



Curriculum, Assessment & Marking Policy

Agreed by staff and Chair of Governors

Reviewed-Summer 2018
Next Review-Summer 2021

(Curriculum)

We are in the process of updating our curriculum in line with OFSTED 2019. The Curriculum Intent Statement accompanies this. This policy will be updated in line with changes over the course of the year.

Mission Statement

‘Our mission is to create a happy, caring, challenging environment, which enables the development of confident, independent learners who have the opportunity to achieve their maximum potential and gain respect for themselves and others.’

At Hemington Primary School we aim to see learning as the acquisition of knowledge, skills, attitudes and understanding. To be effective it must be enjoyable and based on working with others through mutual respect. This policy is supported through a wide range of teaching routines, strategies and practices. It is also supported by all other school policies and schemes of work.

Aims

We aim to show our commitment to high quality teaching and to promote high standards through effective and enjoyable teaching and learning. This policy will be the foundation for all other policies in school.

Learning Environment

To enable these aims to be met we need an effective learning environment where

- School provides a comfortable temperature with adequate ventilation and lighting
- There is access to drinking water
- Classrooms and other areas are carefully effectively planned and managed
- Resources are organised in order that pupils can make choices whilst learning
- Displays stimulate, enhance, assist and celebrate learning
- The school as a whole is seen as a place for learning being is resourced
- The school ethos demonstrates our commitment to high standards of achievement and good progress
- There is a positive, assertive approach to pupils’ behaviour
- Our pupils understand that adults who work with them should be treated with equal respect
- Good relationships between the home the school and the wider community are developed
- Physical well-being and healthy lifestyles are encouraged
- Children are encouraged to develop lively and enquiring minds that lead to independent thought and a lifelong love of learning
- Children are able to acquire the skills they will need to build on in the future
- There are equal opportunities for all pupils
- Children are able to develop confidence and self-esteem
- Children can develop a sense of self respect and a consideration and respect for others, irrespective of ability, social circumstances, age, sex, race, religion or sexual orientation

Attitudes to Learning

Good behaviour is a priority and is insisted upon at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school, its wider community and the people around them. Self-confidence and self-esteem are important. Praise is given for politeness and for good or improved behaviour. Good relationships are seen as essential in establishing this ethos which aims to promote high self-esteem in all pupils.

How pupils learn

We believe pupils learn in various ways. They can be visual, auditory or kinaesthetic learners. It is therefore important that pupils are offered a range of learning situations which encompass all approaches.

Effective teaching and learning takes place when

- Children enjoy the learning experience
- Learning is at the heart of all high quality teaching
- Teachers have good subject knowledge
- Teachers plan, explain and deliver clear learning objectives
- Teachers use methods/organisation which enable all pupils to learn effectively
- Teachers challenge and inspire pupils to reach their full potential
- Teachers have a clear understanding of the progression of skills in all subject areas
- Teachers use time and resources (which include support staff) effectively to maximise learning
- Teachers use assessments to help pupils learn
- Pupils can demonstrate their learning through informal and formal tests , throughout the year, including “Optional” SATS as preparation for formal SATS at the end of KS1 and KS2
- Teachers understand how to achieve an effective classroom climate to raise achievement and learning
- Teachers use homework to reinforce school learning
- The school promotes equal opportunities regardless of gender, race & ability
- Children are able to show independence, creativity and perseverance
- Children have a clear understanding of the next steps in their learning through a positive marking policy

Our Ethos and Culture

Our school ensures that every individual is

- Included, valued and secure
- Welcomed into a stimulating environment
- Known as a whole child within their family
- Taught by hardworking and committed staff who raise pupil aspirations
- Expected to have high expectations in their behaviour for learning and achievement
- Supported by parents and carers
- Receives broad and balanced curriculum through active learning
- Has the opportunity to learn through extra-curricular activities, off site and residential visits.

Equal Opportunities

All children will be given full access to the National Curriculum or pre KS1/Ks2 milestones. They will be offered extra-curricular activities. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age, ability, religion or social circumstance

Curriculum

We aim to enable all pupils to work in an atmosphere that is exciting, stimulating and challenging in order for them to develop into independent learners. We endeavour to provide the children with a wide range of opportunities, resources and teaching styles to promote knowledge, skills and understanding

Our Curriculum Planning is based around six key principles that are the foundation of successful learners in the 21st century. These principles are:

- Self-esteem
- Aspirations
- Academic Achievement
- Independence
- Global citizenship
- Creativity

In order to fulfil the requirements of the National Curriculum 2014, national testing (at Y1, Y2 and Y6) and the Quigley Essentials Curriculum; this is assessed by teachers, using the Quigley Depth of Learning Assessment Model. Our curriculum is:

- Broad enough to include world views
- Balanced between core and foundation subjects
- Coherent in making connections between subjects
- Differentiated to enable good progress whatever their starting points
- Able to provide continuity and progression, so that children move smoothly from one Milestone to the next and one school to the next, at their pace and level of understanding
- Relevant to current life so that a meaningful context for learning is experienced

Organisation

Our Teaching and learning is organised into three stages Early Years, Key Stage 1 and Key Stage 2. As a very small primary school we have mixed age classes. Where numbers in cohorts and budget allows we aim to have no more than two years in each class. However there may be occasions when there are three years in a class. Staff work together to create long term and medium term plans so that there is continuity and progress across the school whatever the make-up of individual classes. Teaching staff are adept at planning for mixed ages and ensuring that all pupils work at a level appropriate to their prior knowledge & understanding as well as their ability.

Curriculum Planning

This is done in three stages in every area of the curriculum: long, medium and short term planning. Learning Objectives based on the Quigley Essentials Curriculum permeate all 3 Milestones and cover the whole curriculum.

The school plans in the following ways:

Long Term Planning – schemes of work through topics and stand-alone teaching based on the Essential Curriculum to ensure coverage, progression and re-visiting skills and concepts where needed

Medium Term Planning – More detailed planning over a term, half term or shorter period of time based on the Long Term Plans

Short Term Planning - weekly planning which is made up of: in depth English (including guided reading, spelling, grammar, punctuation and reading comprehension) , Maths and Foundation Subjects.

Through developmental marking and reflection on successes and difficulties in lessons teachers can adapt their short term plans to revisit skills or accelerate learning. Planning is therefore linked to the Plan-Do-Review-Adapt-Teach model of teaching and learning.

Management a Typical School Day

In KS1 and KS2 children follow the National Curriculum. Reception children follow the Early Year's Curriculum (EY). Teaching times for all key stages are the same in our school, which is 27 and half hours per week including 10 minutes assembly and 15 minutes playtime.

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

- Beginning promptly
- Maintaining pace
- Ensuring all pupils understand their appropriately differentiated tasks
- Providing accessible and appropriate resources
- Planning extension/challenge activities, which can be carried out by individuals or groups of pupils

Areas of Learning

Early Years curriculum areas are: Personal, Social and Emotional Development, Communication and Language, Personal Development, English, Mathematics, Understanding the World, Expressive Arts and Design

Key Stage 1 and 2 Core Subjects are English, Mathematics, Science and Computing

Key Stage 1 and 2 Foundation Subjects are: History, Geography, Design & Technology, Music, Art, Physical Education and Religious Education, PSHE (*including Sex & Relationships and Drugs Education*) and Citizenship

All core curriculum areas are taught through the 3 Milestones of the Essentials Curriculum: Milestone 1: Y1 and Y2; Milestone 2: Y3 and Y4 and Milestone 3: Y5 and Y6. Long term and medium term plans are considered regularly by class teachers and subject leaders to ensure coverage and progression.

English, Mathematics and Science are taught as separate subjects. English includes reading, writing, handwriting, the study of our language and literature, spelling, punctuation, grammar, speaking and listening.

Hemington Primary School aims to promote high standards of language in English by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Maths includes problem solving and reasoning, use of mathematical language and the ability to solve calculations through concrete, pictorial and abstract methods (CPA).

Science follows a two year cycle for each Milestone and is taught as a stand-alone subject in KS1 and KS2. In Early Years it may also be part of other areas of development and as part of independent play based learning.

Part of the day is given to practising their targets, responding to developmental marking comments or practising a skill in mathematics or English that the class or groups of children need more work on.

Classroom Management and Organisation

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

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

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

Teaching Assistants will be employed to assist the teacher and to teach intervention groups by

- Supporting groups within the classroom
- Supporting individuals within the classroom
- Teaching intervention groups
- Preparing resources
- Creating displays

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed termly. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Some displays may be 'interactive'. There should be a working wall for English and Maths where examples of skills and strategies are modelled. Key words should be on display or on cards available in the room. The correct spelling of these words should be non-negotiable in Year 2-5. Technical vocabulary should be on display to support current work in science, history etc.

Key vocabulary, associated with topic, core and foundation teaching should be used around the room, to enhance speaking, listening and written work.

English

Pupils are taught to

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn by elaborating and explaining clearly their understanding and ideas
- Develop competence in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate

All children have fortnightly opportunities for extended independent writing. Speaking listening and performing opportunities are provided for all pupils throughout the curriculum, in lessons, in performances and in assemblies. KS1 and KS2 pupils take part in guided reading. During these sessions there are opportunities also for small groups of readers to share a book, continue to work independently on reading and comprehension tasks based on a previous guided reading session, develop their skills through grammar and punctuation sessions and for adults to work with individual pupils.

Daily Phonics is taught in separate daily sessions up to Year 2. Grammar, including punctuation and sentence structure, is taught throughout school. Up to Year 2 this is done as part of a separate lesson and within English lessons. In Years 3, 4, 5 and 6 this is taught within English lessons. Differentiated spelling is taught from Y1 upwards. Handwriting is taught through Letterjoin Cursive Script although

Reception pupils are taught a pre-cursive style. Reading is taught through shared, guided and individual reading sessions. Parents are expected to support their child at home with reading. We use a variety of reading scheme and non-scheme books, most of which are colour coded with the Book Band levels. In Year 5 and 6 pupils have reading comprehension as part of their homework each week. This is usually based on a class reader but may also be around individual reading books.

Mathematics

The teaching of Mathematics includes number, calculations, measurement, geometry, data handling, and algebra, using and applying mathematics. Our school covers all aspects of Mathematics in the National Curriculum through a range of strategies

We aim to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, using the Concrete, Pictorial and Abstract (CPA) approach to learning, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Maths is taught through the Essentials curriculum and termly plans are based around the Inspire Maths Tool. When planning we draw upon a wide variety of maths resources and schemes e.g. Inspire Maths, White Rose Hub and other resources.

Science

Science is taught so that children learn to think like scientists. Science is planned on a two yearly cycle. There is a balance of practical and theoretical work throughout the school. In Early Years science may be linked based around topic work. Pupils are taught to ask questions and investigate and test hypotheses.

Our planning ensures that children:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help pupils to answer scientific questions about the world around them
- Have the scientific knowledge required to understand the uses and implications of science, today and for the future
- Know about life and living processes (humans, animals, nature, evolution), materials and their properties (exploring materials like wood, plastic, metal, studying the earth, chemical changes), physical processes (forces, energy, light and sound, electricity and magnetism, the Earth in space), and scientific investigation.
- Know the key players in scientific discovery and evolution

Computing

The computing curriculum includes computer work in logical reasoning, designing and writing programs, algorithms, word processing, data collection and handling, programming and controlling machines, using the internet and studying the uses of computers in our world. Computing is learning the skills needed to understand and operate computers and other technology. For this we use the Essentials curriculum. Computing is also the practice of using computers and other technology to support children's learning across all the subjects of the curriculum. So, when children have learned one of the computer skills, they may practice it in an English or History lesson. In this way, Computing

is integrated into all aspects of the curriculum. Computing is also the use of other technologies which can be used to communicate in a variety of ways i.e. sound recording or making DVDs. Children have access to laptops and mini iPads to help with computing, ICT and other subjects.

Religious Education

At Hemington Primary School the content of the R.E. curriculum is broadly Christian. However it also includes other religions represented in our society together with customs, rituals and religious people. Our school bases its scheme of work on the Leicestershire Agreed Syllabus 2016-2021. The whole school studies aspects of the Christian religion every year with different year groups studying other religions.

Collective Worship

Our school has daily acts of collective worship during assembly time. If parents wish to withdraw their child from collective worship and/or Religious Education lessons, we need a request in writing. Children who are withdrawn will be given alternative work to do, in an area close to the classroom, where they can be supervised. Assemblies are planned in advance around religious and personal, social, emotional education themes. If issues arise during the week, then these assemblies may be substituted for something more relevant. The Head Teacher plans and leads most assemblies.

Music

The music curriculum includes listening, appreciating and appraising, composing and performing. Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory. This takes place with the music/drama/dance specialist. School pays for Class 3 to have weekly clarinet lessons from the Leicestershire Music Hub. Over time, some pupils have performed in the Schools' End of Year Concert at Loughborough or e Montfort Halls.

Physical Education

Pupils are taught to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination. This may be as individuals, in pairs or in teams in gymnastics, games, dance, outdoor and adventurous and athletics. We develop their ability to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. In Years KS1 and KS2, pupils continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. As the school has no hall, children use the classroom space, front playground, village hall and Hemlock field. We also pay for the community bus to transport children to events in other schools. Outdoor P.E sessions have to be flexible depending on weather conditions and may be moved to another day.

The school has access to outdoor learning in the wood to enhance outdoor pursuits/P.E., problem solving and PSHE/Co-operation. We have a teacher who has the Level 3 Forest Schools qualification. We will also use some of the Sport's Grant to buy in outdoor, adventurous and team building sessions with a specialist. Class teachers may also access the wood to develop other areas of the curriculum e.g. science.

Children in Years 2-5 attend swimming lessons during the spring term each year to help them achieve the requirements of the National Curriculum for PE, which is 25 metres with a recognised stroke by the end of KS2. As we have no swimming pool on site, we use the pool at East Leake Academy. Parents are asked to contribute to transport costs so that school can use the P.E. Grant to pay for the instructors and the pool. During the winter months, when outdoor P.E. lessons can be affected by adverse weather conditions, PE., we take these year groups swimming as part of their P.E. entitlement.

We also offer sports related after school clubs including: gymnastics, football, tennis, tri golf, multi-sports and cricket.

Sporting Activities

Through sporting activities, pupils are taught to communicate, collaborate and compete with each other. We help them to develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success. P.E. is usually taught as a separate subject, although opportunities for cross curricular links are incorporated when possible e.g. PE and Science, Music and History.

Pupils are taught a range of appropriate skills in their PE lessons, which will equip them to explore a variety of sports. Children are often keen to extend a particular interest or skill, and we pride ourselves on the extensive range of further sporting opportunities for pupils. We are very grateful to other adults who assist us in providing additional sports experiences for our pupils. There are also many and varied sporting after school clubs, held in the autumn and summer terms. Sports activities, which can take place indoors, may take place in the winter months.

We have a cross-curricular approach in our planning of learning opportunities for pupils. As such, all of the subjects above and particularly the subjects which are planned around our half termly topics and taught as linked subjects. In some terms certain subjects may stand-alone e.g. a separate science topic.

Design Technology

The teaching of Design technology *includes* designing; planning and making, testing (evaluating) and modifying, use of tools, safety, and studying the uses of technology in our world. Pupils develop their skills and learn the safe use of tools and equipment by undertaking a range of practical tasks, such as making products, maintenance or cooking. Pupils are taught about the major components of a balanced diet and how ingredients can be combined to prepare healthy meals. They are taught basic cooking techniques and how to cook a variety of savoury dishes.

Geography

The teaching of Geography includes the study of places, physical geography, human geography, and environmental geography. Pupils develop their knowledge about the world, the United Kingdom and North Charnwood. As they work their way through the school, the children extend their knowledge and understanding beyond Hemington and the United Kingdom to include Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features.

History

The teaching of History includes studies of different periods in our history (including that of Hemington), to gain knowledge and understanding, the history of other cultures, to assist in interpreting history, and the study of old things, to understand the use of historical sources. Pupils begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They are taught to understand the key features of a range of different events and historical periods. Pupils learn key dates, events and significant individuals. They are taught about the ancient civilisations of Greece and Rome and the essential chronology of Britain's history. We begin to help pupils to understand that history takes many forms, including cultural, economic, military, political, religious and social history.

Art and Design

The teaching of Art and Design includes the study of many different art and craft techniques, working in different media, famous artists and their work. Pupils are taught to develop their techniques,

including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Languages

The teaching of French is taught to mixed classes of Year2/3 and Year4/5. Modern Foreign Languages teaching includes an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. We enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Early Years

Our Early Years children are currently in a class with Year 1 pupils (from Autumn term 2017 the class will consist of Reception, Year 1 and Year 2 children). The Early Years Foundation Stage Curriculum framework (September 2012) provides a structure of learning opportunities through which we develop the different aspects of early education.

The EYFS is based upon four themes

- a unique child
- positive relationships
- enabling environments
- learning and developing

A Unique Child

At our school we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued. Children are treated as individuals and are have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is called upon for further information and advice.

The curriculum is separated into prime and specific areas of learning:

Three prime areas of learning:

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

Four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and

extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Positive relationships

Children work in a small class, which has a mix of Year 1 and Reception pupils. There is one class teacher and one teaching assistant. Developing a positive relationship and secure attachment with the adults in their class enables them to feel safe, and have their emotional needs supported. We recognise parents are the child's first and foremost educators and we work to develop strong links with them we do this by

- inviting parents into school before their child starts to discuss concerns/give information
- inviting the children along with a key worker from the setting children attend prior to starting our school
- hold two parents evenings a year (autumn and spring terms)
- encouraging them to settle their child during the first half term
- providing an annual pupil report including the Characteristics of Effective Learning and Early Learning Goals
- encouraging the recording in records of achievement (ROA) where parents can find out what their child does in school and add their own comments and observations
- Setting aside time on a regular basis to sit with children and add their comments to work and photographs placed in the ROA

Sex and Relationships Education

The teaching of sex and relationships is offered to all children as part of a programme of Health Education. The teaching of Sex Education is covered by this course, and also as part of the Science curriculum. It is governed by a policy, written by all the schools in the Castle Donington and Shepshed Learning Partnership (copies of which are available from school on request). Parents have the right to withdraw their children from the Sex and Relationships Education course, but not from the Science curriculum lessons.

Spiritual, Moral, Social and Cultural education, and Education for Citizenship

The teaching of Spiritual, Moral, Social and Cultural education, and Education for Citizenship takes place in many different ways in school. Children are also given many experiences in school, which extend their understanding and development in these areas. During the year a wide range of themes are covered each week with a spiritual, moral, social, cultural, British Values or citizenship focus. Many of these experiences are developed through our Assembly Themes and 'Thought for the Day'.

All teachers have to take account of assessing children's progress in a systematic way; and planning appropriate work for any children in their classes who have Special Education Needs.

Environmental Education

Pupils are taught to have respect for the environment through various opportunities linked to our Outdoor Learning in the Wood work. We also make use of the local area.

Enrichment

We plan visits relating to the curriculum areas for classes. They are used to stimulate interest and to consolidate and extend learning. Each class is likely to make at least two visits each academic year, lasting either a half-day or full day.

We take pupils on 2 residential during their time at Hemington. One involves the challenge of sleeping away from home, learning together and co-operating, usually with a science, geography or history slant. The other involves physical challenge for older pupils to help them bond as a class and

to prepare them for the next Key Stage. Children have the opportunity for support, challenge, independence and responsibility through learning in a different environment.

During the year children go on class trips to enhance an area of the curriculum that they are studying. We offer a wide variety of experiences including: Outdoor Learning in the Wood, sport, music and drama.

Behaviour Management

Rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive
- kept to a minimum but enforced

All rules should result in the children knowing the boundaries of behaviour and should be included in the Behaviour Policy.

Personal, Social and Emotional Education

The school's policy is to deliver PSHE both through the main curriculum subjects and through a separate scheme of work. See the PSHE Policy for details of how we link Sex & Relationships Education, Drugs Education, Our Assembly Themes and SEAL (Social and Emotional Aspects of Learning) to ensure a thorough coverage of PSHE objectives.

All education for health begins in the home. The school sees its task to support and promote the patterns and practices that promote healthy living. Work related to health is undertaken in a variety of subjects e.g. Healthy Eating in Science, and relationships in Drama. Safety education is implicit in most subjects, but particularly emphasised in P.E, Technology and Science. Teachers also teach SEAL lessons. The School Council also has the opportunity to develop their PSHE skills.

British Values

The school follows the ideal of creating and enforcing a clear and rigorous expectation on all school to promote the fundamental British Values". We are also aware of the PREVENT strategy and the need to Protect pupils against the messages of violent extremism including those linked to ISLAM, Far Right Neo Nazi and White Supremacist Ideology.

British values are defined as:

Democracy

Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those with different faiths and beliefs

We enable pupils to develop and demonstrate attitudes and skills that will allow them to participate fully in modern life in Britain. We also help pupils to develop their self-knowledge, self-esteem and self-confidence, enabling them to distinguish right from wrong. Lessons may be stand-alone or as a discreet part of other areas of learning.

Record keeping and assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Developmental marking and work scrutiny provides evidence that is added to Quigley Depth of Learning database. Moderation is carried out amongst our school staff and also across the partnerships of schools. Early Years Assessments will include observations recorded on 2BuildaProfile iPad system which will inform the Small Steps Tracker based on Quigley DOL and a local Primary School initiative. Observations and learning journeys will be shared with parents.

Voluntary Helpers

Voluntary helpers and visiting speakers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer or speaker fully understands and is well prepared for the activity in which he or she is involved and that the work undertaken is relevant to the curriculum. All voluntary helpers need a DBS check.

Governors' Role

It is the Governors' role to monitor and review the policy and its practise through:

- Reporting to the Head teacher and teachers
- Reporting to the Full Governing Body:
- Receiving reports from the Head teacher.
- Promoting and ensuring at all times equal opportunities in relation to race, gender, class and belief and respect for all cultures and faiths.

Parents' Role

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Open Evenings and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan and any SEND processes
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit
- Agreeing to the Home school contract concerning their child's behaviour
- Agreeing to, and supporting, the school's homework policy
- Contributing relevant information to foundation stage profiles
- Attending any health interviews when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs
- Signing the home- school agreement

Community Role

The community is invited to support the school by:

- Contributing to activities, such as assemblies, recycling projects, personal memories
- Presenting themselves as positive role models to be emulated
- Supporting school events
- Voluntarily helping in the classroom.

The School's Role

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Setting up Parent/carer workshops
- Working in partnership with parents/carers to ensure the success of their child

Homework

The purposes of homework may change as children get older but it is given to:

- Develop an effective partnership between the school and parents and other carers with regard to homework, as outlined in the Home School Agreement
- Extend the learning partnership between parent and child
- Consolidate and re-enforce skills and understanding, particularly in literacy and numeracy
- Extend school learning for example through additional reading and research
- Encourage pupils to develop the confidence and self-discipline needed to study on their own to prepare them for the future
- Develop the needs of individual pupils and be appropriate to their ability

Homework may cover the following activities and areas of learning:

- Learning spellings
- reading a book together
- Carrying out comprehension activities
- Investigations in maths, science or humanities topic work
- Practising a new maths concept/learning maths vocabulary
- Creating a presentation for the class
- Becoming fluent in times tables

Each child will be expected to complete their homework. Year 2-5 pupils who fail to do so will be asked to do the work during play or lunchtime periods. Parents will be consulted if this occurs repeatedly. If children experience any difficulties in completing their homework, they will be encouraged to seek help from their class teacher.

Marking

Work may be marked in a variety of ways including:

- VF: Verbal Feedback
- Underlining words that need to be checked in a dictionary or on the key words list in class
- Writing the word spelt correctly over the pupil's writing
- Highlighting a sentence or phrase that needs editing and improving
- O: Circling the place where a capital letter should be
- : Putting a square around a capital letter in the wrong place
- X: next to a calculation that is wrong
- Asking a child to explain further particularly in Maths, Science or Humanities)
- ↪ Setting a further question to complete r asking for a response to marking
- WWW: What Went Well-noting things the child has done well
- EBI: Even Better If- giving advice or setting targets for a pupil to improve their work
- NP: Indicating a new paragraph
- 0 Circling missing punctuation
- I: Independent work
- AA: Adult assisted work

After work has been marked in any of the above ways there may be an opportunity in the lesson, or at a later date for the pupil to show they have responded to the marking by editing and improving their work.

Presentation

To establish high expectations and motivate children to take a pride in their work by presenting their work in the best possible way we have agreed to the following :

- Writing presentation will be age/ability appropriate
- School agreed handwriting scheme will be followed for all year groups
- Regular handwriting sessions will take place
- Sharp pencil used until a pen licence is issued for children showing a legible, neat, joined handwriting style in Years 4 and 5
- Any titles or learning objectives underlined with a ruler
- Paragraphing shown by line breaks
- Long Date underlined – left-hand side top line (by end of Year 1 as appropriate)
- Cross out mistakes with a ruler

Maths

- Sharp pencil will be used at all times
- Rulers used for any straight line drawing used
- Rulers to underline columnar methods
- Short date
- 1 digit in each box – KS1/KS2

General

- No doodling on covers or pages of books
- Drawing in pencil
- Crayon only in books
- All work to be dated
- Worksheets in books should be trimmed to size and stuck in straight

Feedback to Parents

There will be two formal Parents' Meetings, one in the autumn term and one in the spring term. In the summer term a written report will be given to parents. Parents of pupils with Special Educational Needs will be invited to attend SEND Review meetings on a termly basis, where a written report and verbal feedback will be given. We value parental contributions in working as a team with us to improve outcomes for children.

Monitoring and Evaluation of the Policy

This policy will be monitored by the Governing Body and be reviewed annually.

Marking Codes

VF

Verbal Feedback

Underline words to check in a dictionary or High Frequency Word (HFW) list

word

wurd

Write the correct spelling over pupil's writing

Highlight

Highlight or red edit a sentence or phrase that needs editing and improving

○

Circle the place where a capital letter or missing punctuation should be

□

Put a square around a capital letter in the wrong place

X

Put a cross next to a calculation that is wrong

→

Set a further question to complete or ask for a response

Marking Codes

WWW	<u>What Went Well</u> -celebrate successes
EBI	<u>Even Better If</u> -Give advice or set targets for improvement
NP	Indicate a <u>new paragraph</u>
I	Independent Work
AA	Adult Assisted Work
PW	Partner Work
Explain	→ Asking a child to explain further (particularly in Maths, Science or Humanities)

Maths Presentation

Sharp pencil used at all times

Rulers used for straight line drawing

Rulers to underline columnar methods

Short date on top line on the left-hand side

1 digit in each box

Remember

No doodling on covers or pages of books

Draw in pencil

Use crayon only in books

All work to be dated

Trim worksheets to size and stuck in carefully in books

Written Presentation

Pre-Cursive Handwriting for Reception

Letter Join Handwriting Scheme for legible and neat work

Use a sharp pencil

When a Pen Licence has been awarded use a pen for writing

Use joined handwriting style consistently in Year 2 to Year 6

Underline titles or learning objectives with a ruler

Miss a line for a new paragraph

New speaker, new line

Long date underlined on top line on the left-hand side (Y1-Y6)

Cross out mistakes with a ruler