



ROSE HILL SCHOOL

ROYAL TUNBRIDGE WELLS

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CURRICULUM POLICY

(Parts A & B updated November 2007)

(Part C updated November 2007)

AN OVERVIEW

1. AIMS

- To provide a broadly based and balanced curriculum which enables all pupils from Kindergarten to Year 8 to achieve their very best.
- To promote the academic, social, spiritual, moral, physical and cultural development of young people in a stimulating and challenging environment.

2. IMPLEMENTATION

All pupils have entitlement to the whole curriculum. This will be achieved through the following elements of our educational provision:

A) Quality of Teaching and Resources :

Documents relating to the planning of work, class management, resources, display, subject expertise and development, subject handbooks

B) The Curriculum :

Schemes of work, prep/homework, presentation, examinations, scholarship pupils, learning support, timetable, extra-curricular activities, staff

C) Assessment, Recording and Reporting :

Management and monitoring of assessment, curriculum planning, assessment as an ongoing process, marking and feedback, end of Key Stage assessments and tests, recording evidence of pupil achievement and MAPPING progress, reporting to parents, staff and transferring schools

SEPARATE AND DETAILED POLICY STATEMENTS FOR THESE THREE ELEMENTS ARE INCLUDED IN THIS DOCUMENT

3. ROLES AND RESPONSIBILITIES

- Each and every teacher is responsible for the implementation of this policy.
- The Head has overall responsibility for curriculum delivery.
- The Director of Studies has responsibility for overseeing the implementation of this policy.
- Heads of Department oversee subject planning and delivery in all areas of their department.
- Subject coordinators in the Pre-Prep liaise with Heads of Department over curriculum delivery.
- Teachers are responsible for subject planning, organisation, delivery and pupil assessment.

4. **MONITORING AND EVALUATION**

- The Management Team through Staff Annual Appraisal and lesson observation.
- The Heads of Department through lesson observation and liaison with the Director of Studies
- Through discussion and feedback at Departmental and Staff meetings.
- Through assessment of the implementation by individual staff.
- Through the annual S.W.O.T. analysis (whole school, departmental and subject) enabling ongoing improvement to be built into the School Development Plan.
- Form and Subject Teachers through evidence of pupil assessment and record keeping.

POLICY STATEMENT ON **A) QUALITY OF TEACHING AND RESOURCES**

APPLICABLE TO : All Teaching Staff

IMPLEMENTATION IN LINE WITH THE AIMS OF THE CURRICULUM POLICY :

- 1) **PLANNING** All teachers are required to produce Schemes of Work for each subject taught, in line with the agreed Programme of Study of the relevant department. Depending on the age group/s taught, teachers must have knowledge of Early Learning Goals, the National Curriculum, the National Literacy and Numeracy Strategies, Common Entrance, scholarship expectations, 11+ and End of Key Stage One and Two requirements. Educational experience for children beyond the examination requirements is encouraged.

All teachers are required to produce detailed Medium Term plans before the start of each new term. These plans should state clear learning objectives, teaching strategies and activities, class grouping for differentiation appropriate to pupils' needs, interest and abilities, details of what is to be assessed and how, resources to be used and a section for evaluation to be completed when the plan or topics within the plan have been delivered. The assessment and evaluation should help to guide future planning. It is expected that the use of I.C.T. will be incorporated into the Medium Term plans.

Copies of this documentation should be handed to the D.O.S. before the start of the new term.

All teachers are issued with an Educational Planning book to record their day-to-day lesson plans.

Individual Education Plans for pupils identified with special educational needs are produced with the help of Learning Support Staff (see Learning Support Policy).

- 2) **CLASS MANAGEMENT** Each member of staff is responsible for maintaining a secure, calmly-controlled and stimulating atmosphere in lessons, for using a variety of teaching methods that are engaging, motivating and challenging, enabling pupils to progress at a suitable pace.

Each class in the Pre-prep Department has a Teacher's Assistant.

A gap year student helps in the Main School to support as necessary. The student's timetable is organized by the Deputy Head.

- 3) **RESOURCES** Heads of Department oversee the provision of resources within their department. Specialist rooms are provided for each department, encouraging retention of resources in department areas. The department completes its annual audit in the Spring Term and budgets for the purchase of new resources. The details appear in the Department Plan for the new academic year. Out of school resources, such as residential facilities, educational visits and community resources are used by departments for enhancement of the curriculum.

The Bursar's Assistant orders and maintains the stock of stationery for all classroom and display needs. The stationery cupboard is next to the Music Room.

- 4) **DISPLAY** To communicate the standards and values of the school, within the school community and to a wider audience, all teachers ensure that their classrooms and other appointed areas for display are decorated with children's work and posters. Children's

work is celebrated and valued through display. It informs and stimulates imagination and creativity. Work is presented with care and imagination, and mounted if appropriate. Labelling is clear and easily visible for the children.

Children have their work displayed from time to time during the course of the year. In general, displays are changed half-termly.

The Head of Art coordinates displays in the Dining Room, Reception lobby and the Staff Room corridor.

- 5.) **SUBJECT EXPERTISE AND DEVELOPMENT** Heads of Department have knowledge of The National Curriculum, and requirements of Common Entrance and independent schools' scholarships. Departments are required to meet at least once a term to ensure co-ordination of approach and to decide upon developmental needs. All staff are encouraged to keep up-to-date with subject development and to attend INSET.

The Head oversees the I.N.S.E.T. programme for individual teachers. The Head works closely with Heads of Department to fulfil the INSET needs.

Staff complete an evaluation form post course.

- 6.) **SUBJECT HANDBOOKS** Heads of Department are responsible for the production of their Subject Handbook and for updating it annually. All Handbooks are updated before the start of the new academic year. Ongoing maintenance is recommended.

The Director of Studies monitors the content and maintenance of the Handbooks. Subject Handbooks should contain the following:

Contents	(1 side A4)
Philosophy	(1 side A4) General principles and aims for each year group
Staff	(1 side A4) Showing lines of responsibility and teaching groups
Results	(1 side A4) External exams, Key Stages and any other information
Subject Development Plan	
	<u>Review of Past Year</u> / SWOTs. from all subject staff
	<u>Staff Development</u> (Appraisal and courses)
	<u>Resources</u>
	<u>Policies/Documentation</u> (assessment, learning support, ICT, presentation, planning)
	<u>Targets for New Academic Year</u> (drawn from SWOTs)
	<u>Items outside subject budget</u> (fed to Whole School Development plan)
	<u>Other Issues</u>
Budget	Annual/Termly Expenditure. Agree forecast with Bursar.
Schemes of Work	For each year group.
Appendices	Any other relevant documentation.

S.K.H. JANUARY 2003

B) THE CURRICULUM

APPLICABLE TO : All teaching staff

IMPLEMENTATION IN LINE WITH THE AIMS OF THE CURRICULUM POLICY :

1) **SCHEMES OF WORK** All timetabled subjects follow agreed Programmes of Study. Depending on the age group, the Programmes of Study embrace the requirements of the Early Learning Goals, National Curriculum, Numeracy and Literacy Strategies, Common Entrance and Scholarship expectations, but, at the same time, are not limited by them. Schemes of work detail the content and nature of delivery of the Programmes of Study and show progression from Kindergarten through to Year 8. The Heads of Department oversee coordination of approach and development, and inclusion of cross-curricular links.

2) **PREP AND HOMEWORK** Prep is an occasion when pupils are expected to work on their own. The aim is to practise, consolidate and complement learning that has taken place in the classroom. All pupils are required to do prep and/or homework. The class or subject teacher sets the Prep during the subject lesson time and ensures clear understanding of tasks and of minimum and maximum expectations. Staff ensure that all pupils have sufficient resources to complete their prep in a satisfactory manner.

The Director of Studies, Heads of Area and Heads of Department work out the time allocation for prep/homework. This allows for a balanced time allocation between subjects and for reasonable time demands upon the pupils.

In the Pre-Prep, homework is essentially based around shared reading. Pupils in Years 1 and 2 have number and language work spread across the week in addition to reading. The class teacher sets and monitors the homework.

In the Main School, Years 3 and 4 have two 25 minute English and two 25 minute Mathematics homework's a week in addition to daily reading. Other subject teachers may set prep to be completed at the weekend. This is done in consultation with the Director of Studies who monitors the nature and amount of homework set. Years 5 to 8 have 2x25minute preps each for English, Mathematics and Science, and 25minutes each for History, Geography, RS, Latin and French. Pupils from Y6-8 have 2 French preps. Art is included for Y8. Y6-8 stay for compulsory, supervised prep sessions after school between 4.20pm and 5.10pm daily and have home prep according to year-group.

Pupils enter their subject preps in their personal Homework Diary as the prep is set. Subject teachers and Form teachers monitor the quality and satisfactory completion of preps.

The co-operation of parents and staff is sought in the implementation of this section of the Curriculum Policy. Parents are asked to sign the diary weekly.

For allocation of preps see Main School Timetable and Pre-Prep notice board.

- 3) **PRESENTATION** We promote pride in work and ensure consistency and clarity. In order to provide a standard that all pupils can follow, we adopt one procedure across subjects and age groups.

All work is dated, titled and underlined in pen or pencil. Dates should be written in full and titles should be underlined with the use of a ruler. All completed work is ruled off.

Pre-Prep pupils write with a pencil and Main School pupils use a fountain pen (or equivalent), with blue washable ink, at the earliest opportunity for most subjects.

The School is committed to developing a neat cursive style of Handwriting for all pupils. From Kindergarten to Main School pupils are taught the Letterland Handwriting style through regular practice sessions as part of the English Programme of Study.

All subject staff are seen as facilitators of good handwriting and encourage writers to adopt and maintain the correct pen/pencil hold, the correct writing position and posture, the correct letter formation and shape and the correct letter joins (*See Appendix A and Letterland Scheme*). Left and right-handed writers are accommodated equally.

Spelling mistakes are written out by the subject teacher underneath the work and pupils are encouraged to write them out in their exercise book or in a separate spelling/ vocabulary book where appropriate. The Look-Cover-Write-Check method of learning spellings is adopted. (*See English Schemes of Work for the teaching of spelling.*)

Presentation of work is monitored by the subject /class teacher and, if necessary, by the Head of Area when a correction programme may be brought into operation.

- 4) **EXAMINATIONS** Formal assessment of attainment takes place through written examinations set by school and external examining bodies.

In the Autumn Term:

Year 3 pupils sit examinations in English and Mathematics

Year 4 pupils sit examinations in English, Mathematics, Science and French

Those year 6 pupils entering the Kent Selection Procedure sit 11+ Tests in Verbal and Non Verbal Reasoning and Mathematics

Years 5/7/8 sit examinations in all academic subjects including Latin for Years 7 and 8

In the Spring Term:

Year 2 pupils carry out tasks for English and Mathematics between January and the end of May, and ongoing teacher assessments in English Mathematics and Science from September to May.

Year 6 pupils sit mock Key Stage 2 Tests in English, Mathematics and Science

Year 8 pupils sit Mock Common Entrance or Mock Scholarship examinations.

In the Summer Term:

Baseline Assessment for Reception pupils.

Year 2 pupils sit Statutory Assessments Tests as the final part of the National End of Key Stage 1 Assessment Tests.

Year 3 pupils sit Examinations in English, Mathematics Science

Year 4 pupils sit examinations in all academic subjects and VR and NVR tests

Year 5 pupils sit examinations in all academic subjects, VR and NVR tests

Year 6 pupils sit Statutory Assessment Tests in English, Mathematics and Science as the final part of the National End of Key Stage 2 Assessments. At a later date they sit examinations in the remaining academic subjects.

Year 7 sit examinations in all academic subjects, VR and NVR tests

Year 8 sit Common Entrance or Scholarship examinations.

School examinations are set by subject teachers. The timetable is organised by the Director of Studies.

All pupils receive exam timetables well in advance and are guided through a programme of revision.

School exams are marked by subject teachers and results are given out only after the last exam has been taken.

SATs are externally set and marked and all results are reported to The National Data Collecting Agency.

Kent Selection Tests are set and marked externally

Common Entrance and Scholarship examinations are set and marked externally.

Individual Targets for the new term are set subject by subject in end-of-term reports.

- 5) **SCHOLARSHIP PUPILS** Pupils who show potential scholarship ability follow a programme of accelerated learning which prepares them for independent school scholarship examinations.
- 6) **LEARNING SUPPORT** When pupils cause us concern about any aspect of their educational or social development, a set procedure to identify the problem is carried out. The pupil and problem are discussed in the weekly staff meetings and action is agreed. The Class Teacher or Head of Area discusses concerns with parents and, with their agreement, preliminary assessments may be carried out by our Learning Support Staff. Further assessment may be deemed necessary. As soon as the problem is identified, Learning Support is given and the pupil follows an Individual Education Plan set up by our Learning Support Staff. This is followed in conjunction with the class education programme. Children may receive support individually or in small groups. This support may take place in class or independently.

Full details of procedures are found in The Learning Support Policy.

- 7) **TIMETABLE** The Main School Timetable is drawn up by the Director of Studies. The Pre Prep Department Timetable is drawn up by the Pre Prep staff. Times for the ICT Centre, Sports Hall, School Hall and Music Room are allocated in consultation and in agreement with the Head of Pre-Prep and Main School Staff.

All pupils in the Pre Prep are taught in mixed ability classes. Literacy and Numeracy Hours occur daily and all other subjects are spread across the week at regular intervals. There is an emphasis on academic subjects in the morning sessions. Year 2 children are setted for spelling.

Pupils in Year 3 are taught in mixed ability Form Tutor groups. Setting for Mathematics and English occurs when the Year 3 Teachers and Head of Lower School consider the time appropriate.

Pupils in Year 4 are setted for English and Mathematics from the beginning of the academic year. All other subjects are taught in mixed ability Form Tutor groups.

Pupils in Years 5, 6, 7 and 8 are setted for English, Mathematics, Science and French. All other subjects are taught in mixed ability Form Tutor groups.

All pupils follow a weekly timetable.

Lesson allocation for year groups is displayed on Pre Prep and Main School Timetables.

- 8) EXTRA-CURRICULAR ACTIVITIES** A varied programme of activities is available to all pupils. The programme fosters pupils' all round development by offering aesthetic, adventurous, creative, cultural, dramatic, intellectual, musical, spiritual and sporting opportunities.

The activities are generally delivered by the goodwill of staff with certain clubs taken by external specialists. They take place during lunch break or after school if they are weekly activities, or on single occasions such as the Leavers' Trip, The Ski Trip, French visits and Exchanges, the Year 7 Outdoor Activity Day or the School Outings Day. They may vary from term to term, season to season or year to year.

The Deputy Head co-ordinates the Regular Extra-Curricular Activities.

- 9) STAFF** *A current list of full time, part time and peripatetic teachers can be found in Appendix B*

SKH JANUARY 2003

POLICY STATEMENT ON **C) ASSESSMENT, RECORDING, REPORTING**

APPLICABLE TO: All staff

IMPLEMENTATION IN LINE WITH THE AIMS OF THE CURRICULUM POLICY:

Assessment is essential to monitoring effective teaching and learning. It can be :

Summative	showing what has been learned (end of unit tests, exams, CE, SATs)
Diagnostic	showing ability and potential, and what needs to be mastered (including Learning Support)
Formative	ongoing within a learning programme by observing pupils as they think and work through their tasks (day to day), giving guidance to inform curriculum planning.
Evaluative	showing how pupils do in relation to one another and how they do in relation to the requirements of the course they are taking

Our assessment methods range from: observing pupils, asking questions, listening, marking pieces of work, administering tests and self assessment.

We use assessment information to inform curriculum planning:

- by evaluating pupil and class success
- by adjusting and improving current plans to help us set learning objectives
- to inform teaching approaches by developing classroom strategies to further improve course delivery.

- 1) **MANAGING AND MONITORING OF ASSESSMENT** The Headteacher ensures that the agreed assessment procedures are carried out. The D.O.S. monitors the procedures and all Curriculum Planning. Heads of Department monitor these procedures within their department. For long term planning, all teaching staff match the Curriculum offered to the needs of pupils and map progression. For medium term planning, all teaching staff identify intended progression and targets, ensure that plans contain clear learning objectives and indicate how achievement will be recognised through assessment opportunities. For short term planning, all teachers select suitable activities and resources which take account of pupils' prior learning, outline assessment methods and include strategies for communicating the learning objectives, individual targets and assessment criteria to pupils. We use assessment to identify pupils in need of Learning Support. Individual Education Plans for pupils on our Learning Support Register are monitored by the Learning Support Staff.

Through **marking** we monitor and grade progress:

In the Pre-Prep marking is carried out with the child, when appropriate, to provide immediate feedback. Oral/written responses are given on completion of tasks or as soon as possible thereafter. From Year 1 red pen is used for the majority of the marking. Other colours may be used at the teacher's discretion. Corrections are made as appropriate to the child and the task. Marks are awarded in Years 1 and 2 for weekly 'Spell Checks'. Rewards for good achievement and/or progress include stars, stamps and stickers.

In the Main School it is our aim to mark promptly and to return to pupils with oral and written feedback, as a class or individually, ideally at the next lesson. All

subject staff maintain a mark book which records the attempts of pupils at the exercises and experiences provided for them. The marks provide the basis for Mid-Term and End of Term Assessments. Staff are responsible for ensuring that pupils understand the criteria by which work will be marked. We accompany most marking with positive comment e.g.: words of praise, help, guidance and targets for further achievement. Time is built into lessons for pupils to reflect on marking and respond to it. Pupils are expected to correct work as indicated by the teacher and key words are recorded.

Rewards for progress/achievement/effort include stars, plus points and G Stars for outstanding pieces of work. G Stars are worth from 3 to 9 plus points according to the teacher's judgement of the work's quality. Whenever G Stars are awarded, the Headteacher reinforces the praise in the school assembly.

Examinations set by subject staff allow each pupil to achieve some success. We test for different skills through varied styles of questioning, with which pupils are familiar from class work. We test: recall (memory), comprehension, self expression (essays), data analysis, ability to develop a theme from a basic level to a more advanced level, ability to recognise and understand key vocabulary. As pupils approach external examinations, then our school exams follow a similar style.

Revision is guided by subject staff and pupils follow a specific revision programme where note making is an important feature for reinforcement of knowledge and understanding. Revision notes are given to pupils, where appropriate, about 2 weeks in advance of the examinations. Lessons and preps during the week before examinations are for teacher guided revision. Pupils are given guidance about answering and understanding marking systems used in written examinations. Examination procedures are explained to pupils and a copy is posted in their form room.

During the examination period, Main School lessons are suspended and an examination timetable is followed. The timetable is formulated by the D.O.S. after subject staff have indicated the number and length of exams required for each Year Group.

When the exam timetable for the Year Group has been completed, lessons are resumed and each examination paper is thoroughly discussed.

Class and individual feedback is given. Marks are given to individuals only after all examinations in all examined subjects have taken place. Feedback gives information about pupils' strengths and weaknesses in specific areas and gives guidance for further improvement.

As with **School Examinations, End of Key Stage Assessment** information is drawn on for our teachers to evaluate and monitor progress towards targets.

Mid and End of Term Assessments are carried out in the Main School. Attainment numbers and effort grades are awarded to pupils for all examined subjects.

Consideration is given to the range of evidence for assessment from teacher observation, listening, asking questions, setting tasks and viewing the outcomes of pupils' work as it happens. This evidence may include:

- Written
- Graphic
- 3D
- Oral
- Physical

Numbers 1 – 3 indicate levels of attainment within the teaching group:

- 1 = higher band of attainment within the group
- 2 = middle band of attainment with the group
- 3 = lower band of attainment within the group

Effort grades record pupils' input to lessons. In all effort awards, the character of the pupil is kept in mind, and normally reserved or reticent pupils are not penalised on account of a comparatively less obvious show of enthusiasm or effort. The grade awarded refers to effort over the whole of the period in question. The effort grading system is as follows:

- A. Consistently high commitment and excellent effort
- B. Good class contribution and generally conscientious effort
- C. Adequate effort and contribution which could be improved upon
- D. Inadequate effort and unsatisfactory approach

Pupils who are awarded A grades for effort, and no more than 2 or 3 B grades for examined subjects, receive an Academic Commendation and Certificate. In subjects that award only effort grades, pupils can be awarded a special A* and receive a Subject Commendation Certificate.

Certificates are awarded at the end of term.

- 2) **RECORDING EVIDENCE OF PUPIL ACHIEVEMENT** At Rose Hill our formal records are built using the evidence of pupils' progress over a period of time. The evidence includes the outcomes of observation, questioning, marking and testing (as detailed in the Assessment Statement above). The records track the progress that pupils make and are used to inform. This information is fed into our reporting system.

Pupils' exercise books, folders, displays and photographs serve as continuous, detailed sources of evidence. Schemes of work show coverage of the curriculum.

In the Pre-Prep diaries are initiated at the time of entry. Two selected pieces of work are added to the diary each term and provide a continuous source of evidence up to the end of Year 2.

Through the Foundation Stage (Kindergarten and Reception) teacher observations are carried out in line with all 6 Early Learning Goals. A record booklet, used to assess the finer strands within each Goal is completed by the end of the Foundation Stage.

At the end of Key Stage 1, SATs are completed by all Year 2 pupils. Teachers compile Reading Records to track reading and comments by teachers and parents are noted in the Record.

Language progress is recorded regularly from Reception to Year 2 and written Language assessments are completed termly.

Pupil Profiles are completed by Class Teachers. They note parental meetings and general social and behavioural comments.

Information is fed into the Formal Reporting system as appropriate. Copies of Pre-Prep Reports are filed in the Pre-Prep staffroom.

In the Main School, all academic subject staff keep mark books. Other subject staff record achievement as statements in pupil files.

Every half term all subject staff enter attainment numbers (if appropriate to the subject) and effort grades onto a database in the staff room.

Mid term report cards give academic attainment, effort grades, pluses and minuses and contain a general comment on achievement, effort and social skills from the Form Tutor.

Full Reports are compiled at the end of the Autumn and Summer Terms. In the Spring Term, a report card is computer generated (in the same way as the Half Term Card) and gives academic attainment bands, effort grades, pluses and minuses along with comments on Sports and Activities and comments from the Form Tutor and Headteacher/Head of Lower School. Copies of all written reports are kept in pupils files in the Staff Room.

A tracking system is in place and is kept on a database in the Main School Staff Room. The information is stored in Tutor Group Tables and moves up the school with the class/child. The information includes end of year subject levels, reading ages and VR + NVR scores. The tracking system is monitored by the Director of Studies and Head of Upper School.

Other recorded information is as follows:

- Each term and with subject teacher help, each pupil selects items of best work to show creative and mathematical achievement. This evidence is collated by the Form Tutor and kept in the pupil's best work file.
- Pupil Profile sheets are completed by Form Tutors as the year progresses and by the end of the Summer Term. They contain short remarks about pupil achievements in school teams etc, meetings with parents about progress and/or behaviour and general comment useful to the pupil's next Form Tutor/School.
- A record of all pupil pluses for a Term is displayed on the House Notice Board. House Tutors maintain these records for the academic year.

- 3) **REPORTING** Written reports and meetings with parents are opportunities to review pupil progress to date, discuss strengths and weaknesses and give advice for future learning. Written reports provide information for parents in line with government directives. They report on attendance, behaviour, all curricular subjects and extra-curricular activities. They build up a picture of a pupil's progress using, where possible, national standards. They ensure opportunities for parental reply and involvement.

Written Reports are sent to parents at the following times:

Pre-Prep

Autumn Term	Short settling-in report at half term
Spring Term	Report cards at half term sent to all parents
Summer Term	Full Reports at end of June. Year 2 SATs results

Main School

Autumn Term	Mid-Term Assessment Cards (taken home by pupils on the last day of half term) Full Reports at the end of term (sent to parents in the week immediately after the end of term)
Spring Term	Mid-Term Assessment Cards End of Term Report Cards. Year 8 cards include mock CE examination results.
Summer Term	Mid-Term Assessment Cards Full Reports at end of term Year 6 SATs results

Reports may be word processed or hand-written.

Reports are personal to the pupil and describe achievement that is factual and specific. We aim to write in a clear and straightforward way, with correct grammar, punctuation and

spelling. Pupils' full Christian name and surname are used unless advised otherwise by the Heads of Upper or Lower School.

- For subject reports, approximately one third records work covered and the following two thirds record significant achievements and give advice for future learning.
- The Form Tutor report gives comment on academic, social and extra curricular activities.
- The Headteacher/Head of Lower School/Head of Pre-Prep gives a personal comment.
- To aid parental understanding we avoid the use of jargon and mismatch of effort grade and report comment.
- The Director of Studies compiles and displays guidance and deadlines for all report writing on the staff room notice board. The order in which the reports should appear in the report booklet is also displayed.

- Form Tutors collate all their pupil reports and proof read them before passing them to Headteacher (Years 6-8), Head of Lower School (Years 3-5) or Head of Pre-Prep for their comment.
- The Headteacher/ Head of Lower School/Head of Pre-Prep also proofreads each report.
- All contributors to reports sign their name at the foot of each report.
- The school office informs Form Tutors of the need for any extra report to be sent to separated parents.

Parents' Evenings are at the following times:

Pre-Prep

Mid September	Welcome meetings 3.30 – 4.00. An informal occasion to meet staff. Class teachers of Reception, Year 1 and Year 2 make short presentations to parents to explain routine/structure of the year ahead and answer questions.
Early November	Consultation Evenings: Kindergarten, Reception, Year 1 and Year 2
Early March	Consultation Evenings (spread over 2 evenings) Kindergarten, Reception, Year 1 and Year 2
June	Kindergarten Consultation Evening
July	Consultation Evenings (spread over 2 evenings) Kindergarten, Reception, Year 1 and Year 2

The consultation evenings provide follow-up to written reports. Main School teachers, who teach in the Pre-Prep, attend the Summer Term parent consultation evenings. All staff are required to attend the designated contact evenings during the year.

Main School

Autumn Term	Consultation Evenings for all year groups
Spring Term	Consultation Evenings for Year 8, Year 6, Year 3
Summer Term	Consultation Evenings for Year 4, Year 5, Year 6, Year 7

Communication with parents takes place on a day to day basis throughout the term. (Parents are able to speak with staff at the beginning or end of the day, or arrange an appointment if appropriate).

- 4) **TRANSFER OF INFORMATION** When a pupil moves to the next class at Rose Hill, all records are passed on to the next teacher before the new term and discussions about pupils takes place. Teachers read the information received and use it to provide appropriate challenge and support for each pupil. The relevant Form Tutors are responsible for collating, passing and receiving the records.

When a pupil moves to a new school, the Director of Studies and Secretary send pupil records to the new school. End of Key Stage information is included.

Copies of pupil reports and teachers' notes are stored at Rose Hill School for 6 years from the date of departure.

Updated SKH January 2004
To be reviewed by MT