



CURRICULUM, TEACHING AND LEARNING POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publically available on the School website and on request a copy may be obtained from the School Office.

Legal Status:

- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations, 2014 enforced 5th January 2015.

Applies to:

- the whole school including activities inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the Head and volunteers working in the school

Related Documents:

- Special Educational Needs and Disability Policy (SEND) Policy, English as an Additional Language Policy, Educational Visits Activities Policy, Behaviour Management Policy, Marking Policy, Homework Policy (within the staff Handbook), Able, Gifted and Talented Policy, Social, Moral, Spiritual and Cultural Policy, Prevent Policy.
- Subject Policies including, where relevant, Schemes of Work.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Deputy Head along with Heads of Department are responsible for the day to day organisation of the curriculum. They monitor and review long-term, medium-term and weekly lesson plans for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.
- The Head will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than August 2018, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: 14th Jan 2018

Mrs. Sally Judd
Acting Head

Introduction

Our school aims to be a well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. It is the aim of Riddlesworth Hall School to provide a broadly based academic curriculum, which will be delivered within the context of the School Ethos, Vision and Mission. The curriculum underpins the fundamental aims of the School. The curriculum must be seen as the major component of a pupil's education, which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

The School provides an academically challenging environment, which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. The educational journey at the School is organised into The Early Years Foundation Stage (EYFS); The Pre-Prep, which is formed of Years 1 and 2 and The Prep School formed of years 3 to 8

Values

Our school curriculum is underpinned by the values that we hold dear in our school. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The curriculum seeks to promote the reputation of Riddlesworth Hall School as a school with excellent standards of study, which prepares pupils for a life-long involvement in learning. Its curriculum prepares pupils to contribute confidently to an ethnically pluralistic society.

We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. In order to achieve these values, the curriculum will seek to reinforce the following features of Riddlesworth Hall School:

- The confidence, talent and high aspirations of its pupils.
- The enquiring atmosphere and enjoyment of discourse, which are a prominent feature of the School.
- The support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. 'Pupils learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.'

Through our teaching and our learning environment, we aim to:

- ensure that children develop a self-image of themselves as capable learners;
- enable children to become confident, resourceful, enquiring and independent learners;
- nurture children's self-esteem, and help them to build positive relationships with other people;
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;

- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens;
- We ensure that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Above all, we believe in engendering in young people a love of lifelong learning. Riddlesworth Hall School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

Linguistic (including English, French, Spanish and Mandarin) this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials, food and components to produce good quality products; and evaluating processes and products.

Human and Social This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Physical This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative this area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. We have regular musical/drama events throughout the year, including, School Productions, Harvest, Remembrance, Christmas Carol Service and Nativity Play, House Speech Competition and formal and informal Music Concerts.

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedure are to ensure that every pupil has access to all areas of the timetable. When allocating lesson times, we acknowledge current best practice for pupils within our age range.

Auditing

We ask ourselves the following questions when auditing our current performance:

- How well are we doing? How do we compare with similar schools?
- What more should we aim to achieve? What must we do to make it happen?

Standards of Attainment

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others
- Are there significant differences between boys' and girls' performances?

- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming or who are gifted and talented?
- Comparing expectations and estimates with final results.

Effective Teaching

When we are teaching, we focus on motivating all children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the National Curriculum to guide our teaching. This details what is to be taught to each year group to ensure full curriculum coverage. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In our school the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time
- enabling pupils to develop skills in reading, writing, communication and mathematics
- enthusing, engaging and motivating pupils to learn
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations
- setting appropriate homework
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour.

In our lessons, we ensure that the learning objectives are shared with and understood by the children, and, to that end, are expressed in appropriate, child-friendly language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children, to ensure that they have full understanding of them. The purpose of the teaching at Riddlesworth Hall School:

- enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time
- shows good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject-matter being taught;
- utilises effectively classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress; and
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

We also ensure that our framework for pupil performance is evaluated, by reference either to both our own school aims as provided to parents and, where appropriate, GL assessment.

Effective learning

We acknowledge people learn in many different ways, and respond best to different types of input and resources; we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, they can access appropriate resources, but in which they enjoy learning knowing they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning ;
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and share the learning journey;
- the lesson should use a range of appropriate resources so that all pupils can access the learning;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the pupils to review what has been learnt;
- it should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We offer opportunities for pupils to learn in different ways. These include: Investigation and problem solving; research and finding out; group work; pair work; independent work; whole-class work; asking and answering questions; use of ICT; fieldwork and visits to places of educational interest; watching television and responding to musical or tape-recorded material; debates, role-plays and oral presentations.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. Informal formative assessment (Assessment for Learning or AfL) takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the pupils
- sharing or creating learning outcomes with the pupils to make them partners in their learning;
- plenaries being used as assessment opportunities:
- effective teacher questioning; observations of learning; analysing and interpreting evidence of learning to inform future planning; sensitive and positive feedback to pupils; individual target setting: SMART (specific, measureable, assessable, realistic and given in time); pupils understanding how well they are doing against the success criteria and how they can improve.

Effective Planning

When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the National Curriculum to guide our teaching (Except for Year 8 who will follow the 13+Common Entrance Syllabus for Academic Year 2016-7) We base our planning on our knowledge of the pupils' level of attainment. Teachers make on-going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning, we give due regard to information and targets contained in pupils' Individual Education Plans (IEPs) so that all pupils, including those with Special Educational Needs and Disabilities (SEND) can access the curriculum. Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Riddlesworth Hall School is of the highest possible standard. The Academic Deputy Head checks planning is up to date on a regular basis.

We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National Curriculum and the 13+ Common Entrance Syllabus. Our lesson plans contain information about the learning objectives, the planned learning activities, the resources

needed, and the way in which we will assess the children's learning. We evaluate all lessons, so that we can modify and improve our future teaching.

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. Heads of Department review their long-term plans on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning responding to the children's interests. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

In the Pre-prep children are taught most subjects by their form teachers and planning involves a mixture of subject based and topic based work. There is some specialist teaching of PE and Music.

In the Prep School lessons are taught by specialist teachers and planning takes place accordingly.

Long term plans schemes of work give an annual overview of what content of the National Curriculum will be taught with teachers extracting from the appropriate year groups curriculum that which they aim to cover.

Medium term planning this indicates WHEN the material will be delivered and are prepared on a termly basis from the Scheme of Work in response to individual group needs. They include teaching objectives and resources. Additionally we send home Curriculum Statements at the beginning of each term to enable our parents to support their children appropriately by giving an overview of each subject.

Short term planning Short term plans are on a daily basis and include the individual lesson plan which details the learning objectives, strategies, activities and identify the resources we are going to use in the lesson. These plans are concerned with HOW material is taught and with the minutiae of delivery.

Regular Departmental meetings are held by Heads of Department to ensure clear support with all levels of planning.

The Early Years Foundation Stage (EYFS) (Please see our EYFS Policy)

The Foundation Stage covers the development of children between the ages of two and five years.

Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook* (Standards and Testing Agency, 2014). The EYFS curriculum is organised into seven areas of learning; three prime areas and four specific areas:

- Three Prime Areas
 - Communication and Language; Physical Development and Personal, Social and Emotional Development
- Four Specific Areas
 - Literacy; Mathematics; Understanding the World; Expressive Arts

Effective Ethos, Classrooms and Learning Environment

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We expect all pupils to comply with rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

Our classrooms are attractive learning environments. We change displays frequently, so that the classroom reflects the topics studied by the children and supports their new learning. We use displays as resources for

learning, often providing prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. We ensure that all children have the opportunity to display their work. We aim to provide a learning environment which: is challenging and stimulating; peaceful and calm; happy and *nurturing*; organised and well-resourced; makes learning accessible; *provides equal access and inclusion and* provides a professional working atmosphere.

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils. The extra-curricular clubs range from drama and chess, gardening, sports, art and craft and outdoor pursuits.

The Deputy Head and other members of the senior management team are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:

- appraisal of teachers, involving lesson observations and looking at pupils' progression through work scrutiny;
- team teaching and working alongside teaching colleagues;
- talking to children about their learning in lessons and monitoring pupil assessment data;
- ensure that staff development and performance management policies promote good quality teaching;
- develop and monitor long and medium term planning;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes;
- in liaison with the Head, promote and develop the process of school development planning.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;

The Role of the Head of Department

- provide a strategic lead and direction
- support and offer advice to colleagues
- monitor child progress in that subject area
- provide efficient resource management, sourcing partnerships with outside agencies as appropriate.

Each Head of Department reviews the curriculum plans for their area ensuring that progression is planned into schemes of work. We keep a Learning Journey for each child, which is used to show the achievement of children at each key stage and to give examples of expectation of attainment.

All teachers are observed working with children as part of their annual appraisal process and Newly Qualified Teachers (NQTs) are observed each half term. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Head uses the information gained from this monitoring process to help identify common development points, which can be addressed in the school's training programme for continuing professional development. We use lesson observations by colleagues and teacher self-evaluation which takes account of:

- how well tasks are matched to pupils' learning needs and successfully engage all pupils in their learning;
- how well pupils' understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers and peers following assessment of their learning;
- pupils' attitudes to learning, behaviour and relationships in the classroom and
- the promotion of pupils' spiritual, moral, social and cultural development.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and

religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Riddlesworth Hall School builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school promotes SMSC and prevent extremism, please see our: 'SMSC' and 'Preventing Extremism and Radicalisation' Policies.

Personal Social, Health and Economic Education (PSHEE) and Citizenship. (Also please refer to our PSHEE policy)

Each child's Personal, Social, Health, and Citizenship education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

Children with Special Educational Needs and Disabilities (SEND) including Pupils with a Statement of Special Educational Needs (More details are found in our SEND Policy):

Our curriculum is designed to provide access and opportunity for all children in the School. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment of this need and in most instances is able to provide resources and educational opportunities, which meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual learning programme (IEP), which is reviewed half termly by the school SENCO, teacher and parents.

English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. We have a specialist EAL teacher who will assess pupils' need and devise appropriate programmes for them.

Auditing our curriculum: teaching and learning

Part of the role of the Deputy Head and Head is to evaluate the quality of the curriculum.

They will consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils;
- the views of our pupils, parents and staff;

Expectations of Staff

Staff are expected to actively promote the curriculum aims by:-

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.

- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupil's skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings.

Religious Education

Religious Education is available to all pupils as part of the timetable. Other opportunities arise through school assembly on Monday and Church on Friday.

Sex and Relationships Education

The School provides Sex and Relationships education in the basic curriculum in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents. It forms a key part of the Personal, Social and Health Education (PSHEE) course and has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils and are taught by a specialist Science teacher, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Educational visits

The curriculum offers a series of educational visits that deepen the pupils' understanding of the world around them. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. Included within our curriculum planning are both day and residential visits. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians are informed, and their permission obtained before the visit takes place.

Extra-curricular activities

The School has an extensive programme of activities that take place outside the formal curriculum.

Homework

We recognise the importance and value of homework as an extension and consolidation of classwork. Expectations regarding homework can be found in the Welcome Booklet. From Year 1 to 3, homework is set on a daily basis by the Form Teacher. From Year 4, pupils receive a homework timetable specifying which subjects are set on each evening. Homework assignments can be varied in line with the competency of the pupil. Parents are encouraged to read with their children in all year groups.

Transition Support

We ensure children are prepared for their transition into the Prep School from the Pre-prep. We have a transition morning at the end of each year, where children in Year 2 spend the morning with their new teacher and parents also have the opportunity to meet with them. However the children will already be familiar with some of the Main School staff through specialist teaching (for instance Music, Swimming, PE) in the Pre-prep.

Pupils at Riddlesworth Hall School are supported in their preparation for formal entrance examinations to their next school, usually in January/February and/or June of Year 8. Pupils are encouraged to learn about their own academic strengths and weaknesses, and the type of learning method that best suits them as an individual.

While we do not specifically instigate careers advice, we provide opportunities for pupils to understand the world of work, and the promotion of their economic wellbeing. There are talks from professionals in various fields, as well as visits to places of employment and manufacture. Through visiting speakers, pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training prior to attending pre-testing and selection assessments at senior schools. These are all ways in which they are prepared for the future beyond Riddlesworth Hall School.

Concerns and complaints - Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Teacher. If the issue is not resolved parents should contact the Head. The School has a Complaints Procedure in place, which is in the policy available to parents and is mentioned in the Welcome Handbook.

Academic Excellence and Public Examinations

Whilst accepting the need to prepare its pupils for their Senior School education, we also strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

Communication with Parents and Guardians

We believe that parents and guardians have a fundamental role to play in helping pupils to learn. The Pastoral Team at Riddlesworth Hall School provides advice to parents about the progress of pupils in their studies at this school and choices made for the next school. We do all we can to inform parents and guardians about what and how their children are learning by:

- sending information to parents and guardians at the start of each term in which we outline the topics that the pupils will be studying during that term at school;
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents and guardians how they can support their pupils with homework. We suggest support for older pupils with their projects and investigative work;
- posting information on the parent and public pages of the school website;
- being available - we have an open door policy;
- strong lines of communication with parents living overseas.
- regular, available email correspondence and telephone communication

We believe that parents and guardians have the responsibility to support their pupils and the school in implementing school policies. We expect parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general;

Riddlesworth Hall is a school characterised by academic excellence, expert pastoral care and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment, which celebrates individual strengths and talents and allow pupils to develop the confidence, motivation and ambition that are the hallmarks of our school.