NORWICH SCHOOL

# Curriculum Policy Lower School

This policy is reviewed by the Council of Management annually. This policy was last reviewed and agreed in Michaelmas 2026 (governor approval pending). It is due for review in Michaelmas 2027.

Confirmed by:

| | | |
|---|---|---|
| John Ingham | Head of the Lower School | Michaelmas 2026 |
| Steffan Griffiths | Head | Michaelmas 2026 |
| Andy Wood | Chair of Governors | Pending |

## Version Control

| Version number | Date issued | Author / key contact | Change(s) summary |
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| 1.0 | Trinity 2022 | Chris Parsons | |
| 1.1 | Trinity 2023 | John Ingham | Changes made to Languages |
| 1.2 | Lent 2025 | Stacey Boothby | Updates to Curriculum Organisation<br>Inclusion of Culture of Learning |
| 1.3 | Michaelmas 2026 | Stacey Boothby | Inclusion of Curriculum offering<br>Updates to Curriculum organisation |

## Contents page


Contents page ..... 2
Overview ..... 3
Curriculum Philosophy ..... 3
Approaches to Teaching and Learning ..... 4
The Development of Character ..... 5
Curriculum Organisation ..... 6
Key Stages 1 and 2 ..... 6
All Key Stages ..... 8
Education for the 'more able' ..... 12
Pupils with Special Educational Needs ..... 12
English as an additional language (EAL) ..... 13
Document control ..... 13
APPENDIX 1: Assessment Policy ..... 14
APPENDIX 2: Marking Policy [KS1 & KS2] ..... 16
APPENDIX 3: Agreed Lower School Marking Codes ..... 19
APPENDIX 4: Annual Update Summary – Michaelmas 2026 ..... 20

## Overview

Norwich Lower School provides pupils with full-time supervised education from Pre-Reception to Upper 3 (Year 6), giving them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Provision gives specific emphasis to the overall ethos and aims of Norwich School. Namely:

- To nurture and develop knowledgeable, curious, reflective young people who are capable of understanding difficult concepts and expressing complex and profound ideas;

- To provide a rich, broad and varied education that develops the diverse talents of all and inspires a lifelong love of learning.

- To equip our young people for a lifetime of leadership and service and to be forces for good in their communities.

Our Curriculum specifies the structured teaching and learning experiences provided for all children, and the objectives we seek to achieve through them.

## Curriculum Philosophy

The curriculum supports the School's aims by helping children make sense of the world and find meaning and purpose in their experiences. It encourages them to appreciate and engage with the world around them, understand and respond to life's responsibilities and challenges, and make the most of the opportunities available to them. In doing this, we seek to ensure that they are equipped with the attributes and skills required to thrive in our Senior School, and are directly prepared for the opportunities, responsibilities and experiences of life in British Society.

We believe that the most effective approach to achieving this is through a richly diverse and demanding curriculum, based largely around traditional subject domains, and which overtly pursues mastery in linguistic, mathematical, scientific, technological, physical, aesthetic, creative, human and social education. We believe that the pursuit of such a broad and varied curriculum naturally balances opportunities to nurture personal interests and talents, with the challenge to children of adapting to and developing less instinctively easy ways of succeeding in the world.

We believe that deep, secure learning develops through three closely connected elements:

- Experience and Engagement: giving pupils opportunities to encounter, explore and experience ideas in ways that build knowledge, develop skills and provide a meaningful context for learning.
- Secure understanding: Developing a clear grasp of the important knowledge, concepts, connections and patterns within each subject.
- Remembering and applying: regularly revisiting, practising and retrieving important knowledge and skills so learning becomes secure, can be connected to new ideas and can be applied confidently in different contexts.

Across the curriculum, pupils are encouraged to develop transferable skills, reflect critically on their learning and apply what they know in different contexts.

## Approaches to Teaching and Learning

Teachers at the Lower School use a range of teaching approaches, selected according to the subject matter, the intended learning and pupils' prior knowledge and experience. Teaching is responsive to pupils' needs and may include explicit instruction and modelling, questioning and discussion, guided and independent practice, collaboration and opportunities for exploration and reflection.

The balance between teacher instruction, guided practice and independent learning will vary according to the subject, the complexity of the learning and pupils' developing expertise. Over time, pupils are supported to become increasingly confident and independent learners who can:

• work effectively and cooperatively with others;

• contribute purposefully to collaborative learning; and

• apply their knowledge and skills independently.

To help guide our efforts towards cultivating pupils' lifelong love of learning, we adopt, alongside the Senior School, 'A Culture of Learning'. The 5 associated aspects of this are:

1. Learning for all: The experience of high-quality teaching, tutoring and co-curricular provision that meets the needs of all learners.

2. Feedback for Learning: Recognising the importance of feedback in improving pupil progress and encouraging pupil ownership of learning within a safe and supportive environment.
3. Learner Pathways: Ensuring that our cyclical curriculum builds on the skills and knowledge from previous learning while adopting an interwoven approach to equity, diversity, and inclusion; the use of technology; and sustainability.
4. Ready to learn: Employing evidence-informed practices to guide pupils towards behaviours, habits, and practices that improve outcomes, preparing them for academic success and life beyond school.
5. Learner Profile: Providing a broad range of educational opportunities to help pupils develop a balanced and accurate understanding of their abilities and how to further improve themselves.

## The Development of Character

In equipping pupils for a lifetime of leadership and service, we seek to develop their character alongside their academic knowledge and skills. Through the Lower School Virtues curriculum, pupils are encouraged to develop the values, attitudes and behaviours that will help them to make thoughtful choices, contribute positively to their communities and respond confidently to challenge.
These virtues are explicitly taught, modelled by adults and reinforced through pupils' experiences across the curriculum and wider life of the School. Pupils are given opportunities to reflect on their choices and actions, learn from others, take responsibility and put the School's values into practice.

We place a high value on physical, expressive and co-curricular provision as an important part of a broad and balanced education. Sport, music, drama, outdoor education and the wider co-curricular programme are therefore given significant prominence within Lower School life. These experiences provide opportunities for pupils to develop confidence, resilience, teamwork, creativity and responsibility, while discovering and developing their individual interests and talents.

We actively seek opportunities for pupils to participate in enriching experiences beyond the taught curriculum. Our Outdoor Education programme, for example, enables pupils to challenge themselves, work with others and develop a meaningful connection with the natural environment, supporting their physical, personal and social development.

## Curriculum Organisation

This policy is supported by subject- appropriate medium-term plans, and programmes of study which all feed into our whole school document Learning Journeys. These plans identify the knowledge, skills and understanding pupils are expected to develop and support coherent progression through the Lower School. Subject Leads, working alongside the Deputy Head (Academic), oversee their subjects and review curriculum provision to ensure plans are appropriate and delivered effectively.

### Early Years (Pre-Reception and Reception)

Norwich Lower School has exemption from the learning and development requirements of the Early Years Foundation Stage (EYFS). Nevertheless, our Early Years curriculum is informed by the current EYFS statutory framework and provides a broad and ambitious programme appropriate to children's educational and developmental needs. Curriculum planning is informed by the EYFS educational programmes and, where appropriate, Development Matters, while retaining the freedom to provide enrichment and challenge beyond these expectations.

Our Early Years curriculum recognises the importance of communication and language, physical development, and personal, social and emotional development alongside literacy, mathematics, understanding the world, and expressive arts and design. Children develop knowledge and skills through a balance of purposeful play, exploration, interaction, direct teaching and carefully planned experiences.

Practitioners respond to children's interests, prior experiences and developing needs, encouraging them to explore, communicate, question, reflect and make connections in their learning. As children progress through Reception, teaching and learning increasingly prepare them for the expectations of Key Stage 1, supporting a confident and successful transition while retaining developmentally appropriate Early Years practice.

### Key Stages 1 and 2

The curriculum in Key Stages 1 and 2 is informed by the National Curriculum while retaining the flexibility to provide additional breadth, depth and challenge. English and Mathematics are given appropriate prominence within the timetable, with important literacy, numeracy and other transferable skills developed and applied across the wider curriculum.

As pupils progress through the Lower School, they encounter increasingly complex knowledge, concepts and skills. Teachers use explicit instruction and modelling, discussion and questioning, guided and independent practice, practical experiences and collaborative learning as appropriate to the subject matter, pupils' prior knowledge and the stage of learning. Increasing emphasis is placed on pupils making connections with previous learning, developing secure subject knowledge and applying their knowledge and skills with increasing independence.

In Lower 2 and Upper 2 (Years 3 and 4), History and Geography are taught through a combined Topic curriculum. Purposeful cross-curricular links are made where they enhance learning, including through subjects such as Art and Engineering & Design. In Lower 3 and Upper 3 (Years 5 and 6), History and Geography are taught as discrete subjects, allowing pupils to develop increasingly secure subject-specific knowledge and skills and preparing them for the more subject-specialist curriculum of the Senior School.

| Year Group | Curriculum Subjects Offered |
|---|---|
| Lower 1 and Upper 1<br>(Years 1 and 2) | English, Mathematics, Science, Topic, Art, Music, Computing, Engineering & Design, Pupil Personal Development (PPD), Virtues Curriculum, World of Languages, Languages of the World (WoLLoW), Physical Education and Games |
| Lower 2<br>(Year 3) | English, Mathematics, Science, Topic, Religious Studies, Art, Music, Computing, Engineering & Design, Pupil Personal Development (PPD), Virtues Curriculum, World of Languages, Languages of the World (WoLLoW), Physical Education and Games |
| Upper 2<br>(Year 4) | English, Mathematics, Science, Topic, Art, Music, Computing, Engineering & Design, Pupil Personal Development (PPD), Virtues Curriculum, World of Languages, Languages of the World (WoLLoW), Physical Education and Games |
| Lower 3 and Upper 3<br>(Years 5 and 6) | English, Mathematics, Science, History, Geography, Art, Music, Computing, Engineering & Design, Pupil Personal Development (PPD), Virtues Curriculum, World of Languages, Languages of the World (WoLLoW), Physical Education and Games |

Throughout Key Stages 1 and 2, the curriculum is broad and ambitious. While informed by the National Curriculum, it is not limited by it, and opportunities are taken to provide greater depth, enrichment and challenge where appropriate. High expectations are maintained for all pupils, alongside appropriate support and adaptation to enable them to learn and make progress. Through our shared Ready to Learn approach, pupils are supported to develop the behaviours, attitudes and habits that enable them to engage positively with learning, respond to challenge and become increasingly independent.

The Grades and Reporting System and termly Parents' Evenings enable staff and parents to monitor the children's attainment and progress as they pass through the School. Termly grades are monitored closely by teaching staff and form tutors to flag concerns so that early strategies can be put in place to support the pupils.

Curriculum provision is reviewed regularly to ensure that it remains appropriate, coherent and effective in enabling pupils to learn and make progress. Subject Leads support the development and oversight of their curriculum areas. Working with the Deputy Head (Academic), they develop an understanding of the strengths and areas for development within their subjects. This may include reviewing

curriculum plans, taking part in subject Book Looks, gaining pupil voice in their subject and engaging in professional dialogue with teachers.

Whilst the Lower School operates a different timetable structure to the Senior School, our respective scheduling of lessons is broadly in line, creating opportunity for us to make the best possible use of the wider school's excellent facilities and staff.

## School Timetable:

The week is divided into 40 teaching periods of 35 minutes.

| Period | Time |
|---|---|
| Morning Form Period/ Assembly | **08:30-9:05** |
| 1 | 09:05-09:40 |
| 2 | 09:40-10:15 |
| AM break | **10:15-10:35** |
| 3 | 10:40-11:15 |
| 4 | 11:15-11:50 |
| Lunch break | **11:50-12:55** |
| Afternoon Form Period | **13:00- 13:20** |
| 5 | 13:20-13:55 |
| 6 | 13:55-14:30 |
| PM break | **14:30-14:40** |
| 7 | 14:45-15:20 |
| 8 | 15:20-15:55 |
| Dismissal | **15:55-16:00** |

### All Key Stages

Across all ages, the Norwich Lower School curriculum is structured to provide pupils with a wide range of educational experiences, which in particular enables them to acquire skills related to **speaking and listening, literacy and numeracy**. In the pursuit of building understanding about the world around them, we seek to give our pupils an astute perspective on their personal identity, their cultural inheritance and that of others. Our curriculum and approach aim to develop informed and responsible citizens and actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Linguistic skills are predominantly delivered through the English curriculum, although all teachers share some responsibility for the teaching of literacy. Our WoLLoW curriculum complements this by developing pupils' awareness of language and linguistics, including how languages are structured, connected and used.

The marking, spelling and presentation policies reinforce literacy skills in all subjects, and the marking policy is available as Appendix 2 to this policy, with our agreed marking codes being contained in Appendix 3.

Progress and attainment are monitored through ongoing work, and through termly tracking assessments in key skill areas. They are also monitored through the annual formal assessment schedule of reading, writing and spelling, the results of which are recorded and tracked in the Grades and Reporting system.

Drama is an important vehicle to aid the development of speaking and listening skills and all children are involved in distinctive – year group specific – performing arts projects. This is reinforced by optional London Academy of Music and Dramatic Art (LAMDA) lessons, in which some pupils choose to participate.

Our WoLLoW Curriculum also ensures pupils can develop an awareness and proficiency in Modern Foreign Languages.

Mathematical skills are mainly delivered through the mastery approach of the White Rose curriculum and progress and attainment are assessed regularly at the end of topics. An annual formal assessment of progress in mathematics takes place in the Trinity term, the results of which are recorded in the Grades and Reporting system.

The Maths curriculum enables pupils to use and apply mathematics, understand shape, measures and data handling, develop a capacity for logical thinking and express themselves independently using number. All pupils are encouraged to explore mathematical problems in a variety of contexts and through a variety of subjects including topic work, Computer Science, Engineering and Design, Science and Geography.

Scientific knowledge and understanding are developed through the science curriculum in KS1 and KS2. This enables pupils to increase their knowledge and understanding of nature, materials and forces, and to develop enquiry skills, form hypotheses, conduct experiments and record their findings. In Upper 3 (Year 6) a programme of Sex and Relationships Education (SRE) is delivered. Woven through our Science curriculum is an emphasis on Science Capital. Within this we celebrate a diverse range of scientists and specialists linked to our topics, making science more inclusive and relatable for our pupils.

Technological skills are developed through our Computer Science (CS) and Engineering and Design (ED) programmes, as well as through relevant learning across the wider curriculum. In Computer Science, pupils progressively develop their knowledge and skills across four key strands: programming, digital literacy, data and creating media. Pupils learn to use digital systems confidently, safely and responsibly; to create and communicate using digital media; and to collect, organise and interpret data. Through increasingly sophisticated programming experiences, they develop computational thinking and learn to design, create, test and debug programs using a range of technologies and programming environments.

In Engineering and Design, pupils develop practical skills through the engineering process of investigating problems, designing, making, testing, refining and evaluating solutions. They work with an increasingly wide range of materials, tools and technologies, developing accuracy, creativity, independence and safe working practices. Projects draw on scientific and mathematical understanding and introduce pupils to areas such as structures, mechanisms, forces, electrical systems and pneumatics. As pupils progress through the School, they undertake increasingly complex challenges requiring greater precision, technical understanding and independent problem-solving. Digital technology is also used purposefully across the wider curriculum to support learning, creativity and communication.

Human and social education is developed through a range of complementary areas of the curriculum. From Lower 1 (Year 1) to Upper 2 (Year 4), History and Geography are principally taught through cross-curricular Topic work, before becoming discrete subjects in Lower 3 and Upper 3. Across this progression, pupils develop knowledge and understanding of people, places, events and environments, alongside the skills of historical and geographical enquiry. They learn to consider different perspectives, use evidence, make connections between past and present, and understand relationships between people and the world around them.

Religious Studies enables pupils to explore a range of religions, beliefs and worldviews and to develop an understanding of how these shape people's lives, identities, values and communities. Provision combines taught learning with immersive experiences, including dedicated RS days, workshops and, importantly, visits to places of worship. These experiences give pupils opportunities to encounter different faiths and traditions in meaningful contexts, ask questions and develop their understanding of the beliefs and practices of others. Religious understanding is further supported through relevant assemblies and other aspects of school life. In Lower 2, this is complemented by a more regular taught programme exploring areas including identity and belonging, religious festivals and practices, signs and symbols, and religious leaders.

Pupil Personal Development (PPD) provides our principal programme of PSHE education and is organised around three strands: Relationships, Health and Wellbeing, and Living in the Wider World. Through a progressive programme, pupils learn about relationships and respect for others, physical and mental wellbeing, personal safety, citizenship and community, diversity, the environment, financial education and digital wellbeing. As they progress through the School, pupils increasingly explore concepts including democracy, the rule of law, rights and responsibilities, and their role as responsible citizens.

The Virtues Curriculum complements PPD by enabling pupils to explore, reflect upon and demonstrate the character traits represented by our five headline virtues: Adventurous, Caring, Curious, Mindful and Principled. These are revisited progressively throughout the Lower School, with pupils considering their relevance within school and increasingly within local, national and global contexts. Where appropriate, pupils make connections between the Virtues, current affairs and Fundamental British Values.

All pupils receiving primary education are provided with Relationships Education in accordance with statutory requirements and current statutory guidance. Age-appropriate Relationships and Health Education is delivered principally through the PPD curriculum, with relevant aspects also addressed through the Science curriculum and other areas of school life. Age-appropriate sex education is provided in Upper 3 as part of the school's wider programme (please see RSE Policy).

Across PPD and the wider curriculum, pupils are supported to understand healthy lifestyles and human development and to navigate the opportunities, responsibilities and challenges of the digital world. The curriculum promotes respect for others and equality, with appropriate regard to the protected characteristics set out in the Equality Act 2010.

Physical development is promoted through a broad programme of Physical Education, Games, swimming and Outdoor Education. Pupils progressively develop fundamental movement skills, physical competence, confidence and an understanding of how to participate safely and effectively in physical activity. Across the curriculum, they experience a range of activities including athletics, dance, gymnastics, swimming, racket and striking and fielding activities, and invasion games. As pupils progress through the School, they increasingly develop sport-specific skills, tactical understanding and the ability to apply their skills in competitive and collaborative situations.

Alongside physical competence, pupils are encouraged to develop positive attitudes towards physical activity and the personal qualities associated with participation in sport. Opportunities for teamwork, communication, resilience, leadership and followership are embedded within PE and Games, supporting pupils in learning to work effectively both individually and with others.

Outdoor Education provides a further dimension to pupils' physical and personal development. From Lower 2 onwards, pupils follow a progressive programme incorporating practical outdoor skills including shelter building, knot work, fire skills, navigation and cycling. Pupils apply and build upon previous learning through increasingly challenging practical experiences, developing confidence, independence, problem-solving and an understanding of how to engage safely and responsibly with the natural environment. Teamwork, leadership and followership are integral to the Outdoor Education programme. As pupils progress through the School, they move from following instructions and working effectively as part of a group towards sharing responsibility, leading others and responding collaboratively to increasingly complex challenges.

Aesthetic and creative education is developed principally through Art and Music, with further opportunities through Drama and cross-curricular learning. Pupils are encouraged to develop their creativity, imagination, confidence and ability to express ideas through a range of artistic forms.

In Art, pupils develop their skills through drawing, painting, printing, sculpture, textiles and mixed media, exploring a range of materials, techniques, artists and artistic traditions. As they progress, they are encouraged to experiment, make creative choices and increasingly refine and evaluate their work. The display of pupils' artwork throughout the School celebrates creativity and promotes aesthetic awareness.

In Music, all pupils are encouraged to think of themselves as musicians. Through singing, playing, composing, listening and performing, pupils progressively develop their musical knowledge, skills and confidence. Classroom Music is complemented by instrumental and vocal tuition, choirs, ensembles and a wide range of performance opportunities. Drama further develops creativity, expression and confidence through productions and other performance opportunities.

## Education for the 'more able'

It is our priority to ensure that all children have the opportunity to learn and make progress. By virtue of our academically selective entrance procedure, all children in the School can be viewed to be positioned towards the 'more able' end of the academic spectrum, and consequently, we do not maintain a formally exclusive 'Gifted and Talented' register. This is considered particularly prudent given the developmentally immature age-range of our children. If, whether due to aptitude, prior learning or uncommonly high motivation, a child is positioned substantially beyond the reach of our mainstream provision, then alternative educational opportunities will be sought for them.

However, through our mainstream focus on preparing all children for the world of opportunity, we seek ways in which any child can access personal routes to extension and fulfilment – whether anticipated or not. One of these routes is via our voluntary Upper 3 Jemison Group, led by our Academic Enrichment Officer.

Acceleration through the curriculum is considered undesirable, and therefore teachers use a variety of approaches to ensure pupils are academically fulfilled. Throughout the course of a topic, teachers will encourage pupils to consider knowledge and skills from an alternative perspective, expose pupils to wider or deeper knowledge regarding a subject area or offer opportunities to contribute to a larger task.

## Pupils with Special Educational Needs and Disabilities (SEND)

The School is committed to ensuring that pupils with special educational needs and/or disabilities are able to access the curriculum and make progress. The SENDCo works closely with teachers, pupils and parents to identify needs and ensure that appropriate support and reasonable adjustments are in place.

Where appropriate, pupils with identified needs have an Individual Support Plan (ISP). An ISP provides staff with clear information about the pupil's individual needs, together with the strategies, support and reasonable adjustments that will

help them to access learning and make progress. ISPs are developed and reviewed in consultation with relevant staff, parents and, where appropriate, the pupil. Teachers are expected to be familiar with and implement the provision set out in the ISPs of pupils they teach.

Where a pupil has an Education, Health and Care Plan (EHCP), the School ensures that the provision specified within the plan is implemented.

Full details of the Lower School's Learning Support provision are detailed in the separate Learning Support Policy.

## English as an additional language (EAL)

Our SENDCo works closely with form tutors and teachers to identify and monitor pupils who may require additional support and to help ensure that all pupils are able to access our broad and balanced curriculum and participate fully in the life of Norwich School. Where appropriate, pupils for whom English is an additional language (EAL) may receive additional or individual support to enable them to access the curriculum effectively.

Our weekly Pupil Concern meetings provide a regular opportunity for staff to discuss pupils who may require additional support, share relevant information and agree appropriate next steps.

## Document control

| | |
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| Other internal policies / documents referenced: | ▪ English as an additional language (E.A.L) Policy<br>▪ Report Grading Matrix<br>▪ Special Educational Need and Disability (SEND) Policy<br>▪ Relationships and Sex Education Policy |
| External documents referenced: | ▪ Equality Act 2010 |

## APPENDIX 1: Assessment Policy

The success of children in a curriculum such as ours will always be best assessed through the tacit judgements of a variety of stakeholders over time. Our main academic focal points are the public exams which pupils will encounter during their Senior School years, as well as an independent lifelong love of learning.

In keeping with this, the Lower School does not enter children for national testing, nor are Lower School children required to undergo the 11+ entry process into our Senior School. However, the school uses assessment in the pursuit of multiple goals:

- Firstly, it is used as a diagnostic tool on entry into the school and at key points during the academic year to inform teachers of general progress being made in certain key skills areas. From this information, we can identify strategic priorities in the education of cohorts and individuals.

- Secondly, it is used as a formative influence in the day-to-day education of our pupils, informing both teachers and pupils of the developing grasp children have of their on-going education, and enabling them to work together to ensure that key elements of their learning are fully assimilated, and maximum progress is made. Pupils are encouraged to consider and act upon any feedback they receive and are explicitly taught the benefits of low-stakes testing.

- Thirdly, it is used in a summative role, giving pupils, parents and teachers a statement of what level a child has reached academically at key points in their school career.

Assessment information, professional judgement and pupils' work are used to evaluate pupils' learning and progress, identify individual or cohort needs, and inform subsequent teaching and curriculum development.

The tools used in our diagnostic assessment schedule involve tests in areas such as spelling, reading and maths.

The methods of formative assessment vary depending on the context, and will include a mixture of verbal discussion, observed informal class practice, marked classwork and (if suitable) homework, and end of topic-based tests.

We conduct annual age-appropriate formal assessments in the Trinity term. These provide useful summative information about pupils' attainment and progress, while also helping pupils gradually develop the skills and confidence needed for formal assessment in Senior School. Pupils are encouraged to discover how they learn and revise most effectively within a supportive, low-pressure environment.

Throughout the year, teachers regularly use retrieval practice and metacognitive strategies to help pupils develop effective learning habits and retain important knowledge and skills. Through this approach, we aim to foster a positive and healthy attitude towards assessment, encouraging pupils to approach it calmly and with a mindset of 'comparing you with you'.

Regular assessment and feedback enable teachers to monitor pupils' learning and progress closely. The SENDCo and Learning Support staff work with teachers to identify pupils who may require additional support and to ensure that appropriate teaching strategies, reasonable adjustments and additional support are in place to enable them to access the curriculum and make progress

The Grades and Reporting System enables staff and parents to monitor the children's attainment and progress as they pass through the school. In addition, it records achievements and enables teachers to flag concerns to form tutors early, so that strategies can be put in place to support the children.

### Homework

Pupils in KS1 receive 20 mins of homework or reading per evening. Pupils in KS2 receive 30 mins of homework per evening on a variety of English, Maths and Science tasks related to learning in class.

### Assessment in EYFS

Although the School is exempt from the statutory EYFS learning and development requirements, the EYFS framework continues to inform our planning and expectations for children's development. Assessment is primarily based on ongoing observation and practitioners' knowledge of each child, with particular emphasis placed on developing the Characteristics of Effective Learning as a foundation for lifelong learning. Reception pupils also undertake end-of-year assessments in Phonics and Mathematics.

### Learning Support Screening

Pupils are screened on entry to the school for potential learning support needs. Pupils may require specific learning support offered by the SENDCo over a period of time. Ad-hoc support is offered one-to-one, in pairs or in groups for pupils struggling to grasp a particular concept or skill in Maths or English. Further support is also given to assist with social skills or coordination difficulties. A record is kept of support given, as well as Educational Plans for pupils with identified specific needs from an educational psychologists report. Pupils' progress is discussed regularly in teaching staff Common Room meetings.

Planning of the tasks and activities in lessons is adapted as required to ensure that subject matter and level is appropriately challenging for all our pupils. [Further details can be found in the separate Learning Support Policy.]

## APPENDIX 2: Marking Policy [KS1 & KS2]

The primary focus of all marking at the Lower School should be to provide pupils with feedback which supports current or future learning.

There are three ways in which our marking should seek to do this:

1. Through acknowledging that learning has been successful and pupils' efforts appreciated. This provides for the learner confirmation of their understanding and self-efficacy and encourages the likelihood of a similar approach to future work.
2. Through seeking to correct misunderstandings or inappropriate ways of working. This is most fruitful if pupils are engaged in thinking through their corrections.
3. Through prompting pupils to think further about the work or topic at hand. This can provide some opportune stretch or enrichment, but shouldn't undermine the first goal.

Teacher marking is not the only way in which successful feedback can be used to achieve these aims, and indeed may not be the most effective. Consequently, whilst direct marking is a good way of ensuring that personal focus is given to each child, more time-efficient approaches are adopted if they can achieve the same ends. Indeed, verbal feedback and self / peer marking is to be encouraged on a regular basis as a way of helping pupils to learn directly from their work, as well as that of others.

It is an additional reality that not every mistake can always be learned from – particularly in a lengthy piece of writing for example – and to try to highlight them all could in fact undermine other ways of moving a child forward, as well as taking time which could potentially be invested in better planning for further learning. Furthermore, different pieces of work can be committed to workbooks for different purposes, and it may well sometimes be the case that acknowledgement and feedback is simply not required.

As a result of this, it is expected that teachers will make a professional judgement regarding the form and quantity of formal marking utilised on different pieces of work. In particular, teachers should prioritise methods which can ensure that feedback is timely, and which will promote actual engagement in reflection by pupils.

Nevertheless, it is expected that, over time, a range of approaches will be used, and also that the following key guidelines will be followed for the benefits of clarity and consistency afforded to the children:

### Key expectations of book work and marking

### Dates / titles / headings
All pieces should have a date and title, both underlined. In Mathematics, the date should be a numerical equivalent.

### Writing Pen
Pupils are expected to have a blue ink writing pen. Most pupils use an erasable ink pen, although fountain pens, quality rollerball pens or fibre-tipped pens are also acceptable. Ink pens are used after pupils have graduated from pencil, normally during Lower 2 (Year 3). Pupils who encounter problems with this transition will be given an interim handwriting pen to support them through this process. Ball-point pens/biros are not to be used. Pencils are to be used in Maths lessons.

### Marking colour

Marking of work which is correct or otherwise pleasing should be completed in green. Corrections or comments intended to promote further thought in the pupil should be completed in pink. This guidance applies to annotations across the work as well as summative comments. Green and pink highlighters can additionally be used to draw attention to larger sections of work which follow a particular pattern.

Self or peer marking, including corrections and pupil responses to teacher comments during feedback, should be completed in purple pen.

### Marking Codes
Whilst subject and teacher-specific marking adaptations may sometimes be beneficial and easily understood by pupils, a series of marking codes has been agreed for use across the school, so as to facilitate simple to use, but easy to understand marking. [Appendix 3]

We encourage the use of a light touch marking approach wherever feasible, recognising that certain pieces of work may necessitate more detailed marking; however, we prioritise the effective use of teachers' time in providing constructive feedback that supports pupil progress.

### Grades and Reporting
In books, grades are not used, and marks are only used for tests (except in Mental Arithmetic books). Teachers should keep an appropriate record of individual pupil progress using grades, marks or designations such as ‘working towards’ or ‘working above’ in relation to key objectives, even though these may not be recorded in the pupil’s book. This can be done in the electronic feedback planner or an agreed alternative method.

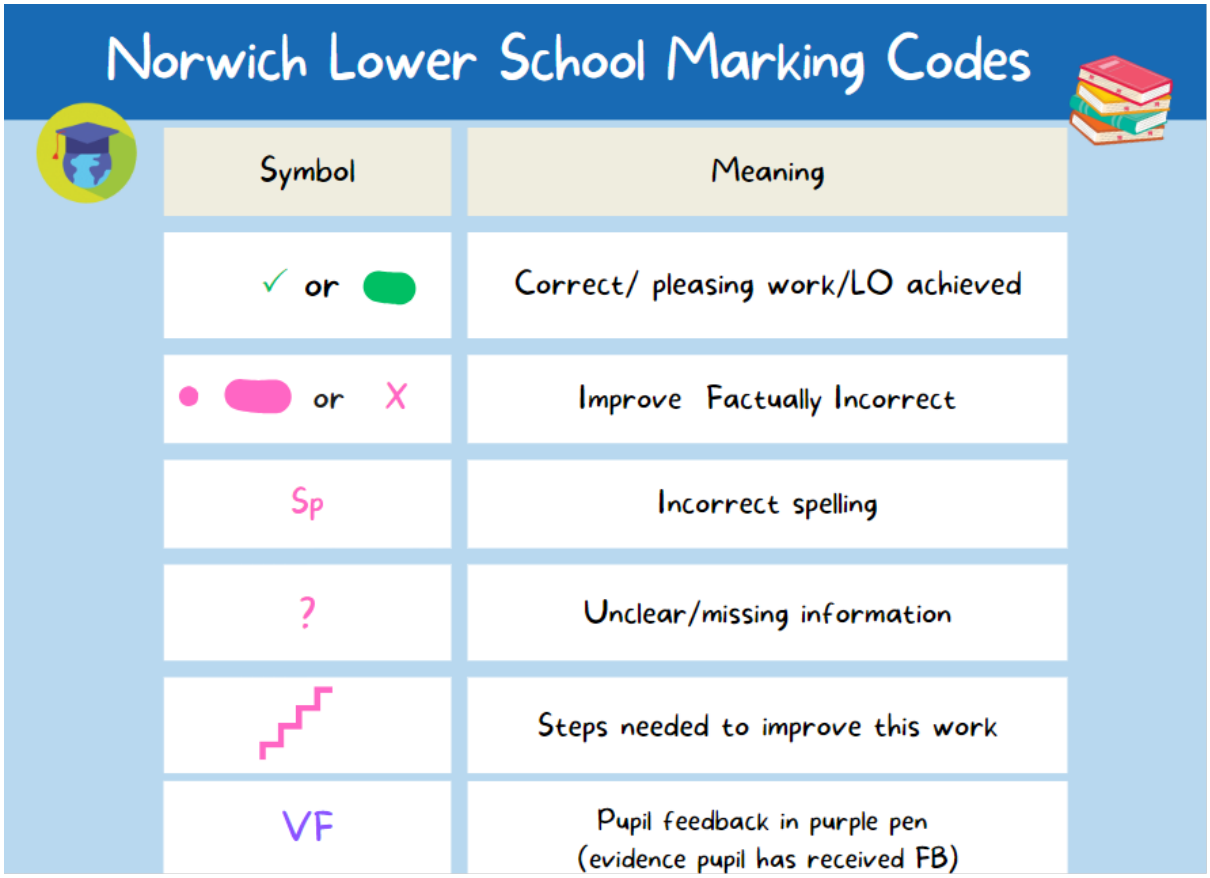
All grades should mirror the agreed report grading policy. However, teachers should be wary of grading prep for attainment as the pupil may have received considerable assistance.

Formal reporting periods occur at 6 points throughout the academic year; on the final day of each half term, grades are released to parents via the school portal and on the last day of term, Form tutor reports are released. In addition to this, we hold termly Parents’ Evenings.

## Rewards

Teachers should make use of the school virtue Star system. Stickers, stamps or a hand-drawn ‘smiley face’ can be used for encouragement and to create cumulative steps to a reward, with three such tokens equating to a Star. For exceptional work or effort, pupils may receive ‘Golden Stationery’ from the Head of the Lower School.

APPENDIX 3: Agreed Lower School Marking Codes



## APPENDIX 4: Annual Update Summary – Michaelmas 2026

| Version number | Date issued | Author / key contact | Changes | Page |
|---|---|---|---|---|
| 1.2 | Lent 2025 | Stacey Boothby | Minor rewording throughout to ensure clarity. | Throughout |
| | | | Overview – Update to age ranges (Pre-Reception to Upper 3) | 3 |
| | | | Reference to NS Culture of Learning | 4 |
| | | | Explicit example of Character Development within our OE curriculum | 5 |
| | | | Curriculum Organisation -References made to Pre-Reception | 5 |
| | | | PPD (reference to Lower School Virtues) | 5 & 9 |
| | | | Inclusion of Pre-Reception Class to Physical Development | 9 |
| | | | Changes to Parents' Evenings and reporting intervals | 7 & 17 |
| | | | Addition of Lower School timetable | 7 |
| | | | Reference to Maths Mastery ' White Rose' curriculum | 8 |
| | | | Reference to 'Science Capital' within Scientific knowledge. | 9 |
| | | | Changes made to the study of Religion in Human and Social Education | 9 |

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| | | | Reference to the Virtues curriculum in Personal Development Section. | 8 |
| | | | Updated to include KS1 to Upper 2 taking part in cross-curricular topic work. | 10 |
| | | | Changes to 'Education for the more able'. Rewording of SERA principle and updated to include Jemison Group. | 11 |
| | | | Additional explanation of EAL provision at the Lower School | 11 |
| | | | Rewording and explanation of our use of low stakes retrieval practice | 13 |
| | | | -Appendix 1- Assessment Policy<br>Homework details included | 14 |
| | | | Rewording and update of Assessment in EYFS | 14 |
| | | | Edit to writing pens – Pencils to be used in Maths lessons. | 16 |
| | | | Revision to grades and reporting to reflect the process of teachers recording pupil marks/areas for improvement | 17 |
| | | | Reference to the number of reporting points throughout the year. | 17 |
| | | | Changes to Marking Codes | 17 |
| 1.3 | Michaelmas 2026 | Stacey Boothby | Rewording of Curriculum Philosophy | 3 |
| | | | Rewording of 'Approaches to Teaching and Learning | 4 |

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| | | | Updates to Curriculum Organisation throughout EYFS, KS1 and KS2 | 5 |
| | | | Inclusion of table detailing subjects offered by Norwich Lower School. | 6 |
| | | | Update to WoLLoW within Linguistic skills. | 7 |
| | | | Updates to Technological Skills, Human and Social Education, Physical Development and Aesthetic and Creative education within the Curriculum. | 8,9 |
| | | | Renaming of section 'Pupils with an Education, Health and Care Plan (EHCP) to 'Pupils with Special Educational Needs and Disabilities. Reworded to reflect changes from IEPs to ISPs. | 11 |
| | | | Rewording of English as an additional language (EAL) for clarity. | 11 |
| | | | Updates to assessment for EYFS | 14 |