	piece of	g their	
difficult	for next	in their	work.	own	
e.g.	year.	interests		mistakes	-Participat
showing		and		e.g.	ion e.g.
courage		fascinatio	-Reviewin	realising	Children
when	-Correctin	<b>ns</b> e.g.	g their	they have	joining in
coming	g their	when	progress	answered	with an
across a	own	learning	e.g.	a question	extra
question	mistakes	about the	Explaining	wrong	curriculum
they often	e.g. if	stone age	how they	when	activity
find hard.	answering	bringing in	struggled	checking	such as a
	a question	their own	to do	their	sport or
	incorrectly	books or	something	method	maths
-Respondi	not just	artefacts	at the	and	club to
ng to new	putting an	from	beginning	answering	develop
experienc	'Χ',	home as it	of this	it again.	further
<b>es</b> e.g.	reworking	is an	year but		skill in an
showing	their	interest of	now they		area they
courage	answer.	theirs.	can do it	-Confiden	are
when	-Review		well.	ce to	motivated
starting	their			come up	to achieve
Bikeability.	progress			with own	in.
	e.g.		-Concentr	ideas e.g.	
<b>-</b> -1.	realising		ating on achieving	Being	Comment
-Taking	they have		something	proud to	-Concentr
<b>part</b> e.g. Showing	started to		important	think	ate on
courage	answer a		to them	outside	achieving something
when	question		e.g.	the box	important
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playing a	incorrectly	completin	and not	to them
new sport	and	g extra	follow	e.g.
in P.E,	adapting	homework	everyone	completin
especially	or starting	at home	else's	g extra
if they are	again.	after	ideas or	work in an
not		learning	likes and	area of
confident		about	dislikes as	interest or
in sports.	Coluina	something		weakness
	Solving real world	in school	peer	to develop
		and doing	pressure builds as	their skills
	problems	well at it.		when at
	e.g. in a		they get	school
	range of		older.	(Done
	situations			independe
	in school			ntly
	making		-Making	through
	sure		links	their own
	things are		between	motivation
	shared		ideas e.g.	and not
	fairly or		Debugging	influenced
	getting		programm	by
	into equal		es and	parents)
	groups		writing	
	etc.		algorithms	
			without	
			bugs in due to	
	-Concentr		prior	
	ating on		knowledge	
	achieving		and being	
	something		proud of	
	important		this.	
	to them		-	
	e.g. taking			
	a model			
	home to			
	complete			
	and do			
	addition			
	things to,			
	or asking			
	parents to			
	· -			
	help them			
	too so it is			
	finished to			

		<u> </u>	ı	I	1	Ι
		the				
		standard				
		they				
		wanted it				
		to be.				
Prep 6	-Making	-Keep on	-Making	-Showing	-Making	-Realise
ПСРО	independ	trying	independ	goal	independ	their
	ent	when	ent	directed	ent	actions
	choices		choices	behaviour	choices	have an
		things are difficult				
	e.g.		e.g.	e.g. Being	e.g.	impact
	following	e.g. when	making up	proud	choosing a	e.g.
	the school	struggling	their own	when	method in	Helping
	rules	to answer	hypothesis	given the	their	the new
	when	a maths	in	target of	calculation	Reception
	others are	question	different	story	s that will	children
	not doing	they	lessons	writing	be best for	settle into
	so around	continue	and the	with the	the	school and
	them.	until they	proving or	Y6	calculation	being
		get the	disproving	Features	they are	buddies
		correct	themselve	and then	answering.	for them
	-Keep on	answer for	s.	completin		to help
	trying	example in		g a high		settle
	when	the tests		quality	-Correctin	them into
	things are		-Bringing	piece of	g their	school as
	difficult		in their	work.	own	an act of
	e.g.	-Correctin	interests		mistakes	kindness.
	showing	g their	and		e.g.	
	courage	own	fascinatio	-Reviewin	realising	
	when	mistakes	ns e.g.	g their	they have	-Participat
	coming	e.g. if	Choosing	progress	answered	ion e.g.
	across a	answering	to write	e.g.	a question	Children
	question	a question	about the	Explaining	wrong	joining in
	they often	incorrectly	things	how they	when	with an
	find hard.	not just	they are	struggled	checking	extra
		putting an	interested	to do	their	curriculum
		′Χ',	in during	something	method	activity
	-Respondi	reworking	extended	at the	and	such as a
	ng to new	their	writing	beginning	answering	sport or
	experienc	answer.	sessions –	of this	it again –	maths
	es e.g.	answen.	possibly	year but	especially	club to
	Showing		linked to	now they	in a test.	develop
	courage	-Review	assessmen	can do it	ווו מ נכטנ.	further
	Courage	-IVENIEM	assessifiell	can do it		iui tiiei

		1.	l		
when	their	t.	well.		skill in an
doing the	progress			-Confiden	area they
first mock	e.g.		_	ce to	are
Y6 tests or	realising		-Concentr	come up	motivated
Kent Test.	they have		ating on	with own	to achieve
	started to		achieving	ideas e.g.	in.
	answer a		something	Being	
-Taking	question		important	proud to	
part e.g.	incorrectly		to them	choose	-Concentr
Showing	and		e.g.	their own	ate on
courage	adapting		Children	secondary	achieving
when	or starting		spending	school	something
playing a	again –		lots of	without	important
new sport	especially		time on an	the	to them
in P.E,	in regards		extended	influence	e.g.
especially	to mock		piece of	of others.	completin
if they are	tests		writing	or others.	g extra
not			until they		work in an
confident			are happy	-Making	area of
in sports.	Solving		with the	links	interest or
	real world		outcome,	between	weakness
	problems		especially	ideas e.g.	to develop
	e.g. At the		if this has	linking	their skills
	school fair		been a	_	when at
	coming up		target for	algebra to addition	school
	with		them to		(Done
	money		reach a	and	independe
	making		good level	understan	ntly
	ideas,		of	ding it much	through
	marketing		progress	easier and	their own
	etc. as a		from Y2		motivation
	team.		Y6.	being	and not
				proud of their	influenced
					by
	-Concentr			achieveme	parents)
	ating on			nt.	
	achieving				
	something				
	important				
	to them				
	e.g.				
	Fundraisin				
	g for the				
J		<u> </u>	l		<u> </u>

	school to		
	develop		
	the school		
	library by		
	different		
	methods		
	they have		
	set up and		
	ran.		
	Turi.		

The skills developed throughout the children's school life will be recorded and built upon as they progress through the school from the EYFS to Prep 6.

As a spiral curriculum, children revisit skills year on year but on an increasingly sophisticated level. These skills include learning to work and learn with others, developing independence and responsibility, focusing on becoming better learners, understanding how they learn best, developing a sense of empathy for others, improving thinking skills and developing speaking and listening skills.

Staff provide curriculum plans which support, stretch and challenge all pupils in each class ensuring continuity of learning and progress.

## 4. ASSESSMENT AND MARKING

See separate assessment and marking policies.

Formative assessment of curriculum knowledge and understanding is completed through Insight Tracking, which offers each pupil a rounded and detailed assessment of the pupil's skills and knowledge with strengths and successes clearly highlighted and targets for improvement evident. The Early Years track the children's development through the 'Milestone Assessment Tracker.'

## **5. INDIVIDUAL NEEDS**

If pupils have specific individual needs (including those with a statement of educational needs) then they will be given education appropriate to their requirements as well as the opportunity for specific curriculum support. (See SEND Policy)

# **PSHE**

The Prep School has a rigorous PHSE programme, following 'Jigsaw', including anti-radicalisation guidance and appropriate RSE coverage, which is detailed in a separate policy. The 'Jigsaw' scheme of work is used from the nursery all the way through to Prep 6

and beyond. In addition to this, the Prep School includes a variety of PSHE learning experiences throughout the year such as: Healthy Schools Week, Safer Internet Day; Water Safety; Sun Safety; Careers Week and Anti-Bullying Week and has online safety ambassadors and a Digital Progression Lead.

## **EXTRA CURRICULAR ACTIVITIES**

A vast selection of extra curricular activities and opportunities to extend the curriculum are offered every day from 4pm to 5.20pm and some lunch times. The list includes activities such as; various sports, e.g. Taekwondo, Dodgeball, Dance and Tennis, Horse Riding, French, Growth Mindset, Choir, Drama Production and Life and Learning Skills. All clubs also extend the characteristics of effective learning progression of skills.