



The Mall School

Curriculum Policy

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Overview

We believe all children should be inspired with a lifelong love of learning. Our mission is to create an environment that ignites the love of learning in children, through passion, joy, confidence and happiness. We will achieve this by providing a supportive community and place to grow, where everyone has a voice. A place where true potential can be developed, whether it is academic, sporting, musical, dramatic or artistic. We will guide all children to develop their natural curiosity and independence leading to happy confident individuals, with a lifelong love of learning.

This policy applies to pupils in Reception to Year 6. There is a separate curriculum policy for the nursery.

The Mall School provides full-time supervised education for pupils aged 4 – 11 and gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Subject matter as described below is appropriate for the ages and aptitudes of the pupils, including those with an education, health and care plan (EHCP). The written policy, plans and schemes of work actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are able to acquire skills in speaking and listening, literacy and numeracy. All year groups have a programme of activities which is appropriate to their needs and ensures all pupils will have the opportunity to learn and make progress. The curriculum includes effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The Mall School operates the following teaching timetable:

	Registration	End of school day
Reception and Year 1	8.35–8.40	3.00
Year 2	8.35–8.40	3.30
Year 3	8.25–8.30	3.30 (4.00 on games afternoons)
Year 4 and above	8.25–8.30	4.00

Reception classes (and pupils below compulsory school age) follow the Early Years Foundation Stage curriculum which covers three prime areas: communication and language; physical development; and personal, social and emotional development; and four specific areas: literacy; mathematics; understanding the world; and expressive arts and design.

For Reception classes, the initial parents' evening provides information on the types of activities provided for the children and the daily routines of the school. The end of year report provides a written summary of a child's progress against the early learning goals and the assessment scales. Progress is discussed at termly parents' evenings though parents can ask to discuss this with the class teacher at another time and can ask to receive a copy of the EYFS profile (which is given to parents at the end of the year). If a pupil leaves during the academic year, the school will send the profile to the new provider within 15 days of a request. Reception parents can ask to see their child's personal file by making a written request to the Headmaster. The school will take into account the relevant data protection regulations.

Years 1 and 2 are taught by their class teachers – English, maths, science, history, geography, religious studies, design technology and art. The pupils also have lessons in music and digital skills (and French from Reception) some of which are taught by specialist teachers. Reception and Year 1 pupils have one PE and one swimming lesson. Year 2 pupils have an afternoon of games, one PE and one swimming lesson. Year 3 pupils are taught by their class and specialist teachers – English, maths, French, science, history, geography, religious studies, music, digital skills, design technology, drama and art. Year 3 pupils have two afternoons of games, one PE and one swimming lesson.

The curriculum in Years 4 to 6 prepares pupils for the move to senior school and the 11+ entrance exams. A full range of subjects is covered each year mostly by subject specialist teachers – English, maths, French, science, Latin, history, geography, religious studies and reasoning. Pupils also have lessons in personal, social and health education, digital skills, design technology, art, drama and music. There are two games afternoons in addition to lessons of swimming and PE.

The Deputy Head, class teachers and subject specialists ensure that schemes of work are appropriate for the ages and aptitudes of pupils. Maths and English are set from the beginning of Year 4.

English as an Additional Language

Pupils with English as an Additional Language are supported by the teaching assistants and the SENCO in Reception to Year 3. If it is agreed with parents to be beneficial, they can receive additional one-to-one tuition, at an extra charge (see the school's EAL policy).

Learning Support and Special Educational Needs

Pupils who would benefit from additional support, or those with a specific learning difficulty, receive small group or 1:1 support as part of targeted intervention programmes. The school's special educational needs' co-ordinator (SENCO) manages these programmes which are normally led by a specialist learning support or teaching assistant. The SENCO also helps to ensure that class teachers and subject specialist teachers receive appropriate advice and information to support pupils with learning difficulties. Some pupils across the school may need additional support and assessment from outside agencies. These pupils will have an individual education plan written by the SENCO which is shared with all the appropriate staff.

Where a pupil has an Education, Health and Care plan (EHCP), their education at The Mall will fulfil its requirements. The SENCO oversees the provision for pupils with an EHCP and ensures that teachers and classroom assistants are supported in understanding the requirements of the plan and how to help the pupil access the curriculum. The SENCO ensures full communication with parents about the pupil's needs and progress (see also the school's SEN Policy).

Personal, social and health education

There is a formal scheme of personal, social and health education (see PSHE policy and anti-bullying policy) which reflects the school's aims and ethos and covers issues such as bullying and relationships. Relationship and health education is covered in PSHE as well as in science lessons as set out in the school's relationship and health education policy.

Spiritual, Moral, Social and Cultural development

Our teaching actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We ensure that principles are actively promoted which:

- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Staff will avoid promoting a partisan political view in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, staff will take such steps as are reasonably practicable to ensure that pupils are offered a balanced presentation of opposing views.

This will take place whether the pupils are in attendance at the school; taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or involved in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

The spiritual, moral, social and cultural development of pupils at The Mall is addressed through subject lessons (e.g. art, music, history, religious studies and geography); assemblies; class periods; PSHE and elsewhere.

During their time at the school, pupils engage in various activities and lessons which give them:

- an understanding of how citizens can influence decision making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain their independence;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

Pupils are prepared for the wider world through the use of visiting speakers, activities days, residential trips and the leavers' programme. This programme of events is presented in an impartial manner and also enables pupils to make informed choices about a broad range of career options. Year 6 pupils attend the borough's junior citizens course and engage in leadership training. Pupils from Year 3 are on the pupil council while pupils in Year 6 can become sports captains, librarians, head of house, prefects and school captains.

Assessment

The schedule for assessment is included as Appendix 1.

Pupils sit standardised assessments in English, Maths, verbal and non-verbal reasoning. These assessments aid the school in its objective assessment of pupils' progress and are shared with parents.

The purpose of the assessment activities is to identify a pupil's strengths and weaknesses and to determine future areas of learning. Assessment data should not be used in isolation but is one part of the 'jigsaw' informing the teacher about an individual pupil.

Exams

Exam results are given as percentages. If these are likely to cause concern they should be discussed first with the deputy head. Exam results should be sent home as soon after the exam as possible. A pupil's position relative to the rest of the year should be presented by indicating the range of scores for the middle 50% of results. Position by rank order should not be used.

Exam marks must not be given to pupils until the deputy head has given their approval. This gives an opportunity to discuss disappointing marks with parents before they are sent home. All exams should ensure that even a weak pupil has some rewards and embarrassingly low marks should be avoided as they merely undermine a pupil's self-esteem.

Revision sheets to pupils should be uploaded on Teams well in advance of school exams.

Online exams are included in the exam timetable in the spring and summer term of Year 5 and autumn term of Year 6, to prepare pupils for the online ISEB exams.

Parents' evenings

The schedule for parents' evenings and reports is included as Appendix 1.

There is normally a staff briefing before parents evening to share concerns about individual pupils.

Parents' Evenings are currently held in person or on Teams. Year group parent meetings are held in September and led by the Headmaster.

Marking

Marking is most useful where it can be done with the individual pupil and they can receive instant feedback on what they have done. All marking should be kept up to date and a record of the marking must be kept by the class teacher. In Reception there is an Early Years Profile for all pupils (see the Early Years policy).

All work should be marked sympathetically. In particular, marking should be matched to the ability of the individual pupil. Care should be taken to avoid excessive correction of a pupil's written work. It is better to focus on one or two items rather than correct every single item that is wrong. For example, where appropriate, corrections could focus on a pupil's targets for the term (e.g. common word spellings).

Under no circumstances should a pupil's work be screwed up or ripped up. Nor should a line be drawn through incorrect work. Instead a brief comment can be written and the pupil may repeat the work at the teacher's discretion. Teachers need to be aware that these comments will potentially be of use to parents as well as pupils.

Marked work should include some indication of encouragement (comment, credits, smiley face etc.) and where appropriate (depending on the age or ability of the pupil) a written or verbal suggestion as to how the work could be improved next time. From Year 4 a guide to marking is stuck into the pupils' books.

Work set (whether class work or homework) should be marked and normally be returned to pupils by the next lesson for that subject. Where it is not possible to do so by the next lesson, there should not normally be a further delay of more than 48 hours.

Tests should only occasionally be marked by the pupils. If this is done the tests should be collected and checked. All marks awarded must be recorded in the teacher's mark book.

All subjects should comment on presentation, handwriting, spelling and use of English when these are less than good. High marks must not be awarded for poorly presented and poorly expressed work.

Reports

The schedule for reports is included as Appendix 1.

The best reports are those that show that the class teacher has a real understanding of the pupils in their care. When parents read the report they are reassured that the person who is teaching their child knows them inside out, strengths, weaknesses and foibles. Reports are positive but are not afraid to highlight difficult or sensitive issues especially given that these will already have been discussed with the parents. Comments for each subject area identify the new knowledge and skills a pupil has acquired and do not simply regurgitate a list of topics or activities without any reference to what they have learned. Reports will address a pupil's attitude to learning: their ability to listen, perseverance and presentation of work. They will identify clearly areas where additional support at home can usefully be given and ideally advice on next steps.

Class teachers are also asked to comment on the pupil's progress, social integration and extra-curricular activities. A style guide for writing reports is included as Appendix 2.

Where grades are awarded the following guide should be followed. An A grade suggests a very able pupil who normally completes all their work correctly and who will often be asked to complete extension or enrichment activities. The majority of pupils will receive a B grade, which indicates a good standard for The Mall. Pupils who receive a C grade will typically be those who are receiving additional support. However, it does not follow that just because a pupil is receiving additional help that their work therefore must be a C grade. A D grade may be awarded if you have previously informed a parent.

Effort grades are in some respects more important than achievement grades. Most pupils should be aiming for a one for effort which would indicate that they are working to the best of their ability, are focused and hard working in class, come to lessons with the correct equipment, demonstrate a positive attitude to their work and hand in homework on time. A three for effort indicates a poor attitude in one or more of these areas. Where a pupil has received 3 threes for effort over a half term their parents will be contacted.

Reports also indicate whether a pupil is working below, at or above the expected standard for The Mall.

Syllabus

Syllabuses are the responsibility of the class teacher (Reception to Year 3) and Heads of Department (Year 4 to 6) and should include: aims and objectives; how the content can be managed systematically; the knowledge, skills and understanding that pupils are expected to acquire; links with other subjects; teaching methods and organisation; and opportunities for independent learning.

A brief overview of the curriculum is provided for parents on the website.

Homework

Reception:	Reading twice a week. Weekly phonics or handwriting worksheet. Library book to share.
Year 1:	Daily reading. Spelling and sentence dictation once a week. One written or online homework each week from the start of the summer term: e.g. Education City once a week.
Year 2:	Daily reading and associated reading quiz once a fortnight. Spelling once a week. One written homework each week Mental maths once a week. Education City may be used for homework.
Year 3:	Daily reading and associated reading quiz once a fortnight. English once a week. Spellings and tables once a week. Maths once a week. Either science, history or geography. Each homework should take no more than 30 minutes.
Year 4:	Daily reading and associated reading quiz once a fortnight. English and maths twice a week. Verbal and non-verbal reasoning once a week. Weekly science, French and Latin vocabulary History, geography and RS issued on a cyclical basis Each homework should take no more than 20 minutes.
Year 5	Daily reading and associated reading quiz once a fortnight. English and maths twice a week. Verbal and non-verbal reasoning once a week. Weekly science, French and Latin vocabulary History, geography and RS issued on a cyclical basis Each homework should take no more than 25 minutes.
Year 6:	Daily reading and associated reading quiz once a fortnight.

English and maths twice a week.
Verbal and non-verbal reasoning once a week.
Weekly science, French and Latin vocabulary (after 11+ exams only)
History, geography and RS issued on a cyclical basis (after 11+ exams)
Each homework should take no more than 30 minutes.

All homework should be entered on Teams on or before the day it is set. Teachers must not set internet research homework unless they have personally researched the site.

Handwriting and presentation

Pupils use pencil until pens are introduced in Year 3 when they receive a pen licence. They are taught to print in Reception with the transition to cursive during Year 1.

Pupils' work must be neat and tidy. Well-presented work should be praised and a credit given. Where appropriate they should prepare a rough draft, which is then copied up. Badly presented work should be done again, to the satisfaction of the teacher.

From the start of Year 4 pupils should use pen for all written language work. Diagrams should be in pencil; work for maths should also be in pencil. Pupils provide their own pens. Biro's are not allowed (except for work in science). The school recommends the Pilot V5 Liquid Ink Rollerball (0.5 mm), Uni-ball Eye Fine or Pilot FriXion Rollerball (0.7 mm). Ink must be blue and all underlining must be completed with a ruler.

Pupils with slow or poor handwriting may word process written work and this will be kept under review by the class teachers and SENCO.

Guide to display

Bright attractive classrooms with interesting displays can be stimulating and informative for pupils and create an excellent impression for current and prospective parents. The following guide is intended to provide a consistent look to displays throughout the school.

All noticeboards should have backing paper and a border. Class teachers are responsible for this in their classrooms. One noticeboard in a classroom should be for notices. All notices should be mounted on A4+ or A3+ paper (available from the art room).

Noticeboards in corridors are for subject teachers to display pupils' work or educational posters. Notice boards should not be left blank for long periods of time. All work should be mounted on A4+ or A3+ backing paper. Work for display should be neat, well presented and produced on plain paper without holes or a margin. The art department has laminated guidelines which pupils can use if they are producing handwritten work. Displayed work should have a title.

Backing paper and displayed work can be fixed to the noticeboards with either coloured drawing pins or by using a wall stapler. If using a stapler it can be used at an angle which makes it easier to remove staples.

Setting

Pupils are set in maths and English from the beginning of Year 4 in preparation for the 11+ exams. If pupils are taught in class groups, there will normally be support of a TA for lower ability pupils. Allocation to sets is based on teacher judgement, standardised assessments and exam results. Pupils are normally moved from one set to another after the spring or summer exams. If a pupil is being moved the relevant teacher will contact the parents beforehand.

Registration

The attendance register is taken twice a day in the morning (before 8.50) and afternoon (before 2.15). Attendance is completed on Engage or if this is not available a paper register will be used. Teachers taking registers must only mark pupils as present if the pupil is in the classroom. Reception and welfare staff will complete reasons for absence. If teachers are emailed or otherwise informed about future absences, this information must go straight to reception.

The Mall School
Autumn 2025
(Review Autumn 2026)

Appendix 1: Schedule of events

	Autumn term		Spring term		Summer term	
Reception	Curriculum evening	Parents' evening		Parents' evening		
	Settling in report					Full report
	Phonics and key words Baseline assessment CEM	EYFS Profile		EYFS Profile	Phonics, key words and cvc words	EYFS Profile
Year 1	Curriculum evening	Parents' evening		Parents' evening		
						Full report
	INCAS	Early Literacy Star Reader/Maths		Early Literacy Star Reader/Maths		Early Literacy Star Reader/Maths
Year 2	Curriculum evening	Parents' evening		Parents' evening		
						Full report
	InCAS	Star Reader/Star Maths	Star Reader/Star Maths		Star Reader/Star Maths	
Year 3	Curriculum evening	Parents' evening	Parents' evening		Parents' evening	
	Half term grades	Half term grades	Half term grades	Half term grades	Full report	Half term grades
	InCAS	Star Reader/Star Maths		Star Reader/Star Maths	Star Reader/Star Maths	
Year 4	Curriculum evening (11+) Open Evening (all)	Parents' evening (core)	Parents' evening (core)	Meet HM	Parents' evening (core)	
	Half term grades	Half term grades	Half term grades/exam results	Full report	Half term grades	Half term grades
	InCAS	Star Reader/Star Maths	Written English, Maths & Reasoning exams	Star Reader/Star Maths	Written English/Maths/Reasoning exams	Star Reader/Star Maths
Year 5	Curriculum evening (11+) Open Evening (all) Meet HM		Parents' evening (core)		Meet HM/ Parents' evening (core)	

	Half term grades	Half term grades	Half term grades/exam results	Grade report	Half term grades/exam results	Full report
	InCAS	Star Reader/Star Maths	Written and online English, maths and reasoning exams	Star Reader/Star Maths	Written and online English/Maths/Reasoning	Star Reader/Star Maths
Year 6	How to survive pre-tests Open Evening (all) Parents' evening (core)		Parents evening (all)			
	Half term grades/exam results	Half term grades HM reference	Half term grades	Half term grades	Full report	
	Written and online English, maths and reasoning exams InCAS Star Reader/Star Maths		Star Reader/Star Maths		Star Reader/Star Maths	

Appendix 2: Report Writing Style Guide

Rule 1:	Please get the pupil's name right! If it is an unusual name or an unusual spelling of a common name, please take the time to check you have got it right.
A team	Capital letter and no inverted commas.
benefited	One 't'
S Gosden	Teacher initial followed by full stop
Dangling participles	You can get a special ointment from the chemist. In the sentence, "Standing on bamboo stilts, the Japanese have houses which are extremely graceful", it is the Japanese who are standing on stilts not the houses.
Exclamation marks	Avoid.
fewer/less	Not interchangeable. Fewer for number (Five items or fewer is correct). Less for an amount that cannot be divided into separate numbers (water, money, work etc.)
focused	Not focussed
half term	Not Half Term
HMCs Not HMC's.	Also write 'an HMC' not 'a HMC' but note a Headmaster's Commendation.
-ise	For most words use the -ise ending not the American -ize.
it's/its	It's is a contraction of 'it is' or 'it has'. Its is the possessive form of 'it' e.g. its legs were covered in black hair.
new year	New Year's Day but note, 'I am looking forward to seeing how they will progress in the new year.'
Not only ... but also	If you use the phrase 'not only' you must follow with 'but also'
Practice/practise	Practice is a noun, practise is a verb. Similar to advice (noun) and advise (verb). E.g. Handwriting practice, some extra practice, to practise, he should practise, practising.
Seasons	Write spring, summer, autumn, winter.
Semi-colons	Use sparingly if at all. Often a full stop or conjunction would be better.
Split infinitives	Pedantic grammarian nonsense. You cannot split an infinitive in Latin because it is one word. Sometimes splitting an infinitive will sound less awkward: 'to boldly go'.
Subjects	English, French and Latin require a capital letter but the other subjects take a small letter.
The Mall	Write The Mall not the Mall.
try to	Avoid 'try and' unless you mean they tried and then they did something else.
wells	Don't drown in them. "worked well", "has done well" etc.
whilst	Prefer while.
Year 4	Write 'Year 5' with a capital letter but, 'this year they have been...'