

Lincoln Minster School

Curriculum

1. Policy Statement

This policy is written in support of the school's aims and vision, namely to bring out The Best in Everyone, ensuring that our students are happy and achieve, and in that order. This policy should be read in conjunction with the school aims. We will always strive to ensure that all children attending the school are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The school takes into account the ages and aptitudes of all pupils, including those with an Education, Health and Care plan, and does not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We aim to provide an environment that sets high expectations, facilitating stretch and challenge, where each pupil is stimulated to fulfil their potential in preparation for the next stage of their education and future employment. In addition, whilst this policy seeks to support the school's academic aims, its implementation will also promote the fulfilment of many personal, social, health and economic aims. This policy applies to all members of our school community, including boarders and those in our Early Years Foundation Stage (EYFS).

Lincoln Minster School is fully committed to ensuring that the application of this Curriculum Policy is non-discriminatory and encourages respect for other people, paying particular regard to the protected characteristics set out in the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on the school website and on request from the main school offices and should be read in conjunction with the following documents: School Philosophy and Aims, Teaching and Learning policy, Assessment policy, Recording and Reporting policy, Special Educational Needs and Disabilities policy (including those with English as an additional language), PSHE policy and Relationships and Sex Education policy.

This document is reviewed annually or as events or legislation change requires.

Reviewed By	N Boot; Assistant Head - Academic A Coupland; Head of the Preparatory School
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2. Whole School Procedures

2.1 Curriculum Aims

The aims of the curriculum of Lincoln Minster School are to enable students to develop:

- a sense of enquiry, the ability to question, solve problems and argue rationally
- a willingness to apply themselves and an aptitude for learning
- knowledge and skills to prepare them for the opportunities, responsibilities and experiences of adult life in British Society as well as employment within a rapidly changing world
- the values, skills and behaviours needed to thrive and succeed
- literacy, numeracy, speaking and listening skills
- confident and effective use of ICT
- creativity, critical awareness, empathy and sensitivity
- a recognition of their own and others' achievements, in school and beyond
- self-esteem, self-worth and self-confidence
- the skills of working as both an individual and as a member of a group or team
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect
- an awareness of the pupil's place in the community and opportunities for service to each other and to the community.

2.2 Pupil Entitlement

We are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide.

This means that we seek to ensure:

- students experience a broad and balanced educational experience
- appropriate levels of expectation and genuine challenge
- relevance, continuity and progression in learning

We provide courses of study and utilise teaching methods which meet the wide range of needs, interests and aspirations of our students and help them to thrive. It also means that many features of the curriculum are common to all students, and we ensure that programmes of activities are appropriate to pupils' needs in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and Creative
- Speaking, Listening, Literacy and Numeracy

The curriculum provision enables all students to have the opportunity to learn and make progress including those with special educational needs and/or disabilities, those for whom English is an additional language and students of all aptitude and needs.

2.3 Access to the Curriculum

We are an inclusive school and we must ensure that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or are becoming de-motivated are swiftly identified and provided with appropriate support, encouragement, guidance and reasonable adjustments (including those for all SEND students), so that they might continue to participate at the most appropriate level for them.

2.4 Expectations of staff

Staff are expected actively to promote and seek to secure the curriculum aims (above). This will mean that our staff:

- have high expectations of students and ‘teach to the top’
- employ highly effective teaching pedagogies to ensure that all of them can access the curriculum and can make progress
- deliver programmes of study which are sequenced to build upon students’ previous knowledge and provide progression and continuity
- provide work which is appropriate for the ages, needs and aptitudes of the students, offers depth and challenge and which motivates and inspires them (*including any pupils with an EHC or a statement of special needs whose needs must be reviewed annually*)
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, giving clear targets and encouraging pupils to evaluate their own achievements
- develop students’ skills to become independent learners
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- keep parents/carers regularly and fully informed about the progress and achievements of their children

Ultimately, curriculum provision will enable all pupils to acquire new knowledge and make good progress according to their ability and does not discriminate against pupils or promote partisan political views. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Our provision does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Senior School Procedures

3.1 Curriculum Aims and Structure

The Senior School provides full time supervised education for students of compulsory school age, 11-16 years. It also provides for students above this age to study at Key Stage 5 (Year 12 and Year 13).

3.2 The timetable

The school operates a 30 period week. There are six periods per day (four in the morning, two in the afternoon), lasting 50 minutes each. All year groups take part in an extensive co-curricular programme (ranging from 45 to 60 minutes). At Key Stage 3 and Key Stage 4 this takes place every day (with a more flexible programme on Fridays). Key Stage 5 students take part in at least two activities every week. Each year group would normally attend two assemblies per week during morning registration.

This means that teaching time for Y7-11 is 25 hours with an additional 3¼ - 5 hours of co-curricular provision, dependent on their co-curricular choices.

At Key Stage 5, subjects are all taught in option blocks and each subject is allocated 6 periods of teaching time per week.

Key Stage 3: Years 7, 8 & 9

Pupils follow a common curriculum comprising:

- English
- Mathematics
- Science
- French and/or Spanish
- Art
- Drama
- Music
- Geography
- History
- Religious Studies
- Computing
- Electronics (Years 7 and 8)
- Food & Nutrition (Years 7 and 8)
- Physical Education
- Games
- Personal, Social, Health and Economic (PSHE) education
- Relationships and Sex Education

Key Stage 4: Years 10 & 11

At Key Stage 4, students take courses from a common core, and up to three further options. They also follow a course in Personal, Social, Health and Citizenship Education which includes health education, citizenship, ethics, relationships and sex education.

The common core comprises:

- English (nearly all students take both language and literature)
- Mathematics
- Science (either Separate Sciences or Combined Science)
- Physical Education (non-examined)
- Personal, Social, Health and Economic (PSHE) education including Relationships and Sex Education (RSE) (non-examined)

They then make three further choices from a list of fourteen subjects:

- Art
- Business Studies
- Computing
- Drama
- Electronics
- French
- GCSE PE
- Geography
- Global Perspectives
- Graphics
- History
- Music
- Religious Studies
- Spanish
- Textiles

The majority of these courses are GCSEs and the majority of students, therefore, can achieve nine GCSEs. Alternative provision is made for the small numbers who are not able to manage this study load, including a language skills course for some students for whom English is not their first language in place of a Modern Foreign Language. Reduced Curriculum loadings can also be negotiated with the Deputy Head – Academic for students with a particular gift or talent requiring a significant amount of commitment or for those students, identified by the school, that would benefit from additional time or support to dedicate to their other GCSEs.

Key Stage 5: Years 12 & 13 (Sixth Form)

Students choose from a wide range of A Level and BTEC/CTEC courses. The option blocks are created each year to allow for a greater number of option combinations based on student selections. Subject to interest and therefore course viability, our typical offer might include:

- Art
- Biology
- Business
- Chemistry
- Computer Science
- Criminology
- Drama and Theatre Studies
- Economics

- English Literature
- French
- Geography
- Graphics
- History
- Mathematics
- Mathematics (Further)
- Music
- Photography
- Physical Education
- Physics
- Psychology
- Sociology
- Spanish

Students generally choose three subjects in Year 12 and many will also take the Extended Project Qualification (EPQ), but the curriculum is frequently adapted for individuals depending on their needs. In addition, all Sixth Form students follow a course in personal, social, health and economic education (Life Skills), attend weekly assemblies and regular tutorial sessions. They also have the opportunity to take part in (and, in some circumstances lead) the extensive co-curricular programme in order to allow them to develop new and improve existing talents and to prepare them for the opportunities, responsibilities and experiences of adult life in British Society.

3.3 Curriculum matters

Mixed ability teaching, setting and differentiation

As of September 2024, both Year 7 and Year 8 students are placed in mixed ability teaching groups for all subjects except in Mathematics. The decisions on groupings are informed by a range of data including cognitive ability testing, KS2 SATs, school reports and information from transition visits. Students in Years 9 are in teaching groups broadly based upon ability. As of September 2025, the entirety of Key Stage 3 will be in mixed ability teaching groups.

Where necessary, Maths, English and Science have the ability to place students into ability sets or broad bands at all points during Years 7 - 11, in order to target work more precisely.

To take account of differences in ability and the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all students. This will involve, at different times, adapting tasks, providing different resources, developing extension work, utilising a range of effective pedagogies, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. This is known as 'adaptive teaching'.

3.4 The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students'

work, stimulus materials and appropriate resources can be extremely helpful in setting standards and raising expectations.

All departments are expected to emphasize good display in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that:

- classrooms are orderly environments where pupils can work effectively and in comfort
- adequate resources are provided and are accessible
- we ensure that students treat all learning environments with respect

3.5 Schemes of work and lesson planning

Each faculty is required to have a subject handbook, curriculum overview, schemes of work and risk assessment for all of its subjects/courses. This will be related, where appropriate, to the national curriculum and/or examination board requirements.

The schemes of work are followed by all teaching staff and their delivery monitored by Heads of Faculty. Schemes of work set out how the content of the course is structured and sequenced, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Subjects will also have agreed marking strategies, which adhere to the whole school Feedback and Marking policy, which the subject staff will adhere to. However, teachers will plan individual lessons, or sequences of lessons, in different ways so that they meet the needs of the particular cohort or teaching group.

The school does not prescribe a single specific method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential.

3.6 Homework

Lincoln Minster School recognises the importance and value of homework as an extension of classwork, and a vehicle to practice skills, acquire new ones and develop good study habits.

Students in Years 7, 8 and 9 should expect homework to be set once or twice a week in most subjects. In Year 7, the demand is approximately half an hour per subject per week. This rises to about 40 minutes per subject per week by Year 9.

Homework can, however, take a variety of forms, including reading, research, planning and evaluating, as well as the more-familiar written work. Students in Years 10 and 11 prepare for GCSE examinations and undertake a wider variety of homework tasks. Quite often, teachers set homework which extends over more than one week. It is impossible, therefore, to timetable homework rigidly. It is expected that up to two hours homework per week will be needed in each subject.

Students in the Sixth Form are set various homework tasks over different time scales but are also expected to read widely around their subject. As an approximate guide, students are expected to spend as much time outside of lessons working on each subject as they do inside lessons.

All homework tasks (and deadlines) published through the 'Classcharts' website and App, to which all students and parents have access.

3.7 Special Educational Needs and Disabilities

The role of the Learning Support department is to support the right which all students have to access the curriculum, regardless of their ability or need. Students, whether they have special educational needs or not, have an equal opportunity to participate in all activities and the full curriculum, with reasonable adjustments. Students with special educational needs and/or disabilities are encouraged and supported to become independent and take responsibility within the school.

The school follows the procedures as laid down in the Special Educational Needs and Disability Code of Practice. Access to the full curriculum of the school is achieved by careful differentiation of classwork by the subject teacher. Through careful planning, the teacher will define what the pupil is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the SENDCo on strategies which might be used to help a pupil achieve the learning objectives. It is the responsibility of the subject teacher to assess whether the objective has been achieved. Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials. Consideration is given to the use of ICT by students whose difficulty lies in writing. All those who teach a student with special educational needs and/or disabilities are informed of the need by the SENDCo and information can be accessed via the Learning Support online folders and iSAMS (our Management Information System). The SENDCo ensures that those who are likely to come into contact with the student are updated regularly with appropriate information. Where students have a very specific problem, the SENDCo will advise and disseminate appropriate guidance and information.

The work of the SENDCo is supported by Learning Support Assistants (LSAs). Each student with an Educational Health Care plan receives their allocated hours, if these have been specified usually in the form of classroom support. Some, however, may receive support from outside agencies. For example, this might be in the form of behaviour management or speech and language therapy. A number of students benefit from a limited amount of withdrawal from mainstream lessons to have specialist support in small group or one-to-one settings. This will be determined on a case-by-case basis using diagnostic testing.

The Learning Support department, in conjunction with the English department, also operates a literacy programme for Key Stage 3 pupils whose reading ages are substantially below their chronological age, to give them access to the curriculum and to support their literacy development.

3.8 Equality of opportunity

The school has an Equal Opportunities (student) policy which is to be referred to.

3.9 Most Able Students (formerly Gifted & Talented)

A number of students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess and musical excellence, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, discussion groups, interest and support groups, attendance at lectures and conferences, and opportunities to participate in external groups, societies, teams and organisations such as via the school's Aspire programme. This area is overseen by the Head of Professional Development. Many of our students are already involved in such activities and their excellence is acknowledged publicly in assemblies, in whole school communications and on the website.

The school also operates the Aspire programme, which is designed to encourage and inspire the most able students within particular subject areas. Each subject will offer an Aspire project to identified students and this is designed to inspire them in their love for the subject.

3.10 Examination

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Faculties are expected to identify, at an early stage, pupils who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. To this end, an intervention and mentoring programme exists for Year 11 students, in order to support them in their preparation for external examinations.

In all cases it is the customer who pays for all examinations.

3.11 Information and Communication Technology

We believe that the development of capability in the use of ICT is an essential requirement of pupils' education and that they have an entitlement to ICT resources and teaching of the highest possible quality.

The development of ICT at Lincoln Minster School is guided by the following principles:

- All students have an entitlement to the use of ICT, throughout Key Stages 3 and 4. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in Computing lessons, and as a result of the use of ICT in subject areas
- All students in Years 4-13 are equipped with a school iPad to use in school and at home
- The school, with the help of United Learning, seeks to ensure that resources of the highest quality and of an appropriate type are provided to meet the needs of all school users
- The main forum for policy review and implementation of ICT is through the Assistant Head – Academic

- Staff in all departments work together to promote a wider understanding and application of ICT
- Staff are strongly encouraged to make full use of opportunities for professional development in ICT.

3.12 Religion, Philosophy and Ethics

As a Christian Foundation Church school and a member of United Learning, we seek to fulfil the aims of United Learning. The aim of Religion, Philosophy and Ethics (RPE) at Lincoln Minster School is to enable students to understand the nature of the main Six world religions, their beliefs and practices, alongside studying many of the philosophical and ethical issues that face individuals in the world today.

At KS3 RPE is taught for one 50 minute lesson per week. The subject is also offered as a GCSE (IGCSE for current Year 10 students) and students that opt for this have three lessons per week.

Religious Studies is offered in Years 10 and 11 as an option subject (EDUQAS for current Year 11s and Edexcel IGCSE for current Year 10s). Currently Christianity and Islam are the main religions studied. The EDQUAS syllabus comprises of 3 exams. Unit 1 is studying Philosophical and ethical issues in the modern world. Unit 2 is The study of Christianity and Unit 3 is the study of Islam.

Students have three lessons per week at Key Stage 4.

3.13 Spiritual, Moral, Social and Cultural Development

Whilst there are a host of Spiritual, Moral, Social and Cultural opportunities that run throughout our curriculum, co-curricular and extra-curricular activities, the tutor programme specifically and explicitly addresses all aspects of spiritual, moral, social and cultural development.

Spiritual development is accomplished in a variety of ways. For example, the assembly program includes regular spiritual, moral, social and cultural themes and opportunities for reflection. Religious Education lessons actively encourage students to examine the nature of spirituality, religion and various beliefs and practices. Students are encouraged to reflect upon their own attitudes and values, not only in Religious Education but also across the curriculum. In some subjects, notably perhaps in PSHE (including RSE), Art, Drama, Music and English, students explore their feelings and responses to wider issues and beliefs. Many lessons, co-curricular and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the assembly program, tutorial program (including praise and rewards), in many subject areas (e.g. History, Religious Education and Drama), through consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school is to encourage students to learn to distinguish between right and wrong. We seek to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures.

Social development is also promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as the school council, work in support of charities, and assisting at parents'/carers' evenings, performances and events. Students offer valuable support to their peers through participation in the 'Peer Mentoring' and 'Reading Buddy' schemes. We also provide many opportunities for our sixth formers, including prefects, to model exceptional social behaviours and to reinforce positive role models for younger students.

Cultural development is also encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, drama and dance, art exhibitions, events such as national book day, and visits from theatre companies and artists-in-residence. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign visits and exchanges. We aim for students to experience a broad range of culturally-enriching experiences.

3.14 Personal, Social, Health and Economic education

All students from Years 7-11 have one timetabled PSHE lesson every week, whilst Years 12 and 13 continue with their PSHE education via the weekly Life Skills programme delivered by form tutors. These programmes are delivered by teaching staff, supported by outside agencies and speakers to deliver an enriching and engaging curriculum.

Given the importance of these programmes, there is a dedicated PSHE policy. The policy outlines how our PSHE curriculum contributes to a number of aspects including personal organisation and study skills, health education (including drugs education, relationships and sex education, personal safety, promoting pupils' mental health and emotional wellbeing), education for citizenship, environmental education, economic and industrial awareness and careers education.

Personal, Social, Health and Economic education is an integral part of the curriculum and reflects the school's aim and ethos: to promote 'The Best in Everyone'. Across the whole curriculum, we aim to develop students' knowledge, values and personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal, social, health and economic education. This might be the ways in which members of the school community behave towards one another, our many curriculum enrichment and extracurricular activities such as sport, drama and music along with a wide and enriching range of trips and activities out of school.

3.15 Relationships and Sex Education

Pupils receiving secondary education must be taught Relationships and Sex Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019. RSE is delivered through the PHSE program, with a certain amount of RSE content taught by the Science department as part of their KS3 Biology modules. However, Lincoln Minster School believes that teachers of all subjects can make valuable contributions to the delivery of RSE. The Head of PHSE is responsible for ensuring that all teachers who deliver RSE are appropriately supported. Further internal support or external training may also be offered.

Lincoln Minster School understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral, and emotional development. It is about the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The rationale of RSE at Lincoln Minster School is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively. It aims to teach pupils to understand human sexuality and to respect themselves and others.

At Lincoln Minster School, we want to build our pupils' self-esteem and confidence to make good, positive decisions around sexual activity. The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

Lincoln Minster School recognises that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

The school's Relationship and Sex Education (RSE) provision is a critically important element of the school's curriculum and there is a separate RSE policy that outlines in more detail the provision and how this meets the statutory requirements. Please see the separate policy for more details.

3.16 Careers Education

In addition to being covered within the PSHE programme at all key stages, the school employs a careers advisor to assist students in evaluating their options for further education and/or employment opportunities. Also see our Careers Policy for more details.

Careers guidance provides all pupils receiving secondary school education, access to accurate, up-to-date careers advice that enables them to make informed choices about a broad range of career options and assists the pupils in their choice of appropriate courses at KS4, KS5 and beyond. The advice is presented in an impartial manner, enabling informed choices to be made about careers options and helps encourage them to fulfil their potential.

A key element of this is the Minster Award, designed to encourage students to broaden their experiences and to emphasise those activities or behaviours that will help students to see success in their future careers. This is a key part of the school's tutor programme and is overseen by the Head of Careers.

3.17 Curriculum links with partner schools

All feeder schools are visited by the Head of Key Stage 3 (or a representative) prior to the students starting in September. Some LMS Prep School pupils have a number of taster sessions in the senior school. The Music Outreach program also works with some other schools in the community. In addition, incoming Year 7 pupils spend a day in Lincoln Minster School in the preceding June/July, following a specially designed timetable. The transfer of information about students' prior attainment and strengths and weaknesses in different subjects is coordinated by the SENCo and Head of Key Stage 3 and communicated to relevant Faculties.

3.18 Monitoring, review and evaluation

Senior Leadership Team

As part of its role in the school, the senior Leadership Team consider matters concerning the curriculum and assessment regarding:

- planning
- monitoring and reviewing
- responding to school and external developments
- sharing experience and practice

Discussion on these matters also takes place during Heads of Faculty meetings.

Governors' education committee

The governors at Lincoln Minster School act as a critical friend to the school in:

- assessing examination performance and understanding the issues
- having a clear understanding of the curriculum delivery
- having the opportunity to observe lessons

Heads of Faculty / Heads of Key Stage

Heads of Faculty (and the Subject Lead of PSHE & RSE) are responsible for ensuring that there is effective curriculum delivery in place. On a subject-by-subject level, Subject Leads are responsible for ensuring that a highly effective curriculum, including appropriate schemes of work and the necessary resources to support them is in place.

Heads of Faculty are responsible for providing appropriate in-service training for staff to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching within the faculty, and to take steps to improve weaknesses. They are also expected to monitor students' standards of achievement and ensure that teachers are putting in place strategies to improve them. They are expected to ensure common standards and expectations are consistently met. Heads of Faculty have a particularly crucial role in quality assurance in relation to the curriculum and its delivery.

Academic Line Management

The Heads of Faculty meet regularly with the Deputy Head: Academic. The role of this is to support, help, inform and advise on the one hand, and a quality assurance role on the other. The foci for these discussions during the year will typically include:

- Reviewing examination results
- Progress on achieving development plan targets
- Curriculum planning and development
- Examinations and specifications
- The development of schemes of work
- Homework
- Student progress and expectations

3.19 Curriculum complaints procedure

Any curriculum complaints are dealt with through the general school complaints procedure.

4. Preparatory School Procedures

4.1 Curriculum

The following skills are embedded in all areas of the curriculum at the Preparatory School:

- Linguistic Education
- Mathematical Education
- Technological Education
- Scientific Education
- Physical Education
- Creative Education
- Human and Social Education
- Aesthetic Education

In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our curriculum map allows for a project based holistic approach in appropriate areas of the curriculum. This allows for the children to make links between subjects.

Linguistic Education

This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. Children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings, is developed in all areas of the curriculum and school life. Children are given a variety of opportunities to express themselves creatively and imaginatively in every subject; gaining an understanding of how language works by looking at its patterns, structures and origins as part of the English curriculum.

Mathematical Education

Our Mathematics curriculum teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children are given many opportunities to apply their skills not only in their maths lessons but also in other subject areas through strong cross-curricular links.

Technological Education

All subjects incorporate the use of IT within their curriculum. This may take many forms, such as: word processing, research, multimedia presentations, IWB and graphical presentation of data. It is planned for as part of our Creative Curriculum and all classes have access to the IT resources. In Years 4, 5 and 6, children have an iPad to support their learning.

Scientific Education

Through our curriculum the child's natural curiosity about the world in which they live is developed alongside the skills of co-operation through working with others. Where possible, ways for them to explore science in forms which are relevant and meaningful to them are given. Through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and the precise use of measurement skills and IT are developed. Opportunities for pupils to experience the outdoors and natural environment, including trips out of school are planned for.

Physical Education

We believe that the physical aspect of a child's learning journey should adopt and develop positive attitudes towards sharing, co-operation and competition in active situations. Our programme enhances pupils' self-confidence and self-esteem through a wide variety of movement experiences. It caters for individual pupils' abilities and group skills in a progressive programme which offers stimulating and challenging learning situations. It lays importance in the value of exercise and a lifelong interest in a range of activities, promoting enthusiasm for physical activity and challenge.

Creative Education

Creative development thrives in an environment where children can safely express their curiosity, explore and play. Open-ended art, music, movement and dance activities breed creative expression. To encourage and foster creative development, we allow children to explore and express their own ideas in all areas of the curriculum through strong cross curricular links.

Human and Social Education

Through Geography, History and Religious Education people and their environment is developed in relation to human action now and in the past and how this has influenced events and conditions. Through RE understanding the nature of religions, their beliefs and practices is developed. Aspects of this area are also covered through SMSC.

Aesthetic Education

Through Art and Drama children are encouraged to explore differing ways to learn about the arts through hands on enquiry, questioning, writing and art making. This is also encouraged through a selection of creative after school clubs.

PSHEE

We view Personal, Social, Health and Economic Education (PSHE) as an important aspect to a balanced curriculum. We believe that children need to learn how to manage relationships in order that they can become respectful and therefore productive. Respect for others is encouraged at all times (paying particular regard to the protected characteristics set out in the 2010 Act). Along with the regular promotion of pupils' mental health and wellbeing, these will support the development of the curriculum in general and individuals in particular.

We use the '1decision' programme to help us deliver the social aspects of PHSE, including Sex and Relationships Education, and the teaching of British Values. Many aspects of Health Education are also addressed in the Science Curriculum.

The PSHEE curriculum is delivered through form time and discreet timetabled lessons (at least 1 x35 minutes weekly in addition to form time provision). Our assembly programme also focuses on PSHEE themes and includes visiting speakers. The School Council, Charity Committee and the House System also reinforces some aspects of the PSHE curriculum.

The school organises its educational provision to ensure that each of these areas are developed at all ages on at least a weekly basis. Lessons are specifically timetabled to ensure this. Further details can be found in the PSHE policy and Schemes of Work.

Our programme of assemblies highlight and provide opportunities to learn about other important issues such as: the richness that is added to British society through the contributions made by people from across the cultural spectrum; the achievements of people from all cultural and ethnic backgrounds, both nationally and internationally; introducing children to learning about the slave trade and Britain's role in it.

Extra-curricular activities

We recognise the benefits these activities can have on health and well-being. Extra-curricular activities are offered daily between 3.40 -5.00p.m. (timings vary according to age and phase). We offer a balance of activities including sporting, academic, creative and environmental. Some activities take place at lunchtime, but most take place after school

4.2 Curriculum Aims

At Lincoln Minster Preparatory School, we undertake to:

- create a happy environment where every pupil can make the most of their ability and have the courage to try new things without fear of failure
- take different abilities into account, positive teaching methods and expectations must be adapted to the academic needs of every individual. Ensure equal opportunities in relation to gender, race, class, special or additional needs, and belief
- ensure a standard of excellence of teaching throughout the school through the recruitment and development of teachers who are versatile, hardworking, efficient and compassionate to the needs of the individual pupil
- alert to the dangers of stereotyping in terms of race, gender or culture and seek to confront and challenge this wherever it arises.
- encourage teachers to look upon change and improvement as an integral part of the everyday life of the school, and to further this through formal staff development which is closely related to the needs of the school and the individual teacher
- provide a broad and balanced curriculum where the pupils are given a breadth of knowledge, skills and understanding which extend beyond current national academic expectations and initiatives
- ensure that a variety of skills are taught so that every pupil has the opportunity to discover and nurture their own talents, both academic and non-academic, fostering in them a love of learning
- Daily, children are given opportunities to acquire skills in speaking, listening, numeracy and literacy

4.3 Social Aims

This policy is focused on ensuring that children 'enjoy and achieve' in accordance with obligations under Every Child Matters Framework and sets procedures which Lincoln Minster Preparatory School (including EYFS) need to be aware of in order for children to enjoy learning and achieve challenging national educational standards.

We undertake to:

- create an environment where the pupils respect themselves, each other, their own property and others' property rather than a constant pursuit of self-interest
- create a positive and vibrant community where each pupil feels that they belong and are contributing to the work of the school
- create an atmosphere where traditional values and respect do matter and where positive virtues such as good manners, compassion and standards are promoted

- give pupils every opportunity to develop their own sense of right and wrong through positive role models and a developing social conscience
- respect and adhere to rules and standards, where the need and reasons behind these procedures and rules are clear to all

4.4 Pastoral Aims

We are committed to:

- having a pastoral system where the school is sensitive to the needs of every pupil without losing sight of the needs of the majority. Pupils and parents must be confident to approach members of staff with their problems and worries
- being a community where parents are seen as an integral part of the process of their child's education through the forging of strong and beneficial home-school relationships

4.5 Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment at all times, in which each child can achieve his or her maximum potential
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement
- effective management of their professional time
- developing links with the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise

4.6 Equal Opportunities

In accordance with the school's *Equal Opportunities Policy*, all children at Lincoln Minster School must be given full access to the curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age, ability or additional needs.

Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

We ensure that the lessons we provide for the children are appropriate to the ages and aptitudes of the students, including any students with an EHIC or statement of special needs whose needs are reviewed annually.

4.7 Special Educational Needs and Disabilities

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has an additional need, our school does all it can to meet these individual needs. We follow the procedures set out in the SEND Code of Practice 2015, in providing for children with special needs. If a child displays signs of having additional needs, his/her teacher, along with the SENDCo makes an assessment of needs.

In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by the SENDCo and Learning Support Assistants, and we involve the appropriate external agencies if necessary.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the SEND register. This sets out the nature of the additional need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Where a student has an Education Health Care Plan, the education provided fulfils its requirements.

SENDCo for the Prep school is Mrs Jessica Thornalley.

4.8 Spiritual, Moral, Social and Cultural Education

At Lincoln Minster the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school issue'.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children.

4.9 Promoting of Fundamental British Values

We ensure that British values are introduced, discussed and lived out through our curriculum, with all areas providing a vehicle for furthering understanding of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance

Pupils embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

Informal assessment is primarily through observation of pupil behaviour, the views pupils express and through discussion amongst staff.

4.10 Monitoring and Review

Our governing body monitors the curriculum via the school development plan ensuring that progress is made in developing and enhancing our curriculum. Members of the Preparatory School SLT report directly to the full governing body, at least termly.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

4.11 Management of the School Day

Preparatory School

Reception/KS

1

Time	Lesson/Break
8:50-9:00	Registration
9.00-9.30	Period 0/Assembly
9:30-9:55	Period 1
9:55-10:20	Period 2
10.20-10.35	Break
10.35-11.15	Period 3
11.15-11.55	Period 4
11.55- 1.00	Lunch
1.00 - 1.10	Registration
1.10 - 1.50	Period 5
1.50 - 2.30	Period 6
2.30-3.05	Period 7
3.05-3.40	Period 8

KS2

Time	Lesson/Break
8.30-9.00	Registration/Form
9.00-9.30	Period 0/Assembly
9.30- 10.05	Period 1
10.05-10.40	Period 2
10.40-11.00	Break
11:00-11.35	Period 3
11.35-12.10	Period 4
12.10-1.10	Lunch
1:10-1.15	Afternoon Registration
1.15- 1.50	Period 5
1.50-2.25	Period 6
2.30-3.05	Period 7
3.05-3.40	Period 8

Early Morning Club - After School Club

The School operates an early morning and after school club and the aim is for wrap around care to be fun, friendly, inviting and have that home from home feel. From Reception upwards all children are given opportunities to attend extra-curricular clubs.

Early Morning Crèche – Key Stage 1/Reception

7.45am – 8.30 am

Early morning Crèche will run, supervised by Prep staff. Access to the club will be via Reception door where you will need to ring the doorbell to gain entrance. Children will stay in club until 8.30am. After this time children will go into the playground where they will be supervised by a member of staff until the school day begins. There is no charge for this facility.

After School Club – KS1/Reception

3.40pm – 6.00pm

Children will be taken to after school club in the Reception room or Dining room by their class teachers or club leader if they are attending an after school activity. There is a charge for this facility and any costs incurred will be invoiced monthly.

Early Morning Club – KS2

7.45am – 8.30am

Children go into the dining room between 7.45am and 8.15am where they will be supervised by a member of staff. From 8.15am the children will then go onto the playground supervised by a member of staff, until the school day begins.

Activities/ Clubs – Preparatory School

3.40 pm-5.00pm - depending on age and nature of the club

Clubs run between these times. KS2 children are on the playground supervised by a member of staff until 4pm. If it is raining those attending clubs at 4pm are kept in form rooms.

After School Club – Preparatory School

4.00pm – 6.00pm

After School Club will be based in the dining hall or the IT suite. Staff from after school activities will take the children to the dining hall or IT suite and they must sign in with the member of staff supervising them and parents must sign out when they leave.

There is no charge for this facility.

4.12 Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers follow the agreed Schemes of Work* with reference to whole school planning to ensure that programmes of study are effectively covered.

*At Lincoln Minster School we are committed to using the programmes of study as required by the revised EYFS and the National Curriculum as a base but complemented by the UL curriculum.

Teachers encourage pupils to work within given time scales, and facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils.

Time Allocation per Week**Early Years Foundation Stage**

The curriculum is based on the Early Learning Goals of Personal, Social and Emotional Development (PSED), Communication and Language (CL), Physical Development (PD), Literacy (L), Mathematics (M), Understanding the World (UW) and Expressive Arts and Design (EA).

Key Stage 1 and Reception Assemblies

Monday and Friday.

On Friday's, parents are often invited in to celebrate the children's achievements from throughout the week.

Key Stage 2 Assemblies

Monday and Friday

On Friday's, parents are often invited in to celebrate the children's achievements from throughout the week.

4.13 Classroom Management

The learning environment will be managed in such a way as to facilitate different styles of learning:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc.)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

4.14 Behaviour Management

As outlined in the school Behaviour Policy, each classroom displays the Lincoln Minster School Rules – Ready, Respectful, Safe

4.15 Organisation

The classrooms are organised to facilitate learning and aid the development of independence. This may require flexibility in the organisation of furniture.

The resources in each classroom should be relevant to the curriculum subject or age group and clearly labelled.

Classrooms are comfortable, tidy and attractive.

Corridors and classrooms contain displays of the children's work. They are informative, interesting and change regularly, in order to give opportunities for a range of children's work to be displayed.

4.16 Planning

Planning takes place termly and weekly according to subjects, year groups or class teachers with reference to the National Curriculum, Early Learning Goals, the EYFS, the Whole School Long Term Plan and the Schemes of Work.

Teachers and support staff meet regularly to plan. Planning grids are in individual staff files and available on the IT shared staff resources.

4.17 Adaptive Teaching Strategies

Teachers will adapt the curriculum by:

- Task
- Outcome
- Teacher / adult support

Adaptive teaching strategies will be detailed in weekly planning. Learning objectives are specified for all adapted teaching. Reference is made in plans to those needing adapted work. All classes are taught within their form groups

4.18 Homework

KS1/EYFS

EYFS – Reception:

Children take home reading books every night and they are changed as and when appropriate. Children practise key sounds and spellings according to the level they are working at for Phonics. Each week the children may be given the opportunity to complete an activity at home with support from family linked to their ongoing work.

Year 1:

- Daily: Reading books are sent home every night and changed as and when appropriate.
- Spelling: Depending on the Phonic level that pupils are working at, different tasks will be set each week based on individual sounds or spelling of tricky/common exception words.
- Maths and English: Children have access to various web site activities to consolidate their learning including Phonics Bug Reading, Phonics Play, Numbots and Twinkl Jungle Maths.
- Topic based activities linked to learning in school are set throughout the year.

Year 2:

- Daily: Reading books are sent home every night and changed as and when appropriate.
- Friday: English home learning, incorporating spellings, are sent home on handwriting paper to be tested the next Friday. Maths related homework will be set on a Friday for return the following Thursday, this may be on paper or Purple Mash.
- Topic based activities linked to learning in school are set throughout the year.

Notes:

Class Library books are available on a 'borrow, return, borrow' basis.

Children are encouraged to read for enjoyment and research. Reading is not seen as a "race" through the reading scheme.

KS2 - Year 3-6

Each pupils in KS2 from Year 3-6 will have the following home learning weekly

English: Daily reading, SPAG activity, ED Shed spellings

Maths: TTRS (timetables), arithmetic

Science/Topic- Topic based activities linked to learning in school are set throughout the year.

4.19 Recording and Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment, Recording and Reporting Policy.

- All EYFS pupils complete the EYFS profile, where expectations are set against the Early Learning Goals
- Year 1 pupils undertake regular internal assessments – spelling, end of unit Mathematics assessments, regular unaided writing tasks. Formalised assessment include end/start of year tests in English and Maths and the Year 1 Phonics Screening Test.
- Year Six children are tested for Mathematics and English using the Key Stage 2 Standard Assessment Tests.
- Biannual GL assessment tests in English and Maths for Years 1-6. Reception will start this in the summer term. In Key Stage 2, the children will also be tested in Science.
- Years 3 and 5 will undertake CAT4 testing.

All results from these assessments are analysed and used to inform future planning. Where necessary, extra screening is implemented in consultation with the SENDCo and parents.

4.20 Monitoring and Evaluation

- Pupils' work is monitored and moderated termly in each of the core curriculum areas by all staff
- SLT and Heads of Department regularly monitor children's books.
- The SLT regularly observes each teacher.
- Termly pupil progress meetings in English and Maths

4.21 Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching

- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies - verbal and non-verbal

Teachers use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work. Visitors may be invited in to enhance topics being studied, e.g. people who help us – Police, Fireman, Dentist etc.

4.22 Resources

Each classroom is equipped with a basic set of resources and books appropriate to the age range. Specialist resources are stored in the appropriate curriculum resource cupboard / area/ room, and are regularly audited by the Head of Department.

Pupils are taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care is taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

4.23 Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making
- Adult led and child-initiated play

At Lincoln Minster School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

4.24 Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- Activities for visual learners
- Activities for auditory learners
- Activities for kinaesthetic learners

5. Early Years Foundation Stage Procedures

This document is a statement of the aims, principles and strategies for teaching the Early Years Foundation Stage (EYFS) at Lincoln Minster School.

The DfE Statutory Framework for the Early Years Foundation Stage 2024 and Development Matters in the EYFS documentation are used as the framework for the EYFS at our school.

Early Years Foundation Stage is in this instance the children in Reception class.

5.1 Aims

- To develop happy and confident learners.
- To know each child and develop their individual needs
- To encourage the children to be positive about their own abilities
- To develop and encourage every child to always try their best
- To develop the children's increasing independence and ability to take initiative.
- To be the Early Years Foundation Stage of a 4 - 18 school, linking and providing smooth transition.
- To be able to relate confidently to known adults.
- To show increasing confidence in making choices and giving reasons for making them.
- To use space and resources with increasing control.
- To be able to work co-operatively with other children.
- To provide opportunities to play indoors and outdoors
- To show increasing perseverance and involvement.
- To show evidence of emerging reading and writing and mathematical skills.
- To use an investigative, child centred approach where possible.
- To comply with the Statutory Framework for the Early Years Foundation Stage
- To implement the Early Years Foundation Stage using the Development Matters in the EYFS documentation

5.2 Planning

At Lincoln Minster Preparatory School we use the Revised Statutory Framework for the EYFS 2024 and the Development Matters in the EYFS documents to plan and deliver an exciting curriculum for our children.

The Four themes of the EYFS underpin all that we do:

- A Unique Child
- Positive Relationships
- Enabling environments
- Learning and Development

Every child is unique and his or her needs are met through our safe and secure environment and the relationships between staff and pupils throughout the EYFS.

Staff plan the curriculum and learning based on the three prime areas of development and four specific areas of development:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

- Literacy
- Numeracy
- Understanding the World – covering all aspects of Science, Technology and Physical and Human features of the world – past and present
- Expressive Arts and Design – covering all expressive arts: art, music, drama, design

All areas of learning will be interrelated at different parts of the school day and year. Planning is based on the UL Curriculum and is linked to the Development Matters and Early Learning Goals. Children learn through a variety of teaching approaches: whole class activities, small group activities, individual adult led activities and child initiated play.

5.3 Special Educational Needs and Disabilities

Pupils with known Special Educational Needs and/or a Disability, will be monitored carefully in accordance with the school SEND Policy. At Lincoln Minster Preparatory School we have a designated SENDCo – Jessica Thornalley. Children with English as a second language, or who have particular developmental needs, will be accommodated sensitively within the class. Within the EYFS there are opportunities for children to develop and use their home language in play and learning. Staff work closely with families to support children's language development at home.

5.5 Transition

At Lincoln Minster School the Early Years Foundation Stage provides a firm foundation on which to build future academic, social and emotional success. A smooth transition to Key Stage 1, whether at Lincoln Minster School or elsewhere is essential. The children visit their Year 1 class and teacher and within school during the Trinity Term the children spend time preparing for Year 1. Pupils, who show a maturity and readiness for experience in the initial stages of the National Curriculum, will be encouraged to develop at their own pace.

Transition within EYFS

When children join the school from another setting, visits and links are made to ensure a smooth transition. Previous pre-school and home experiences are valued and shared when planning and settling children. The Reception teacher visits the nursery settings, during the course of the Trinity Term. Good links are established with other settings and school.

5.6 Assessment

(Please refer also to the Whole School Assessment Policy)

In the Early Years Foundation Stage at Lincoln Minster School effective assessment involves continuous analyse and review of each child's development and learning. Through formative assessment observations, photographs, things the children have made inform and guide planning.

At the end of the EYFS the Early Years Foundation Stage Profile (EYFS Profile) provides a summative assessment. It shows and summarizes the children's progress towards the early learning goals.

During each year of the EYFS photographs, observations, things the children have made and comments they have said are all recorded and show the learning journey each child has made.

Excellence is celebrated in the Early Years Foundation Stage at Lincoln Minster School:

- Displaying or showing work, which the children regard as being their best.
- Presentations to parents and peers – assemblies, nativity productions, concerts
- Sharing in success within the class, Pre-Prep and whole school – newsletters, visiting staff, and whole Prep school weekly newsletter.

5.7 Behaviour Management

(Please refer also to the Whole School Behaviour Policy)

Behaviour management within the EYFS is incorporated to the whole school Behaviour and Discipline Policy and the Prep School Code of Behaviour. The EYFS Behaviour Management named person is: Mrs Victoria Whitworth.

5.8 Statutory and Welfare Policies

In accordance with the Statutory Framework for the Early Years Foundation Stage, as part of Lincoln Minster School, the Early Years Foundation Stage policies are incorporated into the whole school policies to ensure for a healthy, safe and secure environment for learning.