

Cottesbrooke Infant School Key Stage 1 Stage Policy

The aim of Key Stage 1

Key Stage 1 includes both Year 1 and Year 2. The children who attend these settings will already have a range of experiences, skills and interests; therefore a well-planned and resourced curriculum is essential if their learning is to be moved forward. Most of the children enter Key Stage 1 from The Foundation Stage in our school so the curriculum should take account of curriculum that the children have experienced.

Key Stage 1 Stage Curriculum

- The School follows the key Stage 1 curriculum, which underpins all future learning by supporting, fostering, promoting and developing the children's
- Personal, Social and Emotional Development
- Positive Attitudes and dispositions towards their learning
- Social Skills
- Attention skills and persistence
- Understanding of the arts
- Understanding of English, communication and languages
- Historical, geographical and social understanding
- Mathematical understanding
- Understanding of physical development, health and wellbeing
- Scientific and technological understanding
- successful learners who enjoy learning, make progress and achieve,
- confident individuals who are able to live safe, healthy and fulfilling lives,
- responsible citizens who make a positive contribution to society

Assessment in Key Stage 1

The monitoring of each child's progress is essential throughout the Key Stage 1 to ensure that they are making progress and that any difficulties in any of the areas of learning can be identified and addressed. Development Matters assessments and Foundation Stage profiles are used on entry alongside KS 1 entry assessments. The children are assessed on entry to Key Stage 1 using the NFER reading and Mathematics test in order to support teacher assessment. Assessing Pupil Progress (APP) is then used throughout the Key Stage for ongoing assessments, with a sample of children, cumulating in an end of key stage assessment level, that takes into account the statutory SATS test in Maths and English. All other subjects have their own ongoing assessments, which are completed on the computer. New children are assessed on entry using the Key Stage 1 Assessment pack.

Moderation

Key Stage 1 staff meet regularly to moderate their judgments.

The data is then entered on to CMIS every half term to track pupil progress. Every term pupil progress reports are filled in and, if there are concerns about a child's progress, these are discussed by Year Group staff and the Senior Management Team. (see Assessment Policy)

Differentiation

The data gathered from day to day observations, formal observations, marking children's work (see marking policy), and APP supports the class teacher with identifying ability groups, planning work and setting the children individual targets. Pupil progress is monitored half - termly by teachers in the setting and the assessment coordinator. Strategies to support pupils who are not making sufficient progress are then put in place.

Links with Parents

Before the children start either Year 1 or Year 2 the parents are invited to an Induction Meeting. The meeting gives the parents

- general information about what to expect in that year
- information about the curriculum
- A chance to meet the new class teacher and discuss any issues

All classes have INSPIRE workshops which also give parents a chance to see strategies that they can use to support their child's learning at home.

There is the opportunity for parents who wish to be involved as volunteers helping in classrooms supporting the children's learning.

Parents are given a termly overview and timetable which show the activities and topics that are being covered in school.

They have the opportunity of daily contact with the class teacher at the beginning and end of school to discuss concerns and ask questions.

Three times a year they are invited into school for an individual meeting with the class teacher about their child when they are given their child's target sheet for mathematics and literacy .

In the summer term the parents receive a written report about their child's progress during the year, which includes the SATs results for those children in Year 2.

Transition

Meeting the individual needs of all children lies at the heart of Key Stage 1. We ensure that we deliver learning opportunities that provide development, and give each child the best possible start. We make sure that we tackle underachievement where

this has been identified and support the special needs of pupils so children can succeed at every possible level.

We have clear procedures for transition between year groups (Reception to Y1, Y1 to Y2 and Y2 to Key Stage 2 in Y3).

The children meet their new Y1 or Y2 teachers for one session on transition day but the teachers have often met with the children beforehand informally. Profile folders containing all their records are passed to the new teacher and discussions are held between the new and old class teachers. Assessments that are filled in on the computer are transferred to the new teacher and are available on the network. Parents are invited to meet their child's class teacher in the term before they start their new classes.

Transition into Key Stage 2 is achieved through close liaison between Key Stage 1 and 2 coordinators. A buddy system is set up between Y5 and Y2 in the summer term and the children are encouraged to write to each other regarding any concerns they may have. Y2 then meet with their buddies on the morning of transition when they meet their new class teachers and have lunch when visiting the junior school. Y3 teaching staff visit the infant school twice; once to observe the children and talk to the Y2 class teachers and for the second time to teach them within the Y2 setting. Children also visit the junior school for an open afternoon accompanied by their parents and there is a further meeting for parents in the evening at the junior school. The Assured Mentoring Service is also used to run one session with each Y2 class and the PHSE curriculum is used to support transition into Y3. Children who have special transition needs will make more visits to the junior school as appropriate to their needs. Junior staff are also invited to our ECM meetings and the SEN coordinators meet to transfer information.

Profile folders are passed on to Key Stage 2 Staff with all relevant assessments and SEN information .

Extra visits and Transition books are also made to help any child who may experience difficulties with transferring between Key stages or year groups.

Written January 2011 by S Allen

Shared with governors

Next review date: 2014