

Lincoln Minster School

Curriculum

1. Policy Statement

This policy is written in support of the school's aims and vision, and in the spirit of the Every Child Matters initiative in which we strive to ensure that all children attending the school are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. It 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.

The policy should be read in conjunction with the Aims of the School and the values articulated in the document 'Lincoln Minster School Christian Ethos Statement' and is built around the 'Every Child Matters' framework. In particular, the policy seeks to support the school's academic aims, but its implementation will also promote the fulfilment of many personal and social aims. It actively promotes the principles of 'individual human worth, achievement, equal value, co-operation, openness and respecting differences'. This policy expresses a key way in which the school can fulfil its role as 'a child-centred school - concerned with the whole child - which works at being inclusive'.

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.

In line with our Provision of Information policy, 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: Statements of school aims and Christian ethos, Teaching and Learning policy, Assessment policy, Recording and Reporting policy, Special Educational Needs policy (including those with English as an additional language), PSHE policy and Sex Education policy and Schemes of Work.

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

Reviewed By	S Grocott; Deputy Head - Director of Studies M Burton; Head of the Preparatory School
Date	September 2021
Reason for Change	Annual review
Next review date	September 2022

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2. Whole School Procedures

Teaching and learning is the business of the whole school.

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 pupils for the opportunities, responsibilities and experience of adult life in British Society and employment in a changing world
- values, skills and behaviours needed to get on in life
- literacy, numeracy, speaking and listening skills and competence in the use of ICT
- their 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 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

As an independent, 4 - 18 school, 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:

- breadth and balance for all
- appropriate levels of expectation and genuine challenge
- relevance, continuity and progression in learning

By providing courses of study and teaching methods which tailor to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. The curriculum provision enables all students to have the opportunity to learn and make progress including those with special education needs or learning difficulties, those for whom English is an additional language and the most able.

Through variety and breadth of curriculum, the school provides opportunity to experience each of the following areas of study: Linguistic education, Mathematical education, Scientific education, Technological education, Human and Social education, Physical education and Aesthetic and creative education.

2.3 Access to the Curriculum

The principle above presents us with a responsibility to find ways of ensuring 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 becoming de-motivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the most appropriate level for them. The responsibility of finding means of access to the curriculum for all is a result of our stated

intention to include, not exclude. All pupils with an EHCP are provided with an education that meets their requirements.

2.4 Expectations of staff

Putting principles into practice, Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to:

- have high expectations of students
- employ a variety of appropriate teaching and learning methods
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them, and which is appropriate for their age
- provide work which is appropriate for the ages and aptitudes of the students, *(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, negotiating 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 sons and daughters

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

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. In addition, it also provides for students above this age to study at KS5 level.

3.2 The timetable

The school operates a 55 period week. There are eleven periods per day (seven in the morning, four in the afternoon), each of which lasts for 30 minutes, with the exception of period 7 on a Tuesday, when all students take part in an Enrichment Activity. All KS3 Year groups have one other period 7 Enrichment Activity and one other period 7 Curriculum Enhancement during the week, along with one period 7 form period. Both KS4 Year groups have one form and one Curriculum Enhancement period.

Each year group up to year 10 has two assemblies per week during morning tutor time and year 11 and sixth form have three assemblies per fortnight.

This means that teaching time for Y7-11 is 27 hours.

At KS5, subjects are all taught in option blocks and each subject is allocated 10 periods of teaching time per week.

Key Stage 3: Years 7, 8 & 9

Pupils follow a common curriculum comprising:

- English
- Mathematics
- Science
- French and Spanish
- Art
- Drama
- History
- Geography
- Computing
- Religious Studies
- Music
- Physical Education
- Technology Roundabout (Food Technology/Electronics/Textiles)
- Personal and Social Education

A small number of students can also be invited to study toward their GCSE Music exam in Year 9.

Key Stage 4: Years 10 & 11

At Key Stage 4, students take courses from a choice within a common core, and one further option. They also follow a course in Personal Social and Health Education which includes careers, health education, citizenship and ethics.

The common core comprises:

- English (most students take both language and literature)
- Mathematics
- Science (Some students do Separate Sciences, most do Double Science)
- MFL (French or Spanish)
- Physical Education

They then make three further choices from a list of thirteen subjects

- Art
- Business Studies
- Computing
- Drama
- Food Technology
- GCSE PE
- Geography
- Graphics
- History
- Music
- Religious Studies
- Spanish (to enable both languages to be studied)
- Textiles

All courses lead to GCSE examinations. 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 - Director of Studies for students with a particular Gift or Talent requiring a significant amount of commitment.

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

Students choose from a wide range of around twenty-three A Level and BTec/CTec courses. The option blocks are created each year to allow for a greater number of option combinations based on the student's selections. Students generally choose three subjects in Year 12 alongside an EPQ, but the curriculum is often adapted for individuals depending on their needs. In addition, all Sixth Form students follow a course in personal and social education; attend a weekly briefing and regular individual tutorial sessions. They also have the opportunity to take part in Young Enterprise and many other broadening opportunities on offer 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

On arrival in Year 7, students are placed in mixed ability tutor groups. Students are placed into teaching groups based on their CAT results, KS2 SATs and school reports.

In most subjects, this is the normal pattern throughout. Maths and English however, have the ability to place students into ability sets or broad bands at all points during Years 7 - 9, in order to target work more precisely.

In all mixed ability classes, sets and broad banded groups, there is a wide range of ability. In addition, individual pupils have preferred learning styles: some work well in groups while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all pupil. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. In educational jargon, this approach is known as 'differentiation'.

3.4 Class sizes

In Years 7 to 9, the usual teaching group is the TT group (ranging from 24 down to as little as 10 students). Where setting exists, the norm is to create smaller groups for the least able students, so that more individual attention can be provided.

In Years 10 and 11, groups in English, Mathematics and Science average about 18 to 20. Most other subjects are options, and group sizes vary, usually from around 10 to 24. In the Sixth Form, the minimum size of a viable group is around three.

No groups exceed 24.

3.5 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 are very important 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
- students treat classrooms, workshops, study rooms and the resource centre with respect

3.6 Schemes of work and lesson planning

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by heads of department. Schemes of work set out how the content of the course is structured, 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. Departments also have marking policies, which all staff adhere to. Teachers plan individual lessons, or sequences of lessons, in different ways. The school does not prescribe a single 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. Each member of staff has their own method for the recording of lessons and homework.

3.7 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. The school has a separate, detailed homework policy.

In outline, 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. A homework timetable is published. 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 is published through the 'Show My Homework' website, to which all students and parents have access.

3.8 Special Educational Needs and Disabilities

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

The school follows the procedures as laid down in the Special Educational Needs and Disabilities Code of Practice. This allows us to identify and support individuals at Waves 1, 2 and 3 as set out in set out in the New Code of Practice 2015. Access to the full curriculum of the school, including the national curriculum, 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 SENCo 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 SENCo and information can be accessed at any time via the Learning Support folders on the ICT network. The SENCo 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, a meeting will be convened of all subject teachers concerned, to disseminate available information.

The work of the SENCo is supported by Learning Support Assistants (LSAs). Each student with an Educational, Health and Care plan receives their allocated hours usually in the form of classroom support. Some, however, may receive support from outside agencies in the form of behaviour management or speech and language therapy for example. 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 setting. The curriculum support department, in conjunction with the English department, operates a reading improvement programme for Year 7 pupils whose reading ages are substantially below their chronological age, to give them access to the curriculum.

3.9 Equality of opportunity

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

3.10 Gifted & Talented students

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. This area is overseen by the Gifted & Talented Coordinator. Many of our students are already involved in such activities and their excellence is acknowledged publicly in assemblies, in the weekly newsletter, on the website.

3.11 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. Departments 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, a 'mentoring' system exists for Year 11 students.

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

3.12 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 IT 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
- 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 is through the Deputy Head – Director of Studies
- 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.

3.13 Religious Education

As a Christian Foundation Church school and a member of United Learning (we seek to fulfil the aims of United Learning. The aim of religious studies at Lincoln Minster School is to enable students to understand the nature of religions, their beliefs and practices. The main perspective is a Christian one and in line with the Lincolnshire Agreed KS3 Syllabus for RS. In Years 7, 8 and 9 one hour per week is devoted to religious education and In Year 10, Ethics is taught as a module of the PSHE program. GCSE Religious Studies is offered in Years 10 and 11 Where Christianity and Islam are the main religions that are studied. In the sixth form, Religious Studies (RS: Philosophy and Ethics) is available at AS and A2.

3.14 Spiritual, Moral, Social and Cultural Development

Spiritual development is accomplished in a variety of ways. The assembly program includes regular religious themes. Religious Education lessons actively encourage students to examine the nature of religion, its beliefs and practices. Students are encouraged to reflect upon their own attitudes and values, in both religious education and other lessons. In some subjects, notably perhaps art, drama, music and English, students explore their feelings and responses to wider issues and beliefs. Many lessons 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 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 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. In addition, the assembly program addresses many moral, ethical, environmental and social issues.

Social development is 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 Year councils, 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. Cultural development is 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.

3.15 Personal, Social, Health and Economic Education

Personal, Social, Health and Economic education is an integral part of the curriculum and reflects the school's aim and ethos. 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 and social education, the ways in which members of the school community behave towards one another, our many curriculum enrichment and extracurricular activities such as sport, drama, music and a wide range of trips and activities out of school.

The PSHE curriculum throughout Years 7 - 13 contributes to a number of cross-curricular areas, including personal organisation and study skills, health education (including drugs education, sex education, personal safety and promoting pupils' mental health and emotional wellbeing), education for citizenship, environmental education, economic and industrial awareness and careers education. The PSHE curriculum in Years 7-9, 12 and 13 is taught by form tutors to their tutor groups, supported by specialist staff and outside speakers. In Years 10, students have a double period each week delivered by teaching staff. Year 11 students are taught through a series of collapse days. The programme is delivered in a broad and appropriate manner and encourages respect for others (paying particular regard to the protected characteristics set out in the 2010 Act). Further details can be found in the PSHE Policy and schemes of work.

3.16 Relationship and Sex Education

The sex education programme at Lincoln Minster School aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents. The programme is reviewed annually alongside the PHSE programme. Relationships and Sex education is delivered by appropriately trained teachers as part of the Key Stage 4 PHSE programme, and certain aspects, as appropriate, to pupils in Key Stage 3. External agencies with expertise in particular aspects of sex and relationships education provide additional support within the Key Stage 4 PHSE programme.

3.17 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. It also has a close link with the Connexions careers service. (See also our Careers Policy)

Careers guidance provides all pupils receiving secondary school education, access to accurate, up-to-date careers guidance 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.

3.18 Curriculum links with partner schools

All feeder schools are visited by the Head of Year 7 (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 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 head of year 7 and communicated to relevant departments.

3.19 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 Department 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 Department / Heads of Year

Heads of Department (and Heads of Year in relation to the PSHE programme) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them, and the maintenance of appropriate standards. They 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 in the department, and to take steps to improve weaknesses. They are also expected to monitor students' standards of achievement and develop strategies to improve them. They are expected to ensure common standards and expectations and to lead the department's work in standardizing assessments. Heads of Department have a crucial role in quality assurance in relation to the curriculum and its delivery.

The Staff mentoring system

Each Head of Department meets regularly with the Deputy Head Teaching and Learning. The role of this meeting is to support, help, inform and advise on the one hand, and a quality assurance role on the other. Focuses for their 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

3.20 Curriculum complaints procedure

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

4. Preparatory 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.

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.

PSHE

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 PSHE curriculum is delivered through form time and discreet timetabled lessons (1 x35 minutes weekly in addition to form time provision). Our assembly programme also focuses on PSHE 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 and Pre-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 special needs, his/her teacher, along with the SENCo 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 SENCo 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.

SENCo 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

KS1/Reception

Time	Lesson/Break
8:50-9:20	Registration/ Assembly
9:20-9:55	Period 1
9:55-10:30	Period 2
10.30-10.50	Break
10.50-11.25	Period 3
11.25-12.00	Period 4
12.00- 12.30	Period 5
12.30 - 1.40	Lunch
1.40 - 1.50	Registration
1.50 - 2.30	Period 6
2.30-3.05	Period 7
3.05-3.40	Period 8

KS2

Time	Lesson/Break
8.30-8.55	Registration/Form
8.55-9.30	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 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

4.10pm-5.00pm

Clubs run between these times. Until 4.10, if weather conditions are dry, children go onto the playground, if it is raining, children go to the dining room, supervised by a member of staff at all times.

After School Club – Preparatory School

5.00pm – 6.00pm

After School Club will be based in the library, the dining hall or the IT suite. Teachers on duty from prep club or after school activities will take the children to the library or dining hall 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 with other work when necessary.

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.

Prep (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 and the Form Code of Conduct poster appropriate to the relevant age group.

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 Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives are specified for all differentiated teaching. Reference is made in plans to those needing differentiated work. All classes are taught within their form groups except for Year 6 where they are streamed according to their English and Maths ability.

4.18 Homework

KS1/EYFS

EYFS – Reception:

Children take home reading books every night and they are changed as and when appropriate. Each week the children may be given the opportunity to complete an activity at home with support from family linked to the topic for the term

Year 1:

10 Minutes, including reading time, 4 times a week

Daily: Reading books are sent home every night and changed as and when appropriate.

Friday: Spellings are sent home to be tested the next Friday. More details in the planner, but with praise for effort as well as achievement.

Topic or Maths related homework, which may be to do over the weekend.

Year 2:

15 Minutes, including reading time, 4 times a week

Daily: Reading books are sent home every night and changed as and when appropriate.

Friday: Spellings are sent home to be tested the next Friday. More details in the planner, but with praise for effort as well as achievement.

Topic or Maths related homework, which may be to do over the weekend, or longer, or set as a challenge, or extended if the child has a particular interest.

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.

Children are welcome to bring items of interest into school related to their studies.

KS2

Year 3:

20 Minutes, 4 times a week

Nightly: Spellings, Maths, Topic work and Reading. Spellings are tested weekly.

Year 3: Pupils have a weekly homework folder with tasks relating to consolidation of class work

Year 4: x30 minutes (weekly English, Maths, Science and Spanish)

Year 5: x40 minutes (weekly English, Maths, Science, MFL and Topic)

Year 6: x50 minutes (weekly English, Maths, Science, MFL and Topic)

Homework is given on a daily basis (except Wednesday) from Year 4 onwards. As well as working within the following maximum time allocation there is an expectation that each child will do some reading daily. This should be recorded in their planner/ iPads

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 Two pupils are tested for Mathematics and English using the Key Stage 1 Standard Assessment Tests/Tasks
- Children in Y1-6 undertake Pira Puma and Gaps tests termly.
- Year Six children are tested for Mathematics and English using the Key Stage 2 Standard Assessment Tests.
- Formative assessment through termly KPI's

All results from these assessments are analysed and used to inform future planning. Where necessary, extra screening is implemented in consultation with the SENCo 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 2021 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 2021 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 a thematic two year cycle and in Reception a thematic long term plan 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 and Talented and Able Policies. At Lincoln Minster Preparatory School we have a designated SENCo – 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. Further details of the Transition process can be found in the Transition from EYFS to KS1 policy. 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.