



FOREST SCHOOL

Curriculum Policy

Whole School including EYFS

v1.1

Approved (Date):	21 September 2023 (Minor amendments MEK June 24)
Next review (Date):	October 2024
Owner (Name, Title):	Deputy Head Academic, Senior Deputy Head of the Preparatory School, Deputy Head Co-Curricular
Classification:	Statutory
Comment:	

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1. Introduction

- 1.1. This document sets out the school's curriculum aims.
- 1.2. The 'owners' of this document are the Deputy Head Academic and the Head of the Preparatory School, who are responsible for ensuring the regular collation, review and revision of its contents.
- 1.3. Where possible, content from other Forest School Policies has not been duplicated in this document. The following Policies, therefore, may be regarded as linked to this document and may be understood in conjunction with it:
 - Learning Support Policy
 - English as an Additional Language Policy
 - Behaviour Policy
 - Behaviour Policy (Prep)
 - PSHEE Policy
 - RSHE Policy (senior and prep)
 - Safeguarding and Child Protection Policy
 - Teaching and Learning Policy
 - Adapted Curriculum Policy

2. Academic Curriculum Policy

(Whole School including EYFS)

2.1 Forest School provides full-time supervised education for pupils between 4 and 18 years of age (Reception to Y13). Forest School provides them with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils are educated, as appropriate, in Forest Preparatory School (Reception to Y6 and including Early Years Foundation Stage provision) and Forest Senior School (Y7 to Y13). This policy document relates to the education of all Forest School pupils, from Reception to Y13.

3. Aims of the Curriculum

3.1 The aims of the Forest School curriculum are to promote the intellectual, spiritual, moral, cultural, social and physical development of all pupils, reflecting the school's aims and ethos. The curriculum is designed to encourage all pupils to become engaged, independent, responsible and committed life-long learners. The curriculum acknowledges the synergy between academic, co-curricular and pastoral strands of education, and seeks to provide opportunities for pupils to experience, understand and articulate the ways in which the characteristics of excellence in learning can be demonstrated and enhanced in any area of School life.

3.2 Curricular breadth early on allows pupils to discover and pursue individual interests; increasing opportunities to specialise further up the school are available, so that pupils can pursue enthusiasms

in preparation for further study or professional development after school. Our curriculum is academically challenging and caters for the range of pupil abilities. Attention is paid to the need for pupils to acquire speaking, listening, literacy and numeracy skills.

3.3 Curriculum content is always appropriate for the ages and aptitudes of pupils, including those identified as requiring extended challenge and those identified as having special educational needs and disabilities. Although the school's entrance requirements mean that all pupils have a strong command of English, EAL support is provided when required. Those pupils with a statement of special educational needs and disabilities, or with a formally diagnosed learning difference will have appropriate support as stipulated in the Learning Support Policy.3.4 The School's curriculum is inclusive and recognises the diversity of its pupil body. We aim to ensure that each pupil has the opportunity to learn and make progress as appropriate to their individual needs, interests and abilities, and we encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act(a). We take care to incorporate a range of academic experiences that respect fundamental British Values, such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The curriculum is designed to ensure that it does not discriminate against any pupil on the grounds of age, ethnicity, gender, social class, sexual orientation, or disability, and contains components that help pupils to understand the causes of such discrimination and the need to remove them.

3.5 As the renowned educationalist, author and blogger Tom Sherrington puts it, the case for a 'knowledge-rich curriculum' is also strong. Acquiring powerful knowledge is an end itself; we are all empowered through knowing things. This cannot be left to chance if we want to develop 'rounded and grounded' citizens with a host of strong character traits. And those citizens will indeed emerge from Forest when pupils are immersed in a knowledge-rich curriculum packed with experiences and driven by a strong set of values about what matters; a curriculum which has soul, moral purpose, and humanity.

Units of work are mapped in statements that detail the knowledge to be learned. We do not merely want to 'do the Romans'; we want children to gain some specified knowledge of the Romans as well as a broad overview. Likewise, we want children to know specific things about plants and about the Amazon Rainforest: the Second World War: Romeo and Juliet and climate change: and thereby having more than a general sense of a topic through vaguely remembered knowledge encounters.

Instead, a good knowledge-rich curriculum embraces central ideas from cognitive science about memory, forgetting and the power of retrieval practice. Knowledge needs to be stored in our pupils' long-term memories so that they can later access and build on it, forming an ever wider and deeper understanding. Beyond the knowledge specified for each separate unit, such knowledge will be strategically sequenced, for example, within a timeline for historical events; a sense of the canon in literature; a sense of place, all to ensure a greater depth of understanding.

4. The Academic Curriculum: EYFS to Y6 (The Preparatory School)

4.1 Forest Preparatory School seeks to provide the highest standards of teaching & learning, underpinned by a challenging, ambitious, and relevant curriculum. Our forward-thinking curriculum is designed to provide pupils with the skills they need not only be successful in their school career, but to lay the foundation for our pupils to succeed in the wider world. The breadth and variety of our curriculum means pupils enjoy the learning process, actively seek challenge, maintain high

expectations of themselves, and appreciate the importance of taking responsibility. Our curriculum offering actively promotes self-regulation, positive decision making, and working in close collaboration with others in the Forest community.

4.2 At 4+ pupils enter the Pre-Prep department, where they are taught in small classes. Pupils start in Reception and follow the Early Years Foundation Stage Framework. This incorporates all seven areas of learning: Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. In Year One and Year Two, we continue a rich curriculum based on the National Curriculum combined with a creative curriculum. Our creative curriculum incorporates subject areas such as: Science, the Humanities and the Arts; with English and Mathematics taught as individual subjects. All Pre-Prep pupils are taught Computing, Drama, Music, Dance, PE and swimming by subject specialists, with the addition of Mandarin from Year One, and a variety of co-curricular activities.

4.3 In Years three to six, English, Mathematics, Science, Geography, History, Economics, Art, PSHEE and Religious Education are taught by Preparatory School teachers and there is specialist teaching in Mandarin, Computing, Engineering, PE, Dance, Drama, Games, Music and Instrumental Music tuition.

4.4 A wide variety of co-curricular activities are also offered to pupils of all ages throughout the school day. The computing facilities within the Preparatory School are excellent and are extensively used to support learning across our curriculum. The broad curriculum is carefully structured and ensures that pupils are well prepared for the transfer to the Senior School.

4.5 A programme of Personal, Social, Health and Economic Education (PSHEE) is taught from Reception to Year 6 and reflects the School's aims and ethos. A formal, planned Pastoral curriculum is delivered by form tutors. Details of this programme are set out in the Preparatory PSHE and RSE Subject Schemes of Work. All pupils are well prepared for the opportunities, responsibilities and experiences of life in British society.

4.6 This Curriculum Policy is supported by subject-specific guidance and schemes of work for each subject.

4.7 Schemes of Work and subject lead guidance is found in MS Teams

4.8 It is also supported by teaching and learning guidance which can be found in the Preparatory School Staff Handbook.

5. The Academic Curriculum: Y7 to Y11

5.1 The Academic Curriculum in Y7 to Y11 aims to develop pupils as responsible, increasingly independent, and metacognitive learners. A common language of learning characteristics is deployed across these year groups, codified in the 'Forest Learner' framework. Emphasis is laid on pupils taking responsibility for their learning (Responsibility), being explicitly aware of where their learning is going (Direction) and developing the strategies to reach their learning goals (Strategies).

5.2 From September 2024, pupils at Forest will study the broadest possible foundational curriculum, titled 'The Academic Core Curriculum'. They will study as wide a range of subjects as possible in Year

7, 8 and 9, to experience educational breadth and to develop the widest possible range of skills and knowledge. These include linguistic, literary, mathematical, scientific, technological, digital, human, and social, physical, aesthetic and creative learning opportunities.

5.3 In Y10 and Y11 pupils usually take 9 GCSE or IGCSE courses, and also the Higher Project Qualification Level 2. This latter qualification provides pupils with important academic skills and the opportunity to engage in a substantial piece of independent research. Some pupils also study Further or Additional Mathematics in Year 11.

5.4 Impartial careers guidance is available to all pupils of the Senior School and Prep School, this is mainly delivered by our Futures Department. Advice about GCSE and post-16 courses is available, and, through close association with the tutorial system, RSHE syllabus (replacing PSHEE/Wellbeing) and other opportunities, pupils know how their own strengths and interests relate to the world of work, to learn about different careers and opportunities, to obtain individualised guidance, to gain work experience and information about a broad range of training, education and occupations beyond school.

5.5 Forest School ensures effective transition for all pupils towards future life choices and focuses on preparing pupils for active participation in 'British Society' (as defined by [Home Office Prevent Strategy](#)). Forest School has regard to DfE guidance: [Careers guidance and access for education and training providers, October 2018](#)

5.6 A comprehensive programme of RSHE is taught to all pupils in Y7 to Y9 within the timetable. RSHE 'drop-down sessions' are also delivered to all pupils in Y10 in line with the RSHE curriculum, which is reviewed annually by the Head of RSHE. Year 11 will receive RSHE lessons within their curriculum following the completion of the HPQ by the end of Year 10. Through this programme and the tutorial system effective preparation for the opportunities, responsibilities, and experiences of life in British society is given.

5.7 A programme of digital skills training is undertaken in Y7 and reinforced thereafter. All pupils bring their own digital devices to all lessons and receive ongoing training in the responsible and effective use of these.

5.8 From September 2024, pupils in Year 7 and 8 will also have a timetabled lesson in Dialectic and Civics once per fortnight. The purpose of this education is to ensure that they deeply understand the fabric of British society, the operation of political institutions at the local, national, and civic level and learn how to be an engaged and responsible citizen. They will develop a greater understanding and awareness of democracy, the importance of civil society, how modern bureaucracies function and the role of the judiciary in 21st Britain. This course will be assessed orally with a view to develop pupils' oracy capabilities. A large strand of the Dialectic and Civics curriculum will be centred on developing their awareness of narrative, rhetorical devices, deceptive and manipulative use of data and 'fact' and the deconstruction of 'fake news'. This course is designed to build civic literacy and a foundational understanding of the role and power of argument, this will then be supported through their progress through the curriculum of other subjects.

6.3 Pupils in each set have access to the same resources and learning opportunities. The pace of delivery and consolidation may differ, but we expect all sets to cover the same core curriculum. By way of illustration, in English different sets may use different texts but cover similar themes, generic conventions and progress to similar learning outcomes. Pupils in each set will also sit the same final public examination and internal examination.

6.4 The exception to this might be an Adapted Curriculum set, who might pursue a slightly modified curriculum to best support those learners. Information about Adapted Curriculum can be found separately in the Adapted Curriculum Policy. Parents and carers are fully informed about all decisions taken with regards to Adapted Curriculum sets.

6.5 Efforts are taken to ensure that where setting for aptitude occurs it is kept confidential. We do not wish to disempower pupils or suggest there is a ceiling to their ability or achievement.

6.6 Where setting based on attainment occurs this is reviewed annually by the Head of Department, in conjunction with the Deputy Head (Academic) and the Deputy Head of Section (Academic). Holistic progress data from across the year is considered when formalising setting in English and Mathematics for the following year. Setting is never based on final outcomes in one assessment, this includes the End of Year Examination

6.7 Forest School policy is not to review setting **within** the academic year or cycle. This is because it is generally felt that set changes, mid-year, have the potential to disrupt the normal rhythm of learning. Requests to move sets mid-year are usually rejected on the grounds that: i) there may be logistical issues with how subjects are 'blocked' within the timetable which would mean that one set change might impact other subjects and lead to much disruption, resulting in a pupil having to move classes (and teachers) in several subjects, ii) we believe that the relationship between the teacher and the pupil is of utmost importance and disrupting this relationship mid-flow might be disruptive.

7. The Academic Curriculum: Y12-Y13 (Sixth Form)

7.1 The Sixth Form sees further specialisation and preparation for the opportunities, responsibilities and experiences of adult life beyond school. The need to develop pupils as responsible, increasingly independent, and metacognitive learners through the deployment of the Forest Learner code of learning characteristics is continued and developed in this Key Stage. 7.2 The Sixth Form curriculum is arranged within a framework known as the Forest Personal Development Curriculum. This curriculum was developed at Forest in consultation with 20 major UK universities and employers, and draws together academic, co-curricular, super-curricular, communications, community and competency-based learning into a coherent entity. Alongside their core academic qualifications (three A Levels and an Extended Project Qualification for most pupils), pupils complete courses developed at Forest School in a range of subjects to prepare for life after school, an online digital

skills course, Next Steps training (university admissions and Careers), community service and work experience placements, communications and super-curricular and co-curricular activities. All pupils take part in fortnightly reflective discussions about their pathway through the Diploma in Academic Monitoring tutorials with Tutors, and in two Vivas, conducted in the Lower and Upper Sixth Form years.

7.3 Core Academic study is offered in the form of A Level (including International A Level) and Extended Project qualifications. Most pupils take three A Level courses (although those taking Further Maths A Level complete four A Levels in total). All pupils also submit an Extended Project Qualification as part of their Sixth Form academic curriculum at Forest. All pupils also complete the requirements for the Forest Diploma curriculum.

7.4 There are 26 different subjects offered in the Sixth Form, and the offer available is reviewed regularly.

7.5 Pupils are taught in smaller teaching groups than in Key Stage 3 or Key Stage 4, typically no larger than 16 pupils, and often much smaller. This allows teachers to offer more individual support.

7.6 In addition to formal A Level subjects and Diploma courses, pupils attend weekly Sixth Form 'Look Out!' lectures by eminent visiting or in some cases internal speakers covering a range of political or cultural issues. 7.7 This Curriculum Policy is supported by subject specific guidance and schemes of work for each subject. The nature of these schemes of work is detailed in the Teaching and Learning Policy 'Planning and Curriculum' strand. Departments are given autonomy in producing schemes of work that best suit their subject and department, but nonetheless must fulfil the aims and pedagogical principles set out in this policy and in the Teaching and Learning Policy.

7.8 SMSC is embedded throughout the school, and includes all that is done to encourage pupils to think about the kind of people they are and aspire to be, and the kind of world they aspire to create. This is achieved through the curriculum itself as well as the House System and Chaplaincy.

8. RSHE Curriculum

8.1 Forest School has a separate RSHE Policy which sets out the curriculum aim, intent and purpose of the RSHE curriculum.

9. Homework (Senior School)

9.1 Homework is set by Forest teachers to help pupils to get into the habit of working independently and without direct supervision.

9.2 Homework quantities are allocated to pupils in Y7-Y11, with the dual purpose of ensuring pupils do enough to support their learning and simultaneously helping them to know when to stop. A homework timetable is produced for all pupils which indicates when they can expect homework's to be set. Teachers are asked to stick to this rigidly, and pupils are advised to do homework's on the nights on which they are set.

9.3 In Y7-Y11 pupils are set homework as follows:

Year Group	'Total Homework Time' per day: pupils should sit down to work for this amount of time each day	Individual Homework durations	Homework set per day	Amount of 'Extended Learning Time' per day
Y7	1hr 15 mins	30 mins	2 3 (night of Computer Science homework)	15 mins
Y8	1hr 30 mins	30 mins	Max 3	15 mins
Y9	1hr 45 mins	c. 30 mins	Max 3	15 mins
Y10-11	2hr	c. 40 mins	Max 3	15 mins

In the Sixth Form, teachers set the appropriate amount, ensuring it is not excessive. The aim is that sixth formers spend roughly the same amount of time doing private study as they do in lessons in each subject.

Whilst Sixth Form workloads are more difficult to regulate. The general guidelines are as follows:

Four to six hours per subject per week making about 20 hours of work outside the classroom in total including the EPQ, much but not all of which should be spent on completing homework tasks and consolidating and revising material thoroughly. Those with three full subjects only should spend five to six hours per subject.

Pupils should be given time, usually a week, to do a major piece of work – they should not be set lengthy preps due in the next day or two, and preps should not normally be due in the following day unless there is an unusual timetable pattern, and the task is short.

9.4 The short period of 'Extended Learning Time' each evening should be used by pupils to carry out 'Extended Learning' of any kind. Pupils are advised that meaningful Extended Learning Time activities include the following:

- Additional time spent completing a task
- Producing revision materials for later
- Reviewing targets/reading and reflecting on Feedback Records
- Reviewing/re-doing/correcting assessed work
- Planning, reading ahead
- Extension activities
- Extended research or project-based activities
- Reading a related academic book, blog, broadsheet newspaper or scholarly periodical (for example: National Geographic, History Today, New Scientist, The Economist, New Yorker, The Spectator, Prospect).

- Engaging with the Super-Curricular Guide for their year group and subject
- and anything else that helps pupils to become self-motivated, independent, curious and purposeful individuals during total allocated homework time.

9.5 Pupils are given access to an online planner via Microsoft Teams in which to record homework that can be downloaded onto their own devices and mobile telephones.

9.6 Tasks are set by the teacher, by 4.30pm, on the allocated day for that subject as per the homework timetable (for Years 7 – 11).

10. Preparatory School Homework (Prep) Guidance

10.1 Rationale

Preparatory School (homework) is important for a number of reasons.

- It supports and reinforces learning, so may not always involve writing, but might be a game to be played, things to measure/weigh, reading or using friends and family as a resource
- develops and maintains links between school and home. Parents are able to support their child's learning
- encourages independent learning
- provides opportunities for personal research. The ability to research using books and the Internet is a vital skill.
- should not be stress provoking or viewed as a punishment and work set will be appropriate to the pupil's individual needs
- develops good work habits and organisational skills in preparation for life in Senior School

In addition, prep is a time when missed/incomplete work needs to be made up.

10.2 Pre-Prep

In the pre-prep children are expected to be reading daily. Children are provided with Reading Records for parents to make records of reading with their child each night. Homework is handed out on a Friday and collected on a Wednesday. Homework will be marked and sent back home the following Friday. In the Trinity Term, Year 2 will be set homework twice a week (one English and one Maths) to help with the transition to Year 3, where prep is set daily. One homework will be set on a Friday and due in on a Wednesday, and another homework will be set on a Wednesday to be handed in on a Friday.

Year	Work
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EYFS	Phonics Handwriting Maths
1 & 2	Phonics Spelling & Handwriting Maths

10.3 Years 3 to 6

Prep is set every day for all pupils in Years 3 – 6. Form teachers prepare their form's prep timetable in accordance with the guidelines given below and in conjunction with their pupils' subject teachers. Each year group has a set time allocation per evening, pupils are expected to be able to complete their prep within this time. Pupils are provided with Prep diaries in which to record the task assigned for Prep. It is the pupil's own responsibility to record this each day. Parents must sign the Prep diary daily to acknowledge homework has been completed.

Year	Written work
3	1 x 20mins Spelling & Handwriting 1 x 20mins English 2 x 20 mins Maths Plus daily reading (10mins) and practising spellings and timestables
4	1 x 20 mins Spelling & Handwriting 1 x 20 mins Grammar or Comprehension 2 x 20 mins Maths Plus daily reading (10mins) and practising spellings and timestables
5	1 x 30 mins Maths 1 x 15 mins Maths 1 x 30 mins Grammar 1 x 15 mins Spelling & Handwriting 1 x 30 mins Science 1 x 30 mins History or Geography Plus daily reading (15mins) and practising spellings and timestables

6	2 x 30mins English 2 x 30mins Maths 1 x 30mins Science History, Geography and RE on occasion, with a week to complete. Plus daily reading and practising spellings
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10.4 Guidelines for Homework/Prep

Preps should be a mixture of discreet, written exercises completed in exercise books or using assignments on MS Teams, an occasion for finishing off work, the completion of worksheets or set homework activities on online platforms such as Education City, ActiveLearn, Century Tech and /or Timetables Rockstars. Neat presentation is as important for prep as it is for class work.

- If the completion of a writing task is set as a Prep, the majority of the writing should have been done in school and the point reached in class should be indicated.
- Prep that requires research (whether internet or book based) should only be set on weekends.
- At certain points during the school year pupils will be expected to learn words for productions, assemblies and concerts.
- Prep exercises are to be differentiated, where appropriate, to ensure that the more able pupils are challenged and that the less able pupils have a sense of achievement on completion of their Prep.
- Assignments or project work, intended to last more than one Prep, are to be set in manageable parts with guidance given, plus the criteria for marking. They are to be marked regularly so that ongoing feedback is provided and a burdensome amount of work does not build up due to procrastination.
- Prep should be collected in during registration every morning, marked in accordance with the Preparatory School’s Marking Policy and returned to pupils.

After school hours pupils need to have a balance of work, rest and play. The above are reasonable amounts of time if the pupil is focused on the task set. Should a Prep take much longer parents are asked to stop their child and write a note in the Prep Diary explaining the problem. If, for any reason, Prep is not set this should be stated in the Prep Diary.

10.5 Use of the Internet

When setting a research Prep many pupils will wish to use the Internet. This is acceptable as long as the following provisos are taken into consideration:

- that family rules about access to and use of the Internet are respected
- that pupils are taught that what they read on the Internet cannot be taken as ‘gospel’ and that they will need to cross-check their facts – using the Internet as a research tool is a skill which needs to be taught and reinforced

- that a page/pages printed from the Internet does not constitute Prep done.

11. The Role of Parents

Parents have a vital role to play in their child's education, and Prep is an important part of this process. Parents are invited to support their child as they feel necessary and to provide them with an environment that allows them to do their best. Prep is best done in an environment free from distractions. In Years 3-6 parents are asked to check the Prep diary every evening and to initial it. Specific concerns should be discussed with the subject teacher.

12. Additional material

This Curriculum Policy is supported by schemes of work in each of the following subjects which can be found on the PS Team on the Teaching & Learning channel:

12.1 EYFS; Years 1 – 6:

- English
- Mathematics
- Science
- History
- Geography
- Economics
- RE
- Computing
- Art
- Engineering
- Music
- Mandarin
- Drama
- Dance
- Games and PE
- PSHEE

12.2 Y7 – Y13

- Art and Design
- Classical Greek (Year 9 onwards)
- Computing
- Design & Technology (Resistant Materials)
- Drama
- English Language and Literature
- Food & Nutrition
- Games and Physical Education

- Geography
- Higher Project Qualification Level 2
- History
- Latin
- Mathematics (and Additional Mathematics)

Modern Foreign Languages (French, German, Mandarin and Spanish)

- Music
- Religious Studies
- Sciences (Y7-Y8 General Science; Biology, Chemistry and Physics in Y9, IGCSE and A Level; and IGCSE Double Award Science)
- Textiles
- Activities
- RSHE
- Dialectic and Civics

12.3 Y12 – Y13 (additionally)

- Business Studies
- Classical Civilisation
- Economics
- Extended Project Qualification
- Politics
- Philosophy

13. Preparatory School Teaching & Learning Policy

(EYFS to Year 6)

13.1 The main aim of teaching within the Preparatory School is to provide pupils with the skills to acquire new knowledge and understanding and to develop and make good progress across all subject areas. Through excellent teaching, pupils are motivated to think and learn for themselves, and good learning leads to positive and life-long changes in knowledge, behaviour and attitudes.

13.2 Learning is an active process, and each learner must be an active participant. At Forest, we take seriously our duty to develop in our pupils the skills and understanding required to become life-long learners. We articulate and exercise the belief that pupils do not have fixed ‘potential’, but rather that they can select and realise individual goals through hard work and the deployment of positive learning characteristics that are further developed as they move up to the Senior School.

13.3 Building Learning Power

Our pedagogical practice aligns closely with Building Learning Power, which aims to help young people to help themselves become better learners, develops pupils’ learning habits and prepares our pupils for a lifetime of learning.

Building pupils as powerful learners:

- is based on a coherent picture of what it takes to be a good learner
- capitalises on previous learning-to-learn ideas
- grows a pupil's learning character and habits
- develops the appetite and ability to learn in different ways
- transforms the culture of the classroom and the climate of the school
- shifts responsibility for learning to learn from the teacher to the learner
- engages teachers and pupils creatively as researchers in learning

13.4 At Forest Preparatory School we take pride in constantly developing our practice and we have:

High expectations: We have high expectations of all learners both for behaviour and academic success. We also hold high expectations of our staff to deliver excellent lessons to ensure rigorous learning and progress.

Great teaching is key: We know that without great teachers, nothing else matters. Teachers must have the time, professional tools, and resources to do their jobs effectively.

Structure liberates: We believe that creativity flourishes within a structured academic environment. Good learning does not occur unless there is a safe and orderly environment both in and out of the classroom.

We do what it takes: It is our task to close achievement gaps. The faster we close these gaps, the greater the chance of academic success for our learners. We do what it takes to ensure that each learner makes the rapid progress within their capabilities.

The wow factor: We all work harder when we are enjoying our work. It is our responsibility to ensure that learners are enjoying their lessons and intrinsically feel that each lesson is improving their chances of success.

We plan to ensure academic success: We plan with every learner in mind; we plan every part of each lesson. Planning is the teacher's tool to help them meet the needs of every learner.

We assess and respond: Data informs us; we use it to understand and to respond to the needs of our learners. Marking and assessment is the teacher's personal communication with each of their learners.

Questioning drives learner progress: It deepens learning and uncovers misconceptions. Teachers tell

less and question more.

High levels of literacy and numeracy provide the foundations for academic success: We prioritise depth before breadth, so that all learners secure firm foundations in English and Maths as early as possible.

Review, reflect then re-teach. We must provide opportunities for learners to learn from their mistakes. We need to ensure that we diagnose problems and then re-teach and re-test before moving on to the next level of learning.

13.5 Teaching and the Teachers' roles

13.5.1 Each teacher has his or her own particular style of teaching and each teacher must find their own way of delivering the curriculum that suits both them and the pupils they teach.

13.5.2 We expect that all colleagues adhere to the principles outlined in the Teaching and Learning Policy and the framework set out in the 'Forest Teacher'.

13.5.3 incorporating the following principles:

- A secure command of the subject material they are expected to teach.
- Lessons should be planned incorporating a range of teaching methods and activities which engage, motivate and challenge all pupils.
- The Learning Objective of each lesson is to be stated, explained and where appropriate, displayed.
- Lessons should be well structured, for example, following the format of a starter, main activity and plenary.
- High expectations of pupil's skills and progress.
- Work should be differentiated to suit the range of abilities in the class: exercises that allow success and progress at different levels and which create opportunities for every pupil to be successful should be employed.
- Successful learning in a lesson may not always be recorded in written form. Evidence of learning may be recorded through other means, such as, teacher observations, photographs and online work.
- Work should be marked, assessments made, and feedback given in line with the relevant Prep School Teaching and Learning Guidelines found in the Staff Handbook. These assessments should feed into future planning.
- The creation of a classroom environment in which pupils can feel confident and safe to express their ideas and thoughts is important.
- incorporate a range of experiences that respect fundamental British Values, such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

- In Pre-Prep stickers are awarded for good work or progress. These should be recorded on a sticker chart which is displayed in each Form Room. In the Prep- School, stars are awarded for good work or progress. These are marked clearly in exercise books and recorded on a star chart which is displayed in each Form Room. Sticker and star totals for each House count towards the result of the Inter-House Competition at the end of each term.

These should be adhered to in conjunction with the National Teachers' Standards as published within the Forest School Staff Code of Conduct.

13.6 Teacher Planning

13.6.1 In the Preparatory School we believe that well-planned and thought-out lessons enhance the learning experience for all pupils. Teachers meet in timetabled and protected time to discuss their planning. The Teaching and Learning Leads and Deputy Head Academic (Prep) have oversight of teacher planning. All teachers plan and assess following the guidelines set out in the Preparatory School Staff Handbook.

13.6.2 Monitoring the Quality of Teaching and Learning

- PDE system is in place for individual teachers involving lesson observation by a mentor or members of the Prep School Senior Leadership Team.
- Subject Coordinators monitor the quality of teaching and learning in their subject throughout the year such as book looks, work scrutiny and lesson observations and feedback to teachers and Teaching and Learning Leads and Deputy Head Academic (Prep).
- Teaching and Learning Leads and Deputy Head Academic (Prep) monitor all planning, assessments and reporting and the quality of teaching and learning.
- Teaching and Learning Leads and Deputy Head Academic (Prep) organise and evaluate annual external assessments.
- The Head and Senior Deputy Head of the Preparatory School and the Head of Pre-Prep liaise with Teaching and Learning Leads and Deputy Head Academic (Prep).