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Curriculum Policy

Ranby House



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Curriculum Aims

At Ranby House we value all learning experiences which contribute to the development and achievements of our pupils. We believe that learning should be a rewarding and enjoyable experience for everyone. Our Learner Profile is the backdrop to our academics as we endeavour to enable our pupils to become resilient, adaptable and independent learners. Through our teaching, our school values (bold and ambitious, inquisitive and thoughtful, supportive, yet challenging) the learning opportunities we provide, we equip children with the skills, knowledge and understanding necessary to have the greatest chance of success, now and in the future.

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and life
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and ensure they are ready for KS 1
- › Support pupils' spiritual, moral, social and cultural development

Spiritual, Moral, Social and Cultural Skills

Spiritual, Moral, Social and Cultural Skills (SMSC) and the associated learning that goes with these, are critical components of a child's all-round development and preparation for global citizenship.

At Ranby House we pride ourselves on the breadth and depth of opportunities we provide our learners to enable them to establish SMSC skills inclusive of the Fundamental British Values, which develop in relation to the age, stage and ability of our children.

This enables our children to demonstrate their own SMSC skills with confidence as a core component of their personality and as an embedded feature of their learning.

At Ranby House, our SMSC programme begins in Nursery at the age of three and develops at each age and stage to the end of Year Six.

The purpose of this document is to map our SMSC provision across the school from 3 to 11 to demonstrate how the children's SMSC skills are taught, embedded and assessed. Our best measure of success is to evaluate our oldest pupils at Year Six against the SMSC criteria.

Our aim is to ensure that each child, as a unique individual, is a happy, healthy, confident, caring learner with a strong moral compass and a clear understanding of what it means to be a global citizen in a democratic country.

The curriculum at Ranby House is divided into **two key learning components**

1. Academic Curriculum
2. Wider Learning Programme

These two key components sub-divide into **focused areas of learning** as detailed below:

RANBY HOUSE - WHOLE CHILD LEARNING

ACADEMIC CURRICULUM

Curriculum Subjects

ILP Topics Projects

WIDER LEARNING PROGRAMME

House System / Competition / Sport / Performances

Assemblies / Chapel / Visitors

Boarding / Residential Trips / Educational Visits

Extra Curricular Activities/Enrichment

The FOUR areas of SMSC learning (Spiritual, Moral, Social and Cultural) and the skills associated with each area have been mapped to ensure every SMSC skill is covered.

The SMSC coverage map provides an overview of how each skill is covered in our academic curriculum and wider learning curriculum:

SMSC AREA	RANBY'S SMSC LEARNING OBJECTIVES (AT SKILL LEVEL)	RANBY'S SMSC TRACKING CODE	COVERED IN RANBY'S ACADEMIC CURRICULUM?	COVERED IN RANBY'S WIDER LEARNING PROGRAMME?
SOCIAL	Use a range of social skills in different contexts	SO1	YES Engage / Express	YES
	Participate in a variety of communities and social settings	SO2	YES Innovate	YES
	Cooperate well with others and be able to resolve conflicts effectively	SO3	YES Express	YES
	Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety	SO4	NO	YES
CULTURAL	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others	CU1	YES Engage	YES
	Understand and appreciate the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain	CU2	YES Develop	YES
	Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	CU3	NO	YES
	Participate in and respond positively to artistic, musical, sporting and cultural opportunities	CU4	YES Develop / Engage	YES
	Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities	CU5	YES Develop	YES
SPIRITUAL	Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	SP1	YES Develop	YES
	Sense enjoyment and fascination when learning about themselves, others and the world around them	SP2	YES Innovate / Engage	YES
	Use imagination and creativity in their learning	SP3	YES Innovate	YES
	Reflect willingly on their experiences	SP4	YES Express	YES
MORAL	Recognise the difference between right and wrong and readily apply this understanding in their lives	MO1	YES Develop	YES
	Understand legal boundaries and, in so doing, respect the civil and criminal law of England	MO2	NO	YES
	Understand the consequences of their behaviour and actions	MO3	YES Express	YES
	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues	MO4	YES Develop	YES
	Know about and respect the public institutions and service in England	MO5	NO	YES
	Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination	MO6	YES Express	YES

The coverage of FBV (Fundamental British Values) fits in with many areas of SMSC. The map below provides an overview of how each skill is covered in our academic curriculum and wider learning curriculum and the linked SMSC element the British Values:

RANBY HOUSE – FBV Coverage Map:

FBV AREA	RANBY'S FBV LEARNING OBJECTIVES (AT SKILL LEVEL)	RANBY'S FBV TRACKING CODE	AREAS OF THE SMSC MAP WHERE BRITISH VALUES ARE COVERED	COVERED IN RANBY'S ACADEMIC CURRICULUM?	COVERED IN RANBY'S WIDER LEARNING PROGRAMME?
DEMOCRACY	Recognise that we are a culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.	BV1	SO1, SO3, CU3, SP1, SP4, MO1, MO4, MO5	YES Engage / Express	YES
RULE OF LAW	Understand the need for rules to make a happy, safe and secure environment to live and work.	BV2	SO3, SO4, CU1, CU3, MO1, MO2, MO3, MO5, MO6	YES Innovate	YES
INDIVIDUAL LIBERTY	Allows us to live as we choose and to have our own opinions and views.	BV3	SO1, CU1, CU4, CU5, SP1, SP2, SP3, SP4, MO1, MO3, MO4, MO6	YES Innovate / Express	YES
TOLERANCE AND RESPECT	Respecting the values, ideas and beliefs of others, develop an understanding that we don't all share the same beliefs and values.	BV4	SO1, SO2, SO3, CU1, CU2, CU4, CU5, SP1, SP2, MO1, MO3, MO4, MO6	YES Innovate / Express	YES

RANBY HOUSE – Embedding Skills in the WHOLE CHILD LEARNING PROGRAMME:

Whole Child Learning	Area of coverage	Time Frame	Approach	Evidence / Assessment / Recording and Reporting
ACADEMIC CURRICULUM	Curriculum Subjects (Nurs – Yr 6)	Daily	<p>Planned curriculum lessons delivered by class teachers & specialist teachers.</p> <p>Opportunities and experiences within the classroom environment to include elements of the SMSC & BV coverage map.</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • PLANNING: Ranby's SMSC codes are considered in medium term planning by teachers (Yrs. 1-6) to highlight SMSC strands of coverage and related themes. EYFS planning will reference the 'Development Matters' document. • PSHE Scheme: Ranby's PSHE programme covers SMSC themes on an annual cyclical basis at the age, stage and ability of the child. • RE Scheme: Ranby's RE programme covers most of the SMSC strands (cultural, spiritual and moral)
	ILP Topic Projects (Nurs – Yr 6)	Daily	Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter	<ul style="list-style-type: none"> • ILPs (Cornerstones): used at Ranby House cover most of the SMSC topics (as detailed above). Medium term planning will use the SMSC codes to record coverage and themes.
WIDER LEARNING PROGRAMME	House System (Yr 1 – Yr 6)	Weekly & Termly	<p>Weekly meetings are led by House Staff Leaders and delivered by Yr 6 House Captains</p> <p>Pupil/House achievements and experiences are shared among house.</p> <p>Targets and challenges/responsibilities for the forthcoming week are discussed and agreed among the House. Termly House competitions</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • RANBY'S HOUSE SYSTEM – Covers the SMSC social, spiritual and moral skills (please refer to pupil charter and House system documentation) • COMPETITIONS: Covers the social and moral SMSC skills – see record
	Competitive Sport (Yr 3 – Yr 6)	Weekly	<p>Age specific competitive fixtures are played with other schools at home or away whenever possible.</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • SPORT: Covers the social, spiritual and moral skills • COMPETITIONS: Covers the social and moral SMSC skills – see record
	Performance (Nurs – Yr 6)	Termly & Annually	<p>Planned performances of work/music/drama to other pupils/parents/guests</p> <p>Encourages pupils to practise, rehearse and review their work</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • PERFORMANCE: Covers the social and moral SMSC skills – see record

Whole Child Learning	Area of coverage	Time Frame	Approach	Evidence / Assessment / Recording and Reporting
WIDER LEARNING PROGRAMME	Assemblies (Nurs – Yr 6)	Twice weekly	<p>Delivered by a member of staff, children's achievements are celebrated and improvements highlighted</p> <p>Children receive a message relating to elements within the SMSC coverage map</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • ASSEMBLIES – Cover all four SMSC Areas – a record of assemblies and their Ranby SMSC code are kept for evidence of coverage and content. See, 'SMSC Coverage Tracker' (Ranby SLT update weekly)
	Chapel (Nurs – Yr 6)	Twice weekly	<p>School Chaplain/Guest speaker will deliver a message relating to an element of the SMSC coverage map</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • CHAPEL – Covers Social, cultural, spiritual and moral SMSC areas.
	Visitors (Nurs – Yr 6)	Termly	<p>Planned in advance to cover elements of the curriculum and/or SMSC coverage</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • VISITORS – Visitors to the school can cover all areas of SMSC. See, 'SMSC Coverage Tracker' (Ranby SLT update weekly)
	Boarding (Yr 2 – Yr 6)	Weekly	<p>A mix of age ranges come together each evening and enjoy social aspects of school.</p> <p>Weekly themed event run by House Parents</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • BOARDING – Covers the SMSC Social, Spiritual and Moral skill areas.
	Visits (Nurs – Yr 6) Residential Trips (Yr 2 – Yr 6)	Termly & Annual residential trips	<p>Planned educational trips / transition events to cover curriculum content</p> <p>Planned residential trips to encourage team work, challenge and camaraderie among year groups</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • VISITS - Cover all four SMSC Areas. A record of visits and their respective Ranby SMSC codes is kept as evidence of coverage and content. • RESIDENTIAL TRIPS - Covers the SMSC Social, Spiritual, and Moral skill areas. A record of trips and residential and their respective Ranby SMSC codes is kept as evidence of coverage and content.
	Extra-curricular Activities (Nurs – Yr 6)	Weekly	<p>Planned after school activities, delivered by staff and external providers. Pupils select their preferences from a variety of activities</p> <p>Expectations of pupils encouraged and challenged, referring to the school's behaviour policy & pupil charter</p>	<ul style="list-style-type: none"> • EXTRA CURRICULAR ACTIVITIES – Ranby's Extra-Curricular Activities programme covers the SMSC Social, Spiritual and Moral skill areas and is mapped against Ranby's Learner Profile.

RANBY HOUSE - Quality Assurance of SMSC & FBV:

The implementation and monitoring of SMSC is completed by the Ranby House Senior Leadership Team, in liaison with class and specialist teachers. The following SMSC records of evidence are kept by the school to support coverage and to monitor the effectiveness of the SMSC embedded practice at Ranby House:

- ✓ **Curriculum Subjects & ILP Topic Projects (Nurs – Yr 6)**
 - (1) Subject Audit of SMSC coverage opportunities
 - (2) Medium Term Planning for class coverage of SMSC elements
- ✓ **Assemblies, Chapel & Guest Speakers (Nurs – Yr 6)**
 - (1) See Termly 'SMSC & FBV Overview Record' (Ranby Headmaster)
- ✓ **Individual (Pupil Specific) matters**
 - (1) See Pupil Records on School's Management System (iSAMS)

Area of Coverage	Examples/Details	Elements Covered
➤ Boarding (Yr 2 – Yr 6)	Socialising together through organised activities or playing inside the Boarding House Eating meals together in conversation with each other and residential staff Supporting each other in evening routines, organisation of belongings and each other Following the rules of the school and Boarding House, trust and respect for property <ul style="list-style-type: none"> ➤ Daily Boarding activities and routines ➤ Themed Boarding Events (Teamwork, Trips, Public Service safety talks) 	SO1, SO2, SO3, SO4
		CU1, CU2, CU5
		SP1, SP2, SP3
		MO1, MO3, MO6
➤ Extra-curricular Activities (Nurs – Yr 6)	Work individually or as a team to complete a common goal Experience new opportunities and gain a better understanding of different skills and crafts Enjoy the challenge posed with new opportunities and learning Reviewing the performance from you and others and identify ways to improve <ul style="list-style-type: none"> ➤ Learning to cook foods from different cultures ➤ Practising new sports and craft 	SO1, SO2, SO3
		CU4
		SP2, SP3, SP4
		MO6
➤ Educational & Residential Trips (Yr 2 – Yr 6)	Experience new opportunities and gain a better understanding of different skills, cultures and beliefs Interacting and discussing topics with different people Socialising together through organised activities and set tasks Enjoy the challenge posed with new opportunities and learning environments Eating meals together in conversation with others Supporting each other with the organisation of belongings and timings <ul style="list-style-type: none"> ➤ Visits to Educational Centres (Flamborough, Perlethorpe, Western Park) ➤ Local centres, amenities, businesses (Leverton Windmill) 	SO1, SO2, SO3,
		CU1, CU2, CU4, CU5
		SP1, SP2, SP4
		MO3, MO4, MO5, MO6

<p>➤ Competitive Sport (Yr 3 – Yr 6)</p>	<p>Work individually or as a team to complete a common goal</p> <p>Value the participation in competitive sport, trying your best to succeed, and accepting defeat.</p> <p>Reviewing the performance from you and others and identify ways to improve</p> <p>Encourage and support each other in order to improve/succeed/deliver</p> <p>Camaraderie in travelling, playing and socialising together, before and after the fixture</p> <p>Eating meals together in conversation with pupils from different schools and background</p> <p>Supporting each other with the organisation of belongings and timings</p> <p>Accepting and respecting the rules of the game and traditions of other schools</p> <ul style="list-style-type: none"> ➤ Regional Competitions with other schools ➤ Inter-House competitions (Sports Day, Focus Sports) ➤ National events (IAPs/ISA, Local Authority competitions, Regional Athletics) 	<p>SO1, SO2, SO3, SO4</p> <p>CU1, CU2, CU4,</p> <p>SP2, SP3, SP4</p> <p>MO1, MO2, MO3, MO6</p>
<p>➤ Performance (Nurs – Yr 6)</p>	<p>Value the participation in performance, developing new skills and experiences</p> <p>Supporting each other in new experiences, trying your best to succeed and deliver.</p> <p>Reviewing the performance of you and others and identify ways to improve</p> <p>Supporting each other with the organisation of belongings and timings</p> <p>Encourage and support each other in order to improve/succeed/deliver a common objective</p> <ul style="list-style-type: none"> ➤ School Productions (Christmas Plays, School Performances) ➤ Individual Performances (Teatime Concerts, Music Examinations) ➤ Public Concerts (Welbeck Abbey, School Concerts) 	<p>SO1, SO2, SO3,</p> <p>CU1, CU2, CU4, CU5</p> <p>SP2, SP3, SP4</p> <p>MO6</p>

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#),

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#),

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing body

The Education Committee of Governors will monitor the effectiveness of this policy and hold the Head to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements to ensure a "broad and balanced curriculum" is taught.

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Subject Coordinators will ensure that the school curriculum is implemented in accordance with this policy.

Subject	Coordinator
Art and Design	Miss S. Hughes
Computing	Mr P. Baldwin
Design and Technology	Miss S. Hughes
English	Mrs E. Bezoari
Geography	Mr D. Simpson
History	Mr. D Simpson
Mandarin	Mrs M. Ma
Maths	Mrs E. Bezoari
Music	Mr A. Thompson
PE and Games	Mrs N. Wing
PSHE/RSE	Mrs F. Exley
Religious Studies	Mr. Marsh
Spanish	Miss Mitchell
Science	Mrs C. Williams Grace

Curriculum Allocation and Organisation

At Ranby House, we use a number of different schemes to deliver our Curriculum. Our curriculum approach is thematic, using Cornerstones Maestro to aid planning. Where possible, subject specialists will aim to connect the specialist content to compliment the topic being covered by the class teacher.

The table below shows which Schemes of Work are used in each subject area and the amount of curriculum time allocated to each subject.

Subject	Scheme of work used	Curriculum Time allocated per week
Art and Design Technology	Bespoke Curriculum (aided by Cornerstones)	Yr 1 – 4 -3 x 25 mins (75 mins) Yr 5-6 – 4 x 25 mins (100 mins)
Computing	Bespoke Curriculum	2 x 25 mins (50 mins)
English	Writing: The Write Stuff (Jane Considine) Spelling: The Spelling Shed Reading: Book Talk (Jane Considine)/Vipers (The Spelling shed)	10 – 12 x 25 mins of English (250 – 350 minutes) 3-4 x 25 mins of guided reading (125 minutes) = 6.6 hours av.
History/Geography (Topic)	Cornerstones topic based	Ks1 – 8 x 25 mins (200 mins) KS2 – 4 x 25 mins (100 mins)
Mandarin/Spanish		KS1 – 1 x 25 mins (Spanish only) KS2 – 2 x 25 mins (alternate every half term)
Maths	Mental arithmetic: Quick Maths/Mathshed Times Tables: TTRS Assessments: White Rose	10 – 12 x 25 mins of Maths (250 – 300 minutes) = 4.2 – 5 hours av
Music	Bespoke Curriculum	2 x 25 mins (50 mins)
PE and Games	Bespoke Curriculum	EYFS Nursery- PE 2 x 50 mins Reception- PE 1 X 50 mins KS1– 2 hrs 55 mins 2 x 25 mins PE (50 mins) 2 x 25 mins Games (50 mins) 3 x 25 mins Swimming (75mins) LKS2 – 4 hrs 35 mins 2 x 25 mins PE (50 mins) 7 x 25 mins Games (150 mins) 3 x 25 mins Swimming (75mins) UKS2 – 5 hours 2 x 25 mins PE (50 mins) + 10 x 25 mins Games (250 mins)
PSHE/RSE	Bespoke Curriculum	2 x 25 mins (50 mins)
Religious Studies	Bespoke Curriculum	2 x 25 mins (50 mins)
Science	Bespoke Curriculum	Ks1 = 2 x 25 mins (50 mins) KS2 = 4 x 25 mins (100 mins)
Chapel/Assembly		4 x 25 mins (100 mins)

Curriculum planning

Long Term planning is done on a yearly cycle and recorded on line through Cornerstones Maestro. All Teachers for all subjects are required to provide a short overview of what they will be covering for each Year group. This is recorded under each topic heading (but does not always need to relate. EG mandarin etc.)

Medium Term plans are completed each half term by all teachers and aim to help teachers plan sequential lessons over 6 weeks, covering progress, intervention and resources. There is a school template to be completed and saved on the T:drive. Medium term plans also assist Class teachers in writing their class letters to parents at the beginning of each half term.

Short Term planning is at the discretion of the teacher. There is no template or requirement to submit short term planning.

See our EYFS policy for information on how our early year's curriculum is delivered.



RANBY HOUSE - Curriculum Overview

2024-2025

SCHOOL WEBSITE: WWW.WSNL.CO.UK

TELEPHONE: 01777 703138

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic	Let's Explore! Build it Up	Winter Wonderland Starry Night	Dangerous Dinosaurs Puddles & Rainbows	Ready Steady Grow Signs of Spring	Animal Safari Creep, Crawl & Wriggle	On the Beach Move It
	Visit/ experience	<i>Treasure hunt around school grounds</i>	<i>Cinema</i>	<i>Dino Dig</i>	<i>White Post Farm/Picnic</i>	<i>Yorkshire Wildlife Park/Captivating Creatures</i>	<i>Sports Day</i>
	Key Text	<i>We're Going on a Bear Hunt, Owl Babies, In Every House on Every Street, Three Little Pigs, Three Billy Goats Gruff, What to do with a Box</i>	<i>The Gruffalo's Child, The Big Freeze, Peace at Last, Owl Babies, How to Catch a Star</i>	<i>Cave Baby, Dinosaur Roar, Dear Dinosaur, Mix it up! Puddling!</i>	<i>The Gigantic Turnip, Little Red Hen, Oi Frog! Tad</i>	<i>Little Red and the Very Hungry Lion, Doing the Animal Bop, The Very Hungry Caterpillar, Superworm</i>	<i>Someone Swallowed Stanley, The Snail and the Whale, Hare and the Tortoise, The Sports Day</i>



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Reception	Topic	Me and My community <i>PSED</i>	Once upon a Time <i>Literacy</i>	Starry Night <i>World</i>	Long ago <i>World</i>	Sunshine and Sunflowers <i>World</i>	Big Wide World <i>World</i>
	Visit/ experience	<i>Forces/Police/Fire brigade visit</i>	<i>Sleeping Beauty Workshop Panto</i>	<i>Night Walk</i>	<i>Tour of the school DJT Partake – Toys Past and Present</i>	<i>The Butterfly House Picnic</i>	<i>Journey using different modes of transport.</i>
	Key Text	<i>The lion and the mouse Lost and found Starting school</i>	<i>Traditional Tales</i>	<i>Peace at last Whatever next Owl babies How to catch a star</i>	<i>Peepo Lucy and Tom at school Lucy and Tom at the seaside The tiger who ca me to tea</i>	<i>Summer is here Shark in the park The tiny seed The Very hungry Caterpillar</i>	<i>All Are Welcome Fatou, Fetch the Water Don't Spill the Milk! Penguin on Holiday Walk this World: A celebration of life in a day Under the Same Sky</i>



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	Superheroes <i>PE</i>	Enchanted Woodland <i>Science</i>	Moon Zoom <i>D and T</i>	Rio de Vida <i>Music</i>	Paws, Claws and Whiskers <i>Art and Design</i>	Bright Lights, Big City <i>Geography</i>
	Visit/ experience	Ninja Warrior trip Superhero training day Visit from Emergency Services	Visit to Sherwood pines/ woodland activities every week Panto	Planetarium	Dance and Song Visit Party	Captivating Creatures	Trip to London or Sheffield Great Fire of London workshop
	Key Text	<i>The Princess in Black</i>	<i>The Enchanted Wood</i> <i>The Magic Faraway Tree</i>	<i>Stink: Solar System</i> <i>Superhero</i>	<i>Frankie's Magical Football – Frankie and the World Cup</i> <i>Carnival</i>	<i>8 Class Pets + 1 Squirrel ÷ 1 Dog = Chaos</i>	<i>Tilly and the Time Machine</i>
Year 2	Topic	Coastline <i>History</i>	Movers and Shakers <i>History</i>	Muck, Mess and Mixtures <i>Science</i>	Magnificent Monarchs <i>History</i>	Wriggle and Crawl <i>Science</i>	
	Visit/ experience	Cleethorpes	-pantomime	Fun Science (visitor to site)	Gainsborough Hall	Butterfly Farm Woods (on site)	
	Key Text	<i>The Secret of Black Rock</i>	<i>Grace Darling</i> <i>Biography</i>	<i>George's Marvellous Medicine</i>	<i>Queen Victoria's Bathing Machine</i>	<i>Range of Non Fiction books</i> <i>The Folk of the Faraway Tree</i> <i>Very Hungry Caterpillar</i>	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	Traders and Raiders History		Scrumdiddlyumptious DT	Rocks, Relics and Rumbles Geography	Gods and Mortals History	
	Visit/ experience	Viking experience day Jorvik Viking Centre		Welbeck Cow shack Ice cream Parlour	-	Greek experience day	
	Key Text	<i>How to train your dragon</i>		<i>Charlie and the Chocolate Factory</i>	<i>The Pebble in My Pocket</i> <i>Escape the Volcano</i>	<i>Greek Myths for Young Children</i>	
Year 4	Topic	1066 History	Potions Science	I am Warrior History		Blue Abyss (Geo/Science)	Misty Mountains (Geo/Science)
	Visit/ experience	Conisbrough Castle	LUSH Workshop	Lincoln Muesum Trip		The Deep Trip	Residential
	Key Text	<i>1066 I was There</i>	<i>The Worst Witch</i>	<i>Roman Diary – The Journal of Iliona A Young Roman Slave</i>		<i>The Wreck of Zanzibar</i>	
Year 5	Topic	Stargazers Science	Off With her Head! History	Pharaohs History	Beast Creator Science	Allotment/Sow, Grow and Farm Geography	
	Visit/ experience	Southwell Minster Moon	Gainsborough Old Hall	Sheffield Weston Park	Captivating Creatures Visit	Clumber Park Walled Garden	
	Key Text	<i>Charlotte’s Web The Demon Headmaster</i>		<i>Secrets of a Sun King</i>	<i>Beetle Boy</i>		<i>The Secret Garden</i>
Year 6	Topic	Frozen Kingdoms Geography/A&D	Hola Mexico Music	Britain at War/A Childs war History		Welcome to the Jungle/Rainforests Geography	
	Visit/ experience	Wild Woods experience (on site)	-	Holocaust Centre / Places of Peace		Year 6 Residential	
	Key Text	<i>Race to the Frozen North</i> <i>Shackleton’s Journey</i>	<i>Holes</i>	<i>Letters from the Lighthouse</i>		<i>The Explorer</i>	



RANBY HOUSE - Curriculum Overview - Maths

2024-2025

SCHOOL WEBSITE: WWW.WSNL.CO.UK

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RANBY HOUSE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	White Rose	<ul style="list-style-type: none"> Getting to know you Just like me 	<ul style="list-style-type: none"> It's me 1, 2, 3 Light and Dark 	<ul style="list-style-type: none"> Alive in 5! Growing 6, 7, 8 	<ul style="list-style-type: none"> Building 9 and 10 Consolidation 	<ul style="list-style-type: none"> To 20 and beyond First, then, now 	<ul style="list-style-type: none"> Find my pattern On the Move
Reception	Maths Shed	<ul style="list-style-type: none"> Number and Place value Shape 	<ul style="list-style-type: none"> Addition and Subtraction Shape 	<ul style="list-style-type: none"> Number and place value Addition and Subtraction Measurement 	<ul style="list-style-type: none"> Number and Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Addition and Subtraction Number and Place Value Multiplication and division 	<ul style="list-style-type: none"> Shape Measurement Addition and Subtraction Time
Year 1	Maths Shed	<ul style="list-style-type: none"> Place Value within 10 	<ul style="list-style-type: none"> Addition and Subtraction within 10 Shape 	<ul style="list-style-type: none"> Place Value within 20 Addition and Subtraction within 20 	<ul style="list-style-type: none"> Place Value within 50 Length and Height Mass and Volume 	<ul style="list-style-type: none"> Multiplication and Division Fractions Position and Direction 	<ul style="list-style-type: none"> Money Time
Year 2	Maths Shed	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Addition and Subtraction Shape 	<ul style="list-style-type: none"> Money Multiplication and Division 	<ul style="list-style-type: none"> Length and height Mass, capacity and temperature 	<ul style="list-style-type: none"> Fractions Time 	<ul style="list-style-type: none"> Statistics Position and Direction
Year 3	Maths Shed	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Addition and Subtraction Multiplication and division A 	<ul style="list-style-type: none"> Multiplication and division B Length and perimeter 	<ul style="list-style-type: none"> Fractions A Mass and Capacity 	<ul style="list-style-type: none"> Fractions B Money Time 	<ul style="list-style-type: none"> Shape Statistics
Year 4	Maths Shed	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Measurement Multiplication and division A 	<ul style="list-style-type: none"> Multiplication and division B Length and perimeter 	<ul style="list-style-type: none"> Fractions Decimals A 	<ul style="list-style-type: none"> Decimals B Money Time 	<ul style="list-style-type: none"> Shape Statistics Position and Direction
Year 5	Maths Shed	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Multiplication and division A Fractions A 	<ul style="list-style-type: none"> Multiplication and division B Fractions B Decimals and percentages 	<ul style="list-style-type: none"> Perimeter and area Statistics 	<ul style="list-style-type: none"> Shape Position and Direction Decimals 	<ul style="list-style-type: none"> Negative Numbers Converting units Volume
Year 6	Maths Shed	<ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division 	<ul style="list-style-type: none"> Fractions A Fractions B Converting units 	<ul style="list-style-type: none"> Ratio Algebra Decimals 	<ul style="list-style-type: none"> Fractions, decimals and percentages Area, perimeter and volume Statistics 	<ul style="list-style-type: none"> Shape Position and direction 	<ul style="list-style-type: none"> Themed projects, consolidation, problem solving

Teaching and Learning

At Ranby House, we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- enable 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;
- foster in our pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn independently;
- involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of our pupils, and ensure these are taken into account in the planning of lessons;
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of a good quality, quantity and range;
- use of specialist teachers;
- use of space for example, forest school, Performing Arts Centre, Science labs;
- utilise support staff and teaching assistants;
- demonstrate that a framework is in place to formally and informally assess pupils' work regularly and thoroughly, and use information from that assessment to plan teaching so that pupils can progress;
- utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- facilitate intervention to support progress.

EFFECTIVE TEACHING AND LEARNING

As a proudly non-selective school, Ranby House understands that people learn to their full potential in different ways and we use a range of teaching and learning styles to cater for the differing needs of our children and to utilise the different strengths of our teachers. We believe that effective teaching and learning must be based around the age and stage of development and levels of experience that each child has already acquired.

Effective teaching is based upon our knowledge of the children's level of attainment, with our prime focus being to develop further the knowledge and skills of the child. As a result it is imperative to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children in need of learning support we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work should be of the highest possible standard for that individual child - reflected in one of our core values, '*Always Do Your Best*'.

In line with our Growth Mindset Philosophy, we actively encourage our children to take greater risks in their learning, to maximise their potential. As part of this, we allow children to experience 'failure' as they are encouraged to make and learn from their mistakes, as part of the active learning process. As teachers, we are then able to show them how to manage the experience of 'failure' by developing a 'bounce back ability'. Our children therefore learn to understand that to struggle when something is hard or difficult is an intrinsic part of the learning process and is an internal motivator to better themselves. They become stronger because of this as they understand that true success comes from relentless hard work and effort. This level of Growth Mindset thinking sets our children up for life.

Effective teaching occurs when teachers challenge and inspire pupils, expecting the most of them. Effective teachers will be:

- demonstrating enthusiasm and excitement for teaching;
- creating a positive and supportive atmosphere based on praise;
- treating children with respect and as individuals, listening to them sensitively;
- promoting children's self-esteem, by valuing their contributions and encouraging them to participate;
- ensuring their expectations of the children are high;
- demonstrating good subject knowledge and competency in teaching the relevant skills, using teacher modelling;
- building upon the children's previous skills and knowledge, setting clear objectives that are easily understood, so the children know what they must do to be successful learners;
- recognising the importance of being flexible and adaptable within a lesson, responding to the children's understanding;
- communicating clearly and teaching using a variety of strategies, including effective questioning, modelling and high quality verbal feedback and marking;
- setting tasks, activities and work at suitable levels of challenge for each individual child in the class;
- managing pupils well, being consistently firm but fair (*See Behaviour Policy*);
- assessing pupils' work thoroughly to track progress and using assessments to help and support pupils (*See Assessment, Recording and Reporting Policy*);
- using time, support staff and other resources effectively, so that the learning environment is well organised and stimulating;

- using the physical space for example school garden, tennis courts, forest school, school pond;
- communicating regularly with parents through meetings, parents' evenings and house books;
- setting of relevant prep suitable for the age of the child to extend or consolidate learning.

Effective learning occurs when children are able to learn in different ways. These include but are not exclusive to:

- participating actively throughout the lesson and responding positively to targets set;
- working co-operatively in small groups and pairs, using methods such as, think-pair-share and talk partners, to enhance discussion and understanding;
- asking and answering questions;
- using first hand, multi-sensory experiences;
- working independently, using their own judgement to make decisions;
- investigating and solving real-life problems;
- researching and finding out;
- being creative and using initiative to design and make things;
- debating, taking part in role parts and presenting orally;
- using multi-media/ICT;
- working outside and visiting places of educational interest;
- participating in physical activity;
- evaluating their own learning using success criteria and AfL methods;
- reflecting on their own achievements.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on their learning. We want children to realise that they have learnt effectively by:

- knowing that they have succeeded through the use of success criteria, effective marking;
- peer marking and self-assessment;
- feeling good about their achievements;
- rewarding effort and not the finished product;
- feeling confident to do more;
- explaining what they have learnt;
- applying their learning to new situations, embracing challenge;
- teaching/explaining to another child / children;
- Understanding failure is a process in becoming resilient and adaptable.

APPROACHES TO TEACHING AND LEARNING

We use a variety of strategies to encourage children to work to their fullest potential. These include:

- Questioning
- Explaining
- Instructing
- Observing
- Assessing
- Diagnosing
- Recording
- Listening
- Giving feedback
- Marking work
- Providing first-hand experiences through:
 - Workshops
 - Educational Visits
 - Fieldwork
 - Visiting Speakers/ parents
- Visual
- Auditory
- Kinaesthetic

Classes are organised in a variety of ways to allow children to work individually, in small groups, or contributing to whole class activities. Children are encouraged to work collaboratively, co-operatively and independently. Teachers provide children with activities designed to be interesting and challenging, which will introduce them to new concepts and consolidate previous skills and knowledge. The types of activity may include:

- Practical investigations and experiments
- Creative activities

- Open-ended investigations
- Predicting outcomes
- Workshops

Children's progress is evaluated on an ongoing basis. In order for children to have an effective learning experience, each lesson must be well-planned.

The teacher is responsible for ensuring that work is suitably differentiated; children may be withdrawn, individually or in groups, for extra support, or receive support in the classroom, from the Learning Support Unit (Please refer to the *SEND, Disability and Accessibility Policy*). Parents may choose to pay for additional specialist lessons with the Learning Support Lead.

STRUCTURE OF LESSONS

At Ranby House we recognise the need for engaging, motivating lessons that inspire pupils to fulfil their potential. These lessons come in many forms but to facilitate effective learning should usually contain the following features.

- Resources should have been planned and prepared before the lesson.
- The learning objective should either be displayed or communicated to pupils at least at the start of the lesson.
- The lesson will normally be linked to previous learning or teaching.
- The teacher will skilfully use a variety of questioning techniques to engage, motivate, stimulate, support, challenge, assess and keep pupils on task.
- The lesson should have a good pace and structure to it; activities will be suitably differentiated and vary to respond to children's different needs and ways of learning.
- Usually, each lesson will have a plenary which will reinforce the learning objective.
- Pupils' work will be assessed regularly to inform planning and pupil progress.
- Verbal feedback.
- Challenge.

QUALITY ASSURANCE - EVALUATING OUR EFFECTIVENESS

We recognise that teaching should always be evaluated in terms of its impact on pupils' learning.

The effectiveness of our Teaching and Learning will be evaluated through:

- Planning
- Assessment records
- Classroom observation
- Data analysis
- Work scrutiny
- Learning walks
- Parent consultations
- Peer assessment (teacher to teacher)
- Pupil interviews
- Homework

Excellent teaching and learning are at the heart of an effective school. Information gathered through our evaluation process will be used to improve the school by:

- Providing feedback to staff on their performance
- Securing appropriate professional development opportunities in line with the teacher's and the school's needs
- Sharing good practice
- Influencing the Development Plans of the school/department in terms of improvement and informing curriculum planning and design

The Ranby House Appraisal Process includes assessing the quality of teaching and analysing pupils' learning, attainment and progress. The outcomes guide the setting of targets for improvement, inform the professional development needs of the teacher, influence the School's/Department's Development Plan and contribute to the effective delivery of performance within the school.

Marking and Feedback

AIMS OF MARKING

To provide constructive feedback to children at the point of learning to enable them to make progress, inform future planning and teaching and celebrate success.

THE KEY PRINCIPLES

- Feedback should be given at the point of learning or in the next appropriate lesson
- Staff should work the room continuously – looking/reacting/feeding back.
- Staff can stop the lesson to give precision intervention to individuals, groups or the whole class.
- Children should not queue to be seen by a 'stationary' teacher.
- Marking should be manageable for teachers and accessible to children.
- Use consistent codes across the school (Please see appendices).
- Be seen by children as a positive approach to celebrating and improving their learning.

How do we mark children's work?

Children's work needs to be marked in a colour that can be clearly seen. At Ranby House School all teachers mark in a contrasting colour to which the children have been writing in.

Verbal Feedback

Ranby House recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and initialled with the letters VF (Verbal Feedback). Children of all ages need oral feedback but this is particularly important in the Pre-Prep (Early Years and the Infants) where children may be unable to read a written comment.

Assessed Writing

This is used when a child has done a substantial piece of work such as an assessed piece of writing and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs. Children could be given a comment to help them change their practice or extend their thinking.



In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has received Detailed Marking, time is planned in a future lesson for children to read and respond. Teachers model this process to the children at the beginning of each year so that they are clear what the different markings in their books mean and what is expected of them when they respond.

"Core Skills"

In order to maintain high expectations, teachers will feed back to pupils continuously on elements of writing that should be present at all times. These are:

- To improve spelling
- To improve punctuation
- To improve use of grammar (especially proper nouns)
- Correct/ambitious vocabulary
- Presentation of work (including quantity)
- Neat handwriting

How will teachers feedback on the lesson objective and Core Skills?

Key	
_____ Or 	Spelling/punctuation/vocabulary mistake
_____√ Or 	Good spelling/ambitious vocab
√	(Tick) a positive response and to indicate something is right
X	(Cross) if something is wrong
→	Next steps/Targets/wish
Core Skills	
Sp.	Spelling
Pu.	Punctuation
Gr.	Grammar
Vo.	Vocabulary
Pr.	Presentation
HW	Handwriting
Support	
G	Guided
I	Independent
VF	Verbal Feedback provided

How do teachers in the foundation stage mark children's work?

In EYFS, the majority of feedback is verbal and explained to the children. However, staff may discuss next steps with the children using the key symbols. The majority of written marking is for future planning.

√	(Tick) a positive response and to indicate something is right
X	(Cross) if something is wrong
I	Independent
S	Supported
LF	Letter formation
NF	Number formation

Presentation

When children at Ranby House present their work, we aim to:

- ensure children take pride in the presentation of their work
- ensure continuity across subject areas and teachers
- maintain high expectations across all subjects and teachers
- to aid marking and assessment
- ensure that children use these skills and understanding with confidence in real life situations

Headings:

- Work should be dated and have a title if applicable
- Dates should be on the top line
- Dates: In KS1 children write the long date for English pieces and the short date in Mathematics and other work. In KS2 children write the long date for all work except Mathematics where the short date is used.

Underlining:

- All titles should be underlined in pen or pencil using a ruler (KS2)

Spacing

- One line is to be left between the title and the beginning of the work.
- One line is to be left between sections of work.

Alterations carried out by the children: (KS2)

- ALL crossing out is to be done with a single, neat line; use a ruler for large sections.
- During writing: wherever possible write the correct form of the word immediately after the crossing out.
- During checking, after writing: write the correct form of the word either in the margin or above the crossing out, depending on the space available.
- If large sections are to be altered, cross out as indicated above and insert the new section at the end, clearly labelled.
- Tippex and other correction fluids are not to be used; eraser pens/rubbers may be used at the discretion of the teacher.

Use of IT

- It can be used in a variety of ways to assist presentation and differentiation

Drafting of work

- When writing a draft, each child has the freedom to record his/her work in his/her own way

Homework/Prep

The purpose of setting homework or “Prep” is:

- To support continued academic progress
- To nurture and develop children’s independent learning: enquiry, organisation, concentration, perseverance, autonomy, responsibility, confidence and time management
- To build constructive home/school partnerships
- To prepare children for the demands of the following year/s

Teachers’ Responsibilities

- Set homework tasks, within the time allowed and according to the timetable, that are relevant to the learning objectives identified in planning and that are challenging and meaningful
- Provide children with clear criteria for success/marking, including that developed by children in order to facilitate self-assessment
- Ensure that any child absent during the setting of a prep has support to enable them to complete it
- Ensure that the needs of individual pupils are taken into account, either by setting differentiated tasks or, where appropriate, tasks that allow for differentiated outcomes
- Allow sufficient time in class for prep to be explained and then recorded in House Books/Planners
- Ensure that children are generally not expected to hand prep in for marking the following day
- Assess, mark and return the work as soon as possible
- Ensure that pupils in Year 3 – 6 are aware whether holiday prep is optional or compulsory
- Alert parents to any issues regarding their child and homework/prep and offer advice on how improvement might be achieved

Pupils’ Responsibilities

- To carry their House Book/Planner to every lesson in which prep may be set and write down all the relevant details including the time to be handed in for assessment (KS2 only)
- Concentrate and persevere for the required amount of time as part of the development of a prep routine
- If necessary, seek clarification from the member of staff who has set the homework/prep, before the due date
- Actively seek help to complete any preps ‘missed’ because of other commitments (music lessons) or illness
- Ensure that homework is completed to a high standard
- Request a parent/adult carer to sign the House Book/Planner each week
- Note and act upon feedback from the teacher

Parents’ Responsibilities

- Take an active interest in homework/prep, including reading and signing the House Book/Planner each week
- Ensure that a time and a suitable place are provided for the completion of preps
- Encourage the *independent* completion of prep to a high standard
- Check that preps are returned to school on time
- Alert the school to any domestic/extracurricular activities which may need to be taken into account regarding homework/prep

Types of Homework

The three main types of homework are:

- **Preparatory** - providing opportunities for pupils to gain background information on a unit of study to be better prepared for future lessons
- **To consolidate new learning and practise existing skills and knowledge:** - providing pupils with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills
- **Extension** - encouraging pupils to pursue knowledge individually by research and analysis

Wherever possible, homework should recognise the place and benefits of technology for organising and accessing information. However, regard should be given for equity. Pupils who do not have access to such technology at home should not be disadvantaged.

Organisation

EYFS pupils are not set formal prep but will be given, as appropriate, daily / weekly tasks; Years 1 - 6 pupils are set increasingly formal prep, as appropriate and as defined in the **Homework/Prep Allocation – see Appendix 1**

- The majority of formal preps should be written ones, but learning preps may be given as long as pupils are guided towards strategies for aiding their learning.
- Use of the internet for preps can be arranged for any pupils during an after school prep session, by the teacher supervising the prep.

Staff supervising prep periods in school should ensure:

- That all pupils are present, according to the daily 'Prep' register
- That the pupils have everything they require for prep (including their House Book/Planner, a reading book in case prep is completed before the end of the session) before they begin
- That the pupils work quietly during the prep period (assistance may be given to those pupils who require it) and do not leave the room or move about (unless in an emergency, e.g. toilet)
- That pupils spend the allocated time on prep
- That a random selection of group books / pupil planners are checked by the member of staff supervising prep



RANBY HOUSE – Homework/Prep Allocation

2024 - 2025

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FREQUENCY	TASK	N1 - Rec	Y1	Y2	Y3	Y4	Y5	Y6
ONGOING (completed throughout the week)	Reading daily	✓	✓	✓	✓	✓	✓	✓
	Age-related language development (phonics, high frequency words, etc)	✓	✓	✓				
	Multiplication Tables Knowledge, Understanding and Application (TTRS/Mastery Zone)			✓ X2, x3, x5, x10	✓ X2, x3, x4, x5, x8, x10	✓ Up to 12x12	✓ Up to 12x12	✓ Up to 12x12
WEEKLY	Maths A task linked to work in class		✓	✓	✓	✓	✓	✓
	English or SPaG A task linked to work in class		✓	✓	✓	✓	✓	✓
	ILP linked tasks relating to the ILP focus: Science, History, Geography, Design Technology, Art, Music, IT, etc.						✓	✓
HALF TERMLY	ILP linked tasks relating to the ILP focus: Science, History, Geography, Design Technology, Art, Music, IT, etc.	✓	✓	✓	✓	✓		
	MFL language tasks					✓ Optional	✓	✓
ON GOINGTERMLY / HOLIDAYS	Further home and extended learning opportunities during the week, weekend and holidays	<ul style="list-style-type: none"> • Musical instrument practice • Sports practice including team training, dance, gymnastics, swimming, etc. • Attending activities, clubs and societies e.g. rainbows, beavers, brownies, cubs, chess, etc. • Visits to places of educational value: museums, galleries, historical buildings, differing environments, foreign countries, etc. 						

Guidance on Homework/Prep

- The task should be suitably differentiated so that it is accessible to and can be completed by the child independently. It must be appropriate to their age, stage and ability.
- Each of the Weekly Tasks should take the child no more than 25 minutes (approximately) to complete.
- There should be progression year-on-year with gradually increasing expectations.
- Homework should not be set as a punishment i.e. completing unfinished classwork in addition to the set homework/prep.
- The child should receive suitable personal feedback regarding their work.

Assessment, Feedback and Reporting

At Ranby House, we regularly assess, feedback and report, in order to:

- help pupils' learning to progress
- provide a guide for each stage of school/department/subject
- Keep pupils and parents informed of the progress made

ASSESSMENT

Aims

- To obtain information in order to plan effectively to meet the needs of individuals, groups and the whole class.
- To be a continuous process to identify and track pupil progress and achievement.
- To inform teachers, pupils, parents and outside agencies of progress and areas requiring improvement/further support.

EYFS

When a child joins us, a member of the EYFS team will conduct a home visit to liaise with parents and meet the child in the context of the family environment.

Where a child has previously attended a different childcare setting, we will endeavour to liaise with them in order to ensure a smooth transition and key information is passed on.

When Children join us, our trained staff are constantly assessing the children's needs and aim to meet these to the highest standards. We also ask parents to complete an "All about me" profile, so that staff have a better understanding of the child in their home environment.

The children in Kindergarten will have a "progress check at 2" – a review of the child's development in 3 prime areas of EYFS

The children in Nursery and Reception are assessed on entry, in January and in May (prior to report writing). The 'in-house' Summative assessment consists of:

- Number and Shape
- Name writing
- Self portrait
- Phonics – phase 2/3 as appropriate, segmenting and blending
- Colour (Nursery or new entry to Reception)
- Unaided writing

Key stage 1

In September, (or when a new pupil joins us), baseline assessments will be performed in Maths (White Rose), reading (Salford reading test), Phonics and Writing to see where each of the children are when they join their year group. From the results, teachers will identify any children that need additional support and work alongside the LSU staff to overcome barriers and help the child to achieve to their full potential.

Teachers will use a range of Teacher Assessments at the end of each half term to inform their progress judgements on each child.

Key Stage 2

In September, (or when a new pupil joins us), baseline assessments will be performed in a number of different subjects. Pupils in the Prep School are formally assessed using Granada Learning (GL) Assessment's Complete Digital Solution (CDS) as a baseline and an end of year formal assessment. Children who achieve a Standardised Age Score of less than 90 (where 100 is average), liaise will be identified and a member of the LSU will discuss the outcomes with the child's class teacher. If the class teacher also has concerns regarding the child's results, a Dyslexia (English) or Dyscalculia (Maths) screening will be carried out for a more detailed report in where a pupil may be having difficulties in accessing their learning.

Information from a pupil's previous school is also requested so that teachers are fully informed and can formulate effective teaching strategies.

Teachers will use a range of Teacher Assessments at the end of each half term to inform their progress judgements on each child.

	GL ASSESSMENTS	Teacher Assessment
Maths	PTM (NGMT)	White Rose end of Unit and end of term Assessment
Reading	NGRT	Salford Reading Test Book Talk, reading comprehensions tasks Twinkl Comprehension Tests
Spelling	NGST (x3 per year)	Phonics (yr 1/2) Bi weekly 15 spell it out words
Writing	-	Baseline + End of half term assessed writing
Science	PTS	End of topic assessment
CATS	CAT4	

Monitoring and Follow Up

Formal and Informal Assessments will be used to inform future planning and as the basis for reporting to parents and future schools.

A child has achieved a particular standard when the teacher is confident the child could repeat the performance.

Where applicable, teacher assessment has the same importance as formal standardised assessments and professional judgments should be respected and valued.

Pupils with specific areas of concern who attend the Learning Success Unit are monitored and progress is discussed.

There is provision for staff in consultation with parents and the LSU to have children reassessed by the LSU department.

Summary

The pupils' work is monitored regularly throughout the school using different formal and informal methods.

Assessment will take different forms; teacher based assessment, observation of pupils within the learning / classroom situation; tests; self-assessment; peer assessment; written and oral work.

Assessment builds up into a profile for each pupil during their time in the school which is made available to the next teacher and school.

Outcomes of assessment should: modify teaching methods; provide feedback on Early Learning Goals and (where applicable) the National Curriculum Attainment Targets, as well as indicate the progress of each pupil.

Recording Assessment of Attainment and Effort

- Teachers are responsible for accurately recording assessment:
- In the Prep School prep/homework and work in class can be recorded in the teacher's mark book and can be used as a record of pupils' progress (attainment).
- Assessment scores at the end of each half term are recorded on an assessment spreadsheet which is stored on the Staff shared Area.
- Effort Assessment Marks are given **to each** pupil at the end of every half term in all subjects on a four point scale:
 - 4 = Exemplary Effort – the best you can be
 - 3 = Commendable Effort – always applies clear effort
 - 2 = Clear Effort – expected, clear effort most of the time
 - 1 = Inconsistent Effort – improvement required
- Effort Grades are recorded by pupils in their Planners and shared with parents on the iSAMs Portal.

*1 is only be given when the DH and parents have been contacted by the member of staff concerned, prior to the issuing of this level

These are based on the effort a pupil is perceived to be making. They are currently recorded on ISAMS (visible on the Parent App) and in the pupil's House Book (Years 3-6). The class teacher discusses the grades with each Pupil as necessary.

In Years 1 to 6 attainment is recorded on end of term reports using Performance Indicators

At Ranby House School each child is assessed in a variety of ways against the learning objectives covered within the class setting they are working. The codes below indicate his/her performance:

Code	Expected National Age-Related Standards for your child's teaching group	Description
MA	MASTERED	Your child is exceeding the expected standards for his/her age in ALL areas – He/she is extremely able in this area of the curriculum and is consistently working at a level well above what would normally be expected for his/her age and stage of learning in ALL areas of the subject.
EX	EXCEEDING	Your child is exceeding the expected standards for his/her age in MANY areas - He/she is very able in this area of the curriculum and is making progress beyond what would normally be expected for his/her age and stage of learning in MANY areas of the subject.
AC	ACHIEVING	Your child is working in line with the expected standards for his/her age – He/she is making the progress we would expect in line with their age and stage of learning. <i>Most pupils will be at this level.</i>
WO	WORKING TOWARDS	Your child is working towards the expected standards for his/her age – He/she is working more independently to further secure their knowledge and understanding as they move towards Age related expectations.
DE	DEVELOPING	Your child is beginning to develop the knowledge of the expected standards for his/her age – He/she is establishing basic knowledge and understanding of key concepts. Your child may be receiving additional help and support at school in this subject area.

Reporting to Parents

Parents of children in Years N-Y6 are invited to attend two formal parents' evenings, one in the Autumn term (class teachers) and one in the Spring term (class teachers and subject specialists). These act as opportunities to discuss the progress of their child with individual teachers. The teachers are also available at other times to discuss attainment. Parents of Reception children have the opportunity to discuss their child's 'EYFS Profile' in the summer term.

In the Pre-prep EYFS department a written report is provided in the summer term, including Information the about their child's progress in the 7 areas of learning.

In the Pre-Prep and Prep School, written reports are sent out at the end of each term. At the end of the Autumn term, the report includes Performance Indicators and teachers' comments on all academic subjects, as well as targets in both English and Maths. Performance Indicators are sent out at the end of the Spring term, although written comments / targets are provided in English and Maths. At the end of the academic year, parents receive a full report for all subjects along with Performance Indicators.

The required minimum amount of information to be reported in the teacher's comment includes:

- Reference to effort within the subject
- Attention drawn to strengths and weaknesses, suggesting, where possible, the means to their remedy and targets for improvement and development.
- Reports should also highlight, where relevant, a particular piece of work at which the pupil excelled or showed their best attainment.

Form/Class teacher Summary

The Form/Class teacher's written report is to be provided by the form teacher and includes details of the pupil's general progress. This should be an overview of academic progress, any special achievements during the term and the pupil's contribution to the life of the school;

Head's Comment

In the end of year report for all year 6 children, a Head's comment is included which details a general approach to school.

Individual Music tuition report

Children who undertake individual peripatetic tuition will also receive an instrumental report.

LSU reports

Those pupils who attend the Learning Support Unit also receive a written report (see LSU policy for further details).

Should parents make a reasonable request for further information with regard to their child, at any other time, this will be provided within a reasonable time period.



RANBY HOUSE

RANBY HOUSE – Assessment Schedule

Autumn Term 2024-2025

SCHOOL WEBSITE: WWW.WSNL.CO.UK **TELEPHONE: 01777 703138**

	3 rd Sept	9 th Sept	16 th Sept	23 rd Sept	30 th Sept	7 th Oct	14 th Oct	21 st Oct	28 th Oct	4 th Nov	11 th Nov	18 th Nov	25 th Nov	2 nd Dec	9 th Dec
Kindergarten	Two-year-old checks						Parents Evening & Tapestry updates to parents	Half Term	Two-year-old checks						Tapestry update to parents
Nursery	Fine Motor skills + maths baseline assessments					Maths Assessments			Fine Motor skills + new starters baseline					Fine Motor Assessments Maths Assessments	
Reception	English + Maths baseline assessments					Phonics Assessments								Phonics Assessments Maths Assessments	
Year 1 + 2	Phonics Check Salford Reading Test Baseline Write														
Year 3 – 6	PTM PTS NGRT NGST CAT4 Baseline write			IEP Targets Set		Effort Grades Teacher Ass. (All subjects)	Parents Eve IEP Review					Working at indicators + Target Grades + Tutor Reports open	End of Term Teacher Assessment (All subjects)	End of term IEP review	

Effort Grades	Parents Evening	Reports
<p>1st Half term Effort grades open: Wed 7th October – go live Fri 11th October 2024</p> <p>2nd Half term Effort Grades open: Mon 2nd Dec – Fri 6th December 2024</p>	<p>All Teachers: Mon 14th October 2024 + Wednesday 16th October 2024 Nursery – Yr. 6: 4.00pm – 7.00pm</p>	<p>Working At indicators and Targets + Form Tutor Comments</p> <p>Open: 11th November Completed for 25th November: - 1st print – Changes to be made for 2nd Dec -2nd print to SLT Live on Portal: 13th December</p>



RANBY HOUSE

RANBY HOUSE – Assessment Schedule Spring Term 2024-2025

SCHOOL WEBSITE: WWW.WSNL.CO.UK TELEPHONE: 01777 703138

Year Group	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb	17th Feb	24th Feb	3rd March	10th March	17th March	24th March	31st March	
Kindergarten	Two-year-old checks					Parents Evening & Tapestry updates to parents	Half Term	Two-year-old checks						
Nursery	Baseline Phonics Assessment Maths Assessment				Fine Motor Assessment			Phonics Assessments Maths Assessments				Fine Motor Assessment	Tapestry update to parents	
Reception					Phonics Assessments Maths Assessment						Phonics Assessments Maths Assessments			
Year 1 + 2					Effort Grades Teacher Ass. (All subjects)	Parents Eve		Working at indicators + Target Grades + Tutor Reports open		Effort Grades Teacher Ass. (All subjects)	Working at indicators + Target Grades + Tutor reports Go Live End of term IEP review			

Effort Grades	Parents Evening	Reports
<p>1st Half term Effort grades open: Mon 3rd February – go live Friday 7th February 2025</p> <p>2nd Half term Effort Grades open: Mon 17th March – Fri 21st March 2025</p>	<p>ALL Teachers Monday 10th February and Wednesday 12th February Nursery – Year 6: 4.00pm – 7.00pm</p>	<p>Working At indicators and Targets + Form Tutor Comments Open: 3rd March 2025 Completed for 17th March - 1st print 24th March – Changes to be made for 2nd print to SLT Live on Portal: 28th March</p>



RANBY HOUSE

RANBY HOUSE – Assessment Schedule

Summer Term 2024-2025

SCHOOL WEBSITE: WWW.WSNL.CO.UK **TELEPHONE: 01777 703138**

Year Group	21 st April	28 th April	5 th May	12 th May	19 th May	26 th May	2 nd June	9 th June	16 th June	23 rd June	30 th June	
Kindergarten	Two year old checks					Half Term	Two year old checks					
Nursery	Phonics Assessments Maths Assessments			Fine Motor Assessments	Tapestry updates to parents		Phonics Assessments Maths Assessments		Fine Motor Assessments	Parents Eve (Reception EYFS profile Meetings)		
Reception			Phonics Assessments	Phonics Assessments Maths Assessments								
Year 1 + 2			Effort Grades + Teacher Assessment Maths Reading Writing	Working at indicators + Target Grades + Tutor Reports Open (Full report for Yr 6)			Effort Grades		Effort Grades Teacher Ass. (all subjects)			
Year 3 - 6			PTM PTS NGRT NGST CAT4		REPORTS MADE LIVE TO PARENTS							

Effort Grades	Parents Evening	Reports
<p>1st Half term Effort grades open: Monday 12th May – go live Friday 16th May 2025</p> <p>2nd Half term Effort Grades open: Monday 16th June –Friday 20th June 2025</p>	<p>ALL Teachers Monday 23rd June + Wednesday 25th June 2025 Nursery – yr. 6: 4.00pm – 7.00pm</p>	<p>Working At indicators and Targets + Form Tutor Comments Full Reports inc. Headmasters comments for Year 6 Open: Friday 23rd May Completed for Monday 9th June: - 1st print Monday 16th June – Changes to be made for 2nd print to SLT Friday 20th June – Final print – Make Live</p>

More Able and Talented

We believe that through the use of a 'growth mindset' learning environment, all children have the ability to attain and achieve to their full potential, spiritually, physically, intellectually, emotionally and socially.

We therefore aim to provide every child with teaching and learning experiences and opportunities to ensure this is achieved in relation to their age, stage and ability. As a school with an educationally inclusive philosophy this applies equally to children with Special Educational Needs (SEN) and disabilities as well as those who would have been identified as 'more able and talented'.

This ensures that all our children are given the opportunity to be the 'best they can be'.

IDENTIFICATION OF ABILITY AND POTENTIAL:

A range of strategies is used and the process is on-going, beginning when the pupil first enters the school.

Children are continually assessed through teacher observation - this is reported to parents to discuss progress of individual children.

Children in Years 3 – 6 complete a CAT test each Autumn to ascertain innate ability levels and potential. This information is shared with staff so that children who are identified as capable of performing at the highest level (through National percentile ranking and SAS) are challenged.

As the pupils move through the school their progress is monitored by on-going teacher assessment. This is achieved through questioning, discussion, observation, marking, and examination and standardised testing and screening; results are scrutinised by form tutors, subject leaders and the Deputy Head to ensure appropriate progress has been made. Pupils with consistently high levels of attainment across the whole curriculum or who demonstrate particular high level skills in one area are provided with the necessary level of challenge. Termly reports and parents' evenings will form the basis for feedback of progress to parents.

This process is ongoing, non-discriminatory, transparent and fair and provides opportunities for some flexibility especially for children displaying some form of 'special needs' beyond more able and talented.

Aptitudes in Literacy can be identified when all or most of the following apply:-

A pupil:-

- may achieve very high SAS levels in standardise tests – NGRT, PTE, CAT
- demonstrates high levels of fluency and originality in conversation.
- uses research skills effectively to synthesise information and link prior learning.
- enjoys reading and responds to a range of texts at an advanced level.
- sees issues from a range of perspectives.
- possesses a creative and productive method of thinking and uses advanced skills when engaged in discussion.

Aptitudes in Numeracy can be identified when all or most of the following apply:-

A pupil:-

- excellent and rapid fluency skills
- explores a range of strategies for solving a problem.
- works flexibly and establishes his/her own strategies.
- is naturally curious when working with numbers and investigating problems.
- sees solutions quickly without the need to try a range of options.
- looks beyond the question in order to hypothesise and explain.
- enjoys manipulating numbers in a variety of ways.
- may achieve very high SAS levels in PTM

TEACHING AND LEARNING:

Teachers plan carefully to meet the learning needs of all pupils, giving opportunities for them to show what they know and can do.

Differentiation is achieved by:-

- a common, open ended activity which allows the children to respond at their own level, as individuals.
- enrichment activities that broaden a pupil's learning in a particular skill or knowledge area.
- individual activities within a common theme which reflects a greater depth of understanding and a higher level of attainment.
- the opportunity for pupils to progress through challenging work at their own rate of learning.
- The opportunity to follow personal interests within a topic area
- Through the use of careful questioning techniques

Where appropriate the setting of core subjects (Maths) into maths groups occurs, enabling teachers to concentrate on providing the best practice for a band of ability. Movement between groups ensures flexibility in meeting each pupil's developing needs.

A wide range of extra-curricular activities and visits as well as more specific, targeted enrichment clubs, offer pupils the opportunity to extend their learning in a variety of situations and add depth to their experience.

MANAGEMENT:

The Deputy Head and Subject Leaders/co-ordinators monitor the provision and practice within the school for talented and gifted pupils.

This includes:-

- monitoring department and individual Long, Medium and Short-term planning to ensure suitable activities are in place in all curriculum areas;
- monitoring the progress of individual pupils;
- supporting staff in the identification of and provision for more able and talented pupils;
- providing advice and support to staff on teaching and learning strategies and ensuring that training is available where necessary;
- providing training opportunities
- liaising with transfer schools;
- liaising with parents and outside agencies on related issues.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND, Disability and Accessibility Policy.

Monitoring and Evaluation

The Education Committee monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, meetings with the school council, etc.

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning reviews, learning walks, book looks, etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by Deputy Head. At every review, the policy will be discussed with the SLT and shared with staff.



RANBY HOUSE

RANBY HOUSE – Monitoring and Evaluation

2024-2025

SCHOOL WEBSITE: WWW.WSNL.CO.UK

TELEPHONE: 01777 703138

Aims and Purpose

The aims and purpose of Monitoring and Evaluation at Ranby House have been discussed and agreed by the staff over a series of meeting (Appendix 1). They are as follows:

- To share good practice, encourage self-reflection and development in order to raise our standard of teaching.
- To monitor and adjust our curriculum content to meet the needs our children and ensure happiness, engagement, and progression.
- To quality assure - ensuring our development targets are being met – as a whole school, as subjects and as year groups.
- To ensure that our policies and procedures are being followed and that they are fit for purpose.

Maths & English Lead

Spelling
Maths
Writing
Reading

ALL STAFF

Compliance with Policies
Behaviour
Rooms and displays
(Specialist Subjects)
Observation of Best Practice



RANBY HOUSE - Monitoring and Evaluation

Spelling

SCHOOL WEBSITE: WWW.WSNL.CO.UK

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		3L	3W	4B	4C	5M	5S	6B	6M
Week 1	Spell it out words present								
	Tricky Tracker identified								
	Drawing/ways to remember evident								
	SpellingShed lesson evident								
	Sound buttons identified								
Week 2	All quick 10 spellings evident								
	Progress Check evident								
Total									
Week 3	Spell it out words present								
	Tricky Tracker identified								
	Drawing/ways to remember evident								
	SpellingShed lesson evident								
	Sound buttons identified								
Week 4	All quick 10 spellings evident								
	Progress Check evident								
Total									
Week 5	Spell it out words present								
	Tricky Tracker identified								
	Drawing/ways to remember evident								
	SpellingShed lesson evident								
	Sound buttons identified								
Week 6	All quick 10 spellings evident								
	Progress Check evident								
Week 7	Spell it out words present								
	Tricky Tracker identified								
	Drawing/ways to remember evident								
	SpellingShed lesson evident								
	Sound buttons identified								
Week 8	All quick 10 spellings evident								
	Progress Check evident								



RANBY HOUSE –Monitoring and Evaluation

Maths

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		1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	6.1	6.2
Arithmetic	Quick Maths/mental maths starters												
Using and Applying	Problem-solving, open-ended tasks, reasoning, investigations evident												
Pitch	Tasks to support/challenge learning												
Progress	Progress evident since the beginning of the year.												
Marking	In line with school policy												
	Frequent												
	Identifies errors/ways forward												
	Celebrates success												
Presentation	Overall, children take pride in their work												
Content	Curriculum covered Volume of work												
Childrens working out	Jottings evident Number line evident Bar Method Evident												

Strengths:	
Weaknesses:	



RANBY HOUSE

RANBY HOUSE –Monitoring and Evaluation –Peer Observation

SCHOOL WEBSITE: WWW.WSNL.CO.UK

TELEPHONE: 01777 703138

Member of staff Observed:	
Subject/Year Group:	
Intended focus of the observation	

Things to consider when undertaking observations:

Teaching Focused Observations	
Pitch	Tasks to support/challenge learning
Progress	Progress evident since the beginning of the year
Marking	<p style="text-align: center;">In line with school policy</p> <p style="text-align: center;">Frequent</p> <p style="text-align: center;">Identifies errors/ways forward</p> <p style="text-align: center;">Celebrates success</p>
Presentation	On the whole, children take pride in their work
Content	<p style="text-align: center;">Curriculum covered</p> <p style="text-align: center;">Volume of work</p>
Classroom Focused Observations	
Behaviour/Engagement	<p style="text-align: center;">Are all children on task?</p> <p style="text-align: center;">Are they polite?</p> <p style="text-align: center;">Are they happy?</p>
Classroom Environment	<p style="text-align: center;">Boards</p> <p style="text-align: center;">Table arrangement</p> <p style="text-align: center;">Subject areas/ aids</p>
Health and Safety	Are there any obvious Health and Safety issues?
Use of Additional Staff	How are support staff deployed and used effectively?

Learner Profile/Metacognition	
Resilient Learners	Are pupils happy to make and learn from their mistakes? Can they cope with feedback?
Adaptable Learners	Can pupils apply different strategies to aid/reinforce their learning? Are they willing to try new things?
Independent Learners	Do pupils do their own research? Do they ask relevant questions? Can they evaluate their own learning and set goals?

Key Questions:

1. How do we ensure all pupils of all abilities make rapid progress in lessons?
2. How do we ensure lessons, and tasks within lessons, fully engage pupils' interests and are appropriately challenging?
3. How do we help pupils to develop their thinking and study skills?
4. How do we help pupils to take leadership of their own learning?

<i>Good Practice identified</i>	<i>What have I already done or what do I want to do to improve my own practice?</i>