

SOMERIES JUNIOR SCHOOL **TEACHING AND LEARNING POLICY**

To be reviewed and ratified at the FGB Curriculum Committee meeting: 27.03.17
Updated – March 2018 (Science Policy)
Review: Spring 2019

Introduction

At Someries School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

Planning the curriculum

All planning is based around the New Primary Framework to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.

Medium term plans are produced by the staff teaching with advice from subject leaders. They show which topics will be taught, when and how.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation, showing how the less able children will be developed and how the more able will be challenged also vulnerable groups ie PP SEND LAC. Short term planning will include consideration of how other adults in the room are to be utilised

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic,

logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape recorded material
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self assessment Quality of Teaching
- Teachers should:
- Seek to inspire pupils
- Challenge pupils and have high expectations
- Plan to use a variety of teaching methods which take into account different learning styles
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Follow the school policy with regard to discipline and classroom management
- Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

Structure of lessons:

- Lessons will start promptly

- Resources are planned and prepared before the lesson
- The lessons are linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Lessons will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

Classroom environment

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to English and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

The evaluation of practice

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

More formal observations are carried out by the Headteacher and SLT team on a regular basis.

The Governing Body have agreed the Pay Policy and the Performance Management Policy.

Annual reviews for teachers take place when targets will be reviewed and new ones set.

Three targets (one based on pupil performance, one on a common school issue and one for individual professional development) are set each year for all teachers out of their NQT year.

Parents' Evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

The role of parents/carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents/carer evenings to explain our school strategies for teaching English, maths and health education
- Sending information to parents/carers at the start of each term in which we outline the topic that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents/carers how they can support children with their homework
- We suggest, for example, regular shared reading with younger children, and support for older children with their topics and investigative work.
- We believe that parents/carers have a responsibility to support their children and the school in implementing school policies. We would like parents/carers to:
 - Ensure that their child has the best attendance record possible
 - Ensure that their child is equipped for school with the correct uniform and P.E. kit
 - Do their best to keep their child healthy and fit to attend school
 - Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
 - Promote a positive attitude towards school and learning in general

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school self review processes. These include reports from the subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

This policy now contains all subject related policies that have been reviewed by subject leaders as well as CPD to ensure we continuously promote quality first teaching.

Contained within this policy is:

Art Policy

Assessment

Calculation (incorporating Mental Calculation) Policy

Design and Technology Policy

Display and Environment Policy

English Policy

English as an Additional Language Policy
Extra Curricular Activities Policy
Geography Policy
History Policy
Homework Policy
Mathematics Policy
More Able Children Policy
Music Policy
P.E. Policy
Primary Languages
PSHE & Citizenship Policy
Religious Education Policy
Science Policy (Updated March 2018)
Sex and Relationships Education Policy
Spiritual, Moral, Cultural and Social Education Policy
Teaching Assistant Deployment Policy

ART POLICY

Rationale

Art and design is vital to all pupils' education and facilitates the development of their creative and aesthetic skills both through their own practical work and through the work of artists, craftspeople and designers from a wide range of cultures, contexts, times and places. We value and aim to develop their imagination, inspiration and their ability to think critically and develop a more rigorous understanding of art and design.

Aims

The National Curriculum for Art aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture, textiles, collage, printing and digital media
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Key Processes, Skills and Attitudes in Art

- Key Processes: Develop technique in drawing, painting, collage, sculpture, printing, textiles and digital media.
- Key Skills: Develop knowledge and use of colour, pattern, line and shade, tone, form and space and texture.
- Key Perceptual Skills: Develop ability to observe and record, imagine and remember, express and communicate feeling, critically appreciate and evaluate. Develop visual vocabulary and language and recognition of the importance of looking and talking about art as well as making it.
- Key Attitudes: To instil a pride in achievement, respect for one's own work and the work of others, respect for the environment both built and natural, care in display and presentation, a developing awareness and appreciation of the visual arts, a developing understanding of the importance and meaning of cultural heritage as well as an involvement in art as a contemporary and local part of life, a growing sensitivity towards visually challenging images and willingness to explore and discuss aspects of art, seeing the role art plays in multicultural awareness and equal opportunities.

Teaching and learning

Our art teaching should use a variety of teaching and learning styles, creating opportunities for independent learning and creative risk taking. Our principle aim is to develop the children's knowledge, skills and understanding through both direct teaching of processes and techniques and providing opportunities for challenging and open-ended tasks which allow children to apply their skills.

Teachers should draw attention to good examples of individual performances as models for the other children. They should encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. There should also be opportunities for pupils to contemplate works of art and be challenged to respond to them through discussion and writing.

Resources

2D practical resources should include a variety of drawing, painting and printmaking materials and tools. A variety of coloured papers and surfaces should also be provided. 3D resources will include collage materials, scrap, textiles, modelling media, glues and tools for construction.

Resources for the study of the work of artists, crafts peoples and designers should include class based references e.g. artefacts, books, prints, postcards, videos, web links and wider community based references such as museum galleries, cathedral, churches, buildings, sculpture trials, local artists, crafts people and designers.

Assessment, Recording and Reporting

Assessment will take the form of noting progress as it takes place in normal teaching and learning, against the level descriptions in the National Curriculum document. We aim also to provide opportunities for pupils to develop the key skill of improving their own learning performance through reviewing their work and assessing their achievements, and this will involve both self-assessment and peer assessment.

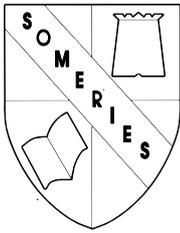
Recording and reporting to parents, teachers in the next year or the following Key Stage, will be on the coverage of the National Curriculum content and skills verbally at Open Evenings, and in the yearly reports.

Health and safety

Staff will plan their work with regard to the health and safety of all pupils. Many art materials have strong dyes and pupils will wear overalls when using them. Care should be always be taken when cutting and materials and tools appropriate to the age and ability of the child should be used. The Art Co-ordinator will be consulted when staff are concerned about any health and safety aspects of an activity.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Art is the responsibility of the Art subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Art, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.



SOMERIES JUNIOR SCHOOL

ASSESSMENT POLICY

Aims and Values

At Someries Junior School we believe that assessment is a crucial element in quality teaching and learning and that it has a profound impact on pupil achievement. Therefore we aim to make assessment an integral component of the learning process that reflects progress, achievements and the next steps for further development. We believe that children and parents should be involved and informed about our assessment procedures and to this end we will provide relevant information both through verbal feedback and formal recording and reporting. We endeavour to use a variety of assessment procedures which are used effectively to complement and inform each other and ultimately impact positively on pupil progress.

Procedures

Children's achievements and progress are assessed in the core areas of English Mathematics and Science and across the breadth of the curriculum. We use a variety of methods which include:

Formative Assessment

- Observation. Children's daily performance is observed as an integral part of teaching and the information informs the next stage of planning and teaching. Children are regularly provided with verbal feedback which helps them to understand the steps they need to take in order to improve.
- Questioning. Skilful questioning is used to assess understanding of the concepts that are being taught and to widen and extend children's thinking.
- Discussion. Children are frequently involved in discussion about their learning through which we can gather more information about the progress they are making.
- Success Criteria (WILF) Teachers are able to instantly measure progress within a lesson against the success criteria that has been set. Success criteria are shared with the children in order that they may be involved in their own learning.
- Marking. Children's work is marked against the success criteria of the lesson alongside relevant targets. (Cross reference Marking Policy).

Summative Assessment

- Target tracker is used to assess the majority of core and foundation subjects. In conjunction with this teacher assessment, half termly tests are undertaken in maths, reading and GPS. The results of these assessments are discussed at half termly meetings and are used to identify individual and class gaps that feed directly into the next steps, intervention and class planning.
- Children in Year 6 undertake end of Key Stage Tests (SATS) which provides a summary of the progress made in Key Stage 2. During Year 6 children also undertake mock statutory assessments which build their confidence and prepare them with the skills necessary to access the tests effectively.

Reporting Arrangements

- Parents are informed about pupil progress through termly consultations and progress reports and a full annual report and are encouraged to discuss their children's progress at any time have they any concerns.
- Someries Junior School follows the DfE and Local Authority guidelines for reporting the End of Key Stage 2 tests.

CALCULATION (INCORPORATING MENTAL CALCULATION) POLICY

*To follow
(being rewritten to tie in with Infants Policy)*

DESIGN AND TECHNOLOGY POLICY

Rationale

At Someries Junior School we believe Design and Technology is essential to prepare pupils to participate in tomorrow's rapidly changing technologies. Teachers encourage children to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively.

Aims

The National Curriculum for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

Teaching and learning style

The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in Design and Technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies.

Design and Technology Curriculum Planning

We carry out the curriculum planning in Design and Technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. Medium and short term planning is done by teachers in key stage teams and individually.

We plan the activities in Design and Technology so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Organisation and Implementation

The scheme of work for Design and Technology will form the basis of the work to be covered in each school year.

Each year group will address the approach to time tabling for Design and Technology in their planning. This may take the form of 'blocking' time on the timetable, links with other curricular areas particular Art, Maths, ICT and Literacy and Science or a set period each week on the timetable, with a minimum of an hour per week being the norm.

Resources

There are both central resources in the Art and D.T. cupboard and also some supplies are kept in individual classrooms. Children are encouraged at all times to respect and care for their working environment, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy of use.

Assessment, Recording and Reporting

Assessment will take the form of noting progress as it takes place in normal teaching and learning, against the level descriptions in the National Curriculum document. We aim also to provide opportunities for pupils to develop the key skill of improving their own learning performance through reviewing their work and assessing their achievements, and this will involve both self-assessment and peer assessment.

Recording and reporting to parents, teachers in the next year or the following Key Stage, will be on the coverage of the National Curriculum content and skills verbally at Open Evenings, and in the yearly reports.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. Teachers will carry out a risk assessment before each activity, considering their tools, materials and equipment being used. Before undertaking practical tasks, children should be taught to use tools correctly in order to ensure safety.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the Design and

Technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Design and Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

DISPLAY AND ENVIRONMENT POLICY

At Someries Junior School we believe in the value of display to communicate our ethos and values, to support learning and to celebrate both the learning process and the outcomes.

In order to support this belief we will aim to present displays that:

- Celebrate children's learning
- Are informative and reflective
- Promote and consolidate learning
- Stimulate and inspire
- Represent ongoing work of all curriculum areas
- Reflect the diversity of our school in terms of language, ethnicity and culture.

To this end we shall ensure that:

- The displays reflect current learning
- No board remains empty.
- All boards are appropriately backed and bordered in Someries Junior School colours.
- All work is mounted and named.
- When appropriate children are taught to mount their own work.
- Working walls are in progress
- Displays will be repaired or changed if they become damaged or tatty.

General tidiness

- Surface areas both inside and outside the classroom should remain clear of personal belongings and clutter.
- Loose work will be filed regularly
- Children's trays will be cleared regularly
- Dog-eared, tatty books will be cleared from the bookshelves.
- Out of date posters and notices will be taken down as soon as they are no longer relevant.
- Children will be encouraged to pick up their own and each others coats, bags and other belongings from the cloakroom and corridor areas.
- Tables in classrooms will have appropriate storage for children's equipment.

All staff and children must set a high standard and take responsibility for the general tidiness of the learning environment.

ENGLISH POLICY

Rationale

At Someries Junior School we believe that the development of language and literacy skills is of the highest priority. In studying English, pupils develop skills in reading, writing, speaking and listening enabling them to express themselves creatively and imaginatively and to communicate with others effectively. By studying English, pupils will also develop an understanding of how language works through analysing patterns, structures and origins.

Literate pupils should be able to read, write and converse with confidence, fluency and understanding. Someries achieves this by ensuring pupils engage in:

- Shared, guided and independent reading
- Shared, guided and independent writing
- Spellings, phonics, handwriting and grammar
- Speaking and listening through drama activities, discussion and debates.

Reading

We aim for all children to:

- Use a range of cues with phonics as a primary strategy to decode the written word and move with confidence from learning to read to reading to learn
- Access a range of text at the literal, inferential and evaluative level and read with confidence and understanding
- Read critically and be able to reflect upon the information gained and justify their preferences
- Appreciate and enjoy books and develop a lifelong interest in reading.

Shared Reading

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives. This is an opportunity for teachers to model the art of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For shared reading, the text chosen should be challenging, age appropriate and engaging. The teacher should ask or set differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment.

Guided Reading

We aim for every child to have a guided reading session, outside of the English lesson, at least once a week. Each child should have a group session (grouped by ability) supported by their teacher or teaching assistant. It is expected that they will read a text at instructional level, ie a text that they can read independently at 90% accuracy. In a typical session, the teacher will introduce the text and the learning intention for the session and discuss/model the strategies for reading which the children are working on. The children will then read independently while the teacher moves around the group and listens to individuals read as required. The group will then come back together for discussion that allows the teacher to check comprehension and to promote discussion that reinforces the learning intention for the session. A follow up activity may be provided for the children to do independently. Different types of session may be used

for specific text types (e.g. plays, poetry) or to meet the learning needs of specific children.

Independent Reading

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Children complete an initial Star Reading Test which gives them a Book Level Range, they can then choose books based on this. When they have finished the book they take an Accelerated Reader quiz which assesses their understanding and comprehension. Children progress through the book level range and are reassessed half termly. Children are encouraged to widen their reading choices by several weekly opportunities to borrow books from the school library. Reading at home is actively encouraged with parents given the opportunity to comment in home/school reading records.

Writing

We aim for all children to:

- Write confidently and creatively in a style that is appropriate to the purpose
- Be able to follow the writing process from deconstructing a text, generating ideas, planning, writing and editing
- Use their knowledge of spelling, grammar and punctuation to the best effect within their writing.

Modelled and Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to class composition by sharing their ideas with partners, in small groups or using individual whiteboards. This is also a time when children are given the opportunity to discuss, verbalise and refine ideas.

Guided Writing

Children are ability grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group work together to begin a piece of writing and then continue independently while the teacher moves around the group and supports with individual needs as required.

Independent Writing

Children complete a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children should be given opportunities to edit and improve their writing, and to self-assess and peer-assess writing, based on success criteria (WILF) linked to the learning objective (WALT).

Writing across the Curriculum

Children should be given ample opportunity to apply their writing and grammatical skills in a variety of subjects.

Spelling and Phonics

Somerley Junior School values spelling and phonics and uses a direct teaching approach. In year 3 children continue with phonics following one of the government's recommended phonics schemes - Letter and Sounds. In addition the whole school teaches spelling using Support for Spelling and the spelling recommendations from the English

Programmes of Study. Spellings are taught 2/3 times a week within the English Lesson. Additional phonics/support is given where required.

Grammar

Somerles Junior School understands the importance of grammatical accuracy when writing. Grammar is taught discreetly 2/3 times a week within the English lesson following the recommendations from the English Programmes of Study. Children are expected to apply this grammatical knowledge within their independent writing and it is marked accordingly.

Handwriting

At Somerles, children are taught to write legibly, fluently and at a reasonable speed. We teach a cursive style with correct letter formation following the Penpal handwriting scheme. Handwriting practise should include phonic blends, clusters and digraphs to support spelling.

Speaking and Listening

We aim for all children to:

- Listen attentively and actively
- Speak clearly and develop and sustain ideas in talk
- Participate in group discussions
- Take on roles and perform to others
- Use appropriate vocabulary in different subjects
- Develop their knowledge of and use of the English language
- Receive additional support where difficulties are identified

Speaking and listening is an integral part of not only the English lesson but of the whole school day. All children are given regular opportunities to engage in creative role play and drama activities.

Organisation, Learning, Teaching and Assessment

Children are taught in mixed ability classes in all year groups except in Year 6 where children are grouped by ability. They have access to intervention groups and small focussed group teaching according to context and need. The skills of literacy are taught in a designated daily English session and are applied across the curriculum. The school follows the National Curriculum and objectives are drawn from the Primary National Curriculum. All teaching staff use a range of formative and summative assessment procedures (cross reference Assessment Policy) in order to identify the next steps in children's learning. All children are given equal access to the National Curriculum and objectives are differentiated accordingly.

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Context and Ethos

Somerley Junior School has a small but growing number of children for whom English is an additional language. Many of these children are bilingual/multilingual and make regular use of their languages. We recognise that cultural and linguistic diversity enriches and enhances the school community and that first or community language is a crucial dimension for children's social and cultural identity. We are committed to ensuring that all children are offered a broad and balanced curriculum and therefore aim to ensure that:

- all pupils make the best possible progress and attain
- we remove barriers to learning that a child learning English as an additional language may experience
- the environment is welcoming and reflects the cultural diversity of our school community
- all children feel valued and confident to come first

Assessment

The identification and assessment of the educational needs of children for whom English is not their first language requires particular attention. Teachers should be alert to the differences between limitations in the acquisition of language and specific educational needs and or cognitive ability that may affect children's achievement. Teachers are required to use rigorous systems to track children's progress and be alert to underachievement of individuals and groups so that appropriate provision is made and any under achievement is addressed.

Provision

All teachers are required to differentiate their planning and teaching and apply strategies that will scaffold the learning to support children learning EAL. Quality first teaching is a requirement of all teachers and is in line with EAL pedagogy that encourages:

- opportunities to build on previous experience
- carefully planned opportunities to speak and to listen in a variety of situations
- planned opportunities to work collaboratively in pairs and larger groups
- contextualised learning that makes meaningful links across the curriculum
- modelling and demonstrating of language structure appropriate for different curriculum areas.
- careful assessment that informs next steps
- constructive feedback that enables the learner to move forward in their learning
- teaching that incorporates a variety of strategies that cater for different types of learners

Alongside the above children may be offered additional language enrichment opportunities within a small group. This is timetabled on a regular basis.

Reference

Inclusion Mission Statement
Community Cohesion Policy
Equality Policy

EXTRA CURRICULAR ACTIVITIES POLICY

RATIONALE

We believe that opportunities for learning outside of the normal school day provide valuable experiences for our children. The school is keen to promote a range of worthwhile activities, under the umbrella term of 'extra-curricular activities', which help to develop the whole child. These often build on the skills, interests and expertise of both adults and children.

AIMS

- to further develop skills taught during the standard school day
- to give opportunities for excellence of achievement
- to allow the pursuit of interests
- to foster the development of community both within and without the school.

IMPLEMENTATION

Extra curricular activities rely upon the goodwill of staff. On occasions, use may be made of outside staff to lead certain activities. These activities may well take place at lunchtimes, after school or at weekends.

When children make a commitment to joining such groups that require out of school time, an acknowledgement will be required from parents. We believe this to be a record of commitment that will last over time so that children continue to attend activities and will develop perseverance.

When children are involved in specific activities, such as sporting fixtures, parental permission is required. As detailed in the school's visits policy, names of children off site should be left in the office.

After School Activities

The adult in charge of the activity will ensure that all children are collected by an adult at the end of the session, unless prior authorisation has been obtained from the parent/carer to walk home alone.

A first aider is always on site whilst after school activities are taking place.

GEOGRAPHY POLICY

Rationale

Geography explores the relationships between the Earth and its people. It is concerned with the study of places and environments, the human and physical patterns and processes which shape them and the people who live in them. It helps pupils to make sense of their surroundings and the wider world.

Aims

In our teaching of Geography we aim to ensure that pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Guidelines - General

We believe that **enquiry** should be central to the learning process and that the children should be actively involved both inside and outside the classroom. The development of basic map skills and fieldwork techniques are to be encouraged to make Geography enjoyable and fun. The children will be given the opportunity to ask the Geographical questions: Where is it? What is it like? How did it get like this? **These thinking skills are to be developed at every opportunity.**

All schemes of work will reflect the requirements of the statutory orders for Geography.

The programmes of study contain the following requirements:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Throughout the study of themes attention will be paid to the development of geographical skills including geographical vocabulary, relevant map work, use of globes, and use of secondary sources of evidence, e.g. photographs. **The use of I. C.T. will enable children to access additional information and assist in handling, classifying and presenting evidence in as many different ways as possible.** Learning logs will also be used.

We will also aim to promote the pupils' spiritual, moral, social and cultural development, and citizenship, through Geography.

We will also aim to provide opportunities to promote work related learning, and education for sustainable development.

Time allocation/Organisation

There are no statutory requirements for time allocated to subjects in KS2. However, we follow a recommended time of approximately 33 hours over a year. How this is allocated will differ in each year group as we expect the geography curriculum to be delivered with a flexible and creative approach which will enable the teaching of the subject to coincide with other relevant areas of the curriculum.

The scheme of work provides progression across the themes and knowledge skills and understanding but enables a flexible approach to the teaching approach, style and delivery.

English and Maths Opportunities

When planning a unit and teaching the lessons in it, we use the opportunities of this subject to ensure that pupils develop their skills in:

- reading, including reading comprehension;
- speaking and listening;
- writing, including sustained and independent writing; and
- maths

Learning in these areas will complement the pupils' learning in English and maths lessons.

Assessment, Recording and Reporting

Assessment will take the form of noting progress as it takes place in normal teaching and learning. We will aim to provide opportunities for pupils to develop the key skills of improving their own learning performance, through reviewing their work and assessing their achievements. This will involve both self and peer assessment.

Recording and reporting to parents, teachers in the next year or the following Key Stage will be on the coverage of the National Curriculum content and skills, verbally at Open Evenings, and in the yearly reports.

Management

The subject will be managed by subject leader who will follow the guidelines specified in the subject leaders role description.

HISTORY POLICY

Rationale

We believe that history is the study of people, events and developments in the past which have helped to shape the present.

Aims

In our teaching of history, we aim to:

- arouse interest in the past.
- help pupils to understand aspects of the present in the light of the past.
- give pupils a knowledge of and respect for others through understanding of their cultural roots and shared inheritance.
- develop pupils' understanding of the past of other countries and how it has contributed to their cultures.
- **Guidelines - General**

We believe that enquiry should be central to the learning process and that children should be actively involved in school and on educational visits. We believe that pupils should be taught to learn through asking and answering questions in the context of knowledge - e.g. when, where, how, what...?

Thinking skills should be developed.

All schemes of work will reflect the requirements of the statutory orders for history. The programmes of study contain two sets of requirements.

Knowledge, skills and understanding.

These incorporate:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation
- Historical enquiry
- Organisation and communication

Historical enquiry should involve the children being pro-active in their learning, and there should be opportunities for a wide variety of forms of organisation and communication of the knowledge acquired, including speaking and listening, and role-play. Learning logs can also be used, to develop the child's own individuality.

Breadth of Study

The contexts, activities, areas of study and range of experience through which the knowledge, skills and understanding should be taught.

We will aim to promote pupil's spiritual, moral, social and cultural development, and citizenship through history.

Time Allocation/Organisation

There are no statutory requirements for time allocated to subjects in KS2. However, we follow a recommended time of approximately 33 hours over a year. How this is allocated will differ in each year group as we expect the history curriculum to be delivered with a flexible and creative approach which will enable the teaching of the subject to coincide with other relevant areas of the curriculum. The scheme of work provides progression across the themes and knowledge skills and understanding but enables a flexible approach to the teaching approach, style and delivery.

English and Maths Opportunities

When planning a unit and teaching the lessons in it, we use the opportunities of this subject to ensure that pupils develop their skills in:

- reading, including reading comprehension;
- speaking and listening;
- writing, including sustained and independent writing; and
- maths

Learning in these areas will complement the pupils' learning in English and maths lessons.

Assessment, Recording and Reporting

Assessment will take the form of noting progress as it takes place in normal teaching and learning, against the level descriptions in the National Curriculum document. We aim also to provide opportunities for pupils to develop the key skill of improving their own learning performance through reviewing their work and assessing their achievements, and this will involve both self-assessment and peer assessment.

Recording and reporting to parents, teachers in the next year or the following Key Stage, will be on the coverage of the National Curriculum content and skills verbally at Open Evenings, and in the yearly reports.

Management

The subject will be managed by subject leader who will follow the guidelines specified in the subject leaders role description

HOMEWORK POLICY

At Someries Junior School we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning. The purpose of homework at Someries Junior School is to provide opportunities for parents/carers to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Reading

We actively encourage all parents/carers to listen to their child read on a daily basis (ideally 10 minutes for KS2 children). It is extremely important that children are given regular opportunities to practice their reading skills at home. As children become competent readers, greater emphasis can be given to sustained periods of silent reading rather than oral reading. We ask that parents discuss what their child has read and ask key questions to check their child's understanding. Reading should be recorded in the Reading Record with a signed comment by an adult. These Reading Records should be checked and signed by the class teacher or Teaching Assistant on a weekly basis and each child is heard reading on a weekly basis through independent or guided reading.

Mathletics

Mathletics will be set on a weekly basis for completion by the following week. If children do not have access to the internet, the study is available on a rota basis for children to complete their homework. Tasks set are to consolidate learning or to pre-assess knowledge before a new topic is taught.

Spelling

Each week children will take home spellings to learn for a weekly spelling test. The spelling lists will be connected to current class work and they will be differentiated according to the range of pupil needs and ability levels within each class.

Maths/SPAG

In years 3- 5 one piece of maths or SPAG (Spelling, Grammar and Punctuation) homework will be sent home on alternate weeks. This is a really important way to consolidate skills and practise concepts. This homework will be linked to areas children are currently working on. This homework should take approximately 30 minutes to complete.

Sometimes, in addition to the above examples, 'catch-up' homework may be set to enable children to complete unfinished school work at home.

In Year 6 children are set weekly maths **and** SPAG homework.

MATHEMATICS POLICY

Rationale

At Someries Junior School we recognise that maths is fundamental to children's academic learning and life skills. We aim to provide a curriculum that provides a range of learning experiences that will develop their mathematical skills and understanding for later life.

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including 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

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

The aims of mathematics are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- to develop logical thinking and reasoning skills through a natural curiosity and investigative approach
- to promote confidence and competence so that children are 'proud to shine' about their achievements
- to develop a thorough knowledge and understanding of numbers and the number system
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts
- to develop a practical understanding of the ways in which information is gathered and presented
- to explore features of shape and space, and develop measuring skills in a range of contexts
- to challenge children through high expectations and equip children with the skills needed to rise to the challenge.
- to understand the importance of mathematical skills in everyday life

Teaching and learning styles

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills, language and thinking in mathematics. We do this through a daily lesson that has a high proportion of whole class and group-direct teaching. Children are taught in differentiated groups and not in their own class groups. During these lessons we encourage children to ask as well as answer mathematical questions and explain their reasoning and thinking. Children and teachers use ICT in mathematics lessons where it will enhance their learning, and to assist with modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations. Use of practical resources is vital for understanding, so they understand the concept.

Teaching methods and approaches

Lessons have a flexible approach to ensure the pitch and pace suits the children. Teachers use their own judgement in how to approach teaching a concept and will incorporate group, paired or individual work as appropriate.

Pupils engage in:

- the development of mental strategies
- written methods
- practical work
- investigational work
- problem solving
- reasoning
- applying
- visualising
- mathematical discussions using precise mathematical language
- consolidation of basic skills and routines
- reflecting on their learning

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Throughout lessons a range of strategies are used to ensure appropriate levelled learning. Children are asked to undertake independent work, but other strategies are also utilized. In

some lessons group work is undertaken, and in other lessons, children are organised to work in pairs on open-ended problems or games. We use classroom assistants to support some children and to ensure that work is matched to the needs of individuals. To develop children's thinking, teachers use Bloom's Questioning.

Children are set weekly Mathematics tasks in order to strengthen their learning in mathematics. This task may directly link with the current unit of learning, differentiated for each maths group, or may be used as a pre-teaching diagnostic.

Using and Applying/Problem Solving - Mathematics Curriculum Planning

Mathematics is a core subject in the New National Primary Curriculum and we use this as the basis for implementing the statutory requirements of the programme of study for mathematics.

Weekly maths plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught (using School Calculation and Mental Calculation policies). The class teacher keeps these individual plans, and the class teacher and subject leader can discuss these on an informal basis.

Displays

We recognise the importance of displays in the teaching and learning of mathematics. Every class displays relevant mathematical information which is consistent throughout the school. This is appropriate to the age of the class. These may include number lines, hundred squares, vocabulary and other display materials that provide a visual support for the children's mental processes.

Contribution of mathematics to teaching in other curriculum areas

English

Mathematics contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work and encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

Science

During science lessons, children are able to use and apply their data handling skills when creating tables and graphs of scientific measurements. Whole class discussion of data also highlights the importance of clear recording of information. Children are also able to use a wide range of measuring devices in a real-life context. Children are required to read the scales on Newton meters, measuring cylinders, weighing scales and a variety of other instruments.

Personal, social and health education (PSHE) and citizenship

Mathematics contributes to the teaching of personal, social and health education and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. We present older children with real-life situations in their work on the spending of money.

Spiritual, moral, social and cultural development

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results.

Teaching mathematics to children with special needs

It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in mathematics takes into account the targets set for individual children in their Individual Education Plans (IEPs). Using practical resources, hands-on tasks, games and visual aids are vital for children's understanding.

Assessment and recording

We assess children's work in mathematics from three aspects (short-term, medium-term and long-term). We make short-term assessments which we use to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.

We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. Progress is tracked on a half-termly basis and appropriate intervention is utilised as necessary.

We make long-term assessments towards the end of the school year and pass this information on to the next teacher, so that s/he can plan for the new school year. We make the long-term assessments with the help of end-of-year tests and teacher assessments. We use the national tests for children in year 6, plus the optional national tests for children at the end of years 3, 4, and 5. We also make annual assessments of children's progress measured against school and national targets.

Displays

We recognise the importance of displays in the teaching and learning of mathematics. Every class displays relevant mathematical information which is consistent throughout the school. This is appropriate to the age of the class. These may include number lines, number grids, vocabulary and other display materials that provide a visual support for the children's mental processes.

Monitoring and Review

Monitoring of the standards of children's work and of the quality teaching in mathematics is the responsibility of the mathematics subject leader. The work of the mathematics subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school's governing body is briefed to oversee the teaching of mathematics. This governor meets with the subject leader to review progress.

MORE ABLE CHILDREN POLICY

Rationale

Our school endeavours to enable all children to have the opportunity to realise their potential regardless of their gender or background.

We recognise that there are pupils who have the potential to excel and may be performing at levels that exceed those expected for their age group. This may be in academic learning, practical performance, artistic, creative or musical talent, physical skills, or leadership and interpersonal skills. As such we recognise and value the importance of identifying and celebrating their strengths, achievements and successes by providing opportunities for them to be challenged, supported and to shine.

Aims

We aim to ensure a consistent approach to the identification and support, for more able learners and to ensure that every learner can make a positive contribution in an environment where they feel safe, valued and healthy, can enjoy and achieve success.

We aim to:

- Share a common understanding of 'the more able' child.
- Identify more able pupils as early as possible (and to use data and information from their previous school to inform our judgements).
- Use on-going assessment procedures (AFL, LATS, Target Tracker and summative testing) to inform our 'judgements and to enable us to provide appropriate opportunities and strategies.
- Review and monitor their progress regularly and to adapt and change our support, challenge intervention and opportunities accordingly.
- Raise staff awareness of a range of strategies available to them.
- Provide a broad, balanced, differentiated and challenging curriculum.
- Provide quality first teaching which enables them to achieve success.
- Provide opportunities for their achievements and talents to be celebrated within a culture of respect and admiration.
- Overcome any barriers to achievement and success through close liaison with parents and carers and external providers.
- Provide and guide or suggest extended schools/extra curricular activities or outside schools activities through which they have the opportunity to develop their skills or talents.
- Consider and provide activities in-house and through external partners.
- Work with the L.A. and High Schools to extend/develop talents.

Definitions

'More able' learners are those who perform or who have the potential to perform, at levels significantly higher than their peers (highest achieving 20%). A small minority of our pupils may be considered 'exceptionally able'. These pupils may require Individual Education Plans and specific teaching and learning opportunities or activities (highest achieving 5%)

Gifted (Academic Subjects - Core Subjects/Foundation Subjects)

A pupil can be described as gifted when they show achievement performance at levels significantly higher than their peers in 'academic' subjects such as English, Maths, Science, History, etc.

Talented (Arts, Sport, Music and Leadership)

A pupil can be described as talented when they show skill and aptitude at levels significantly higher than their peers in creative subjects or physical subjects or show significant skill in leadership.

Dual and multiple exceptionalities

'A child with dual of multiple exceptionalities (DME) is highly able and also has some kind of difficulty. It is likely, but not definite, that the difficulty will hinder the effective expression of their high ability' (DCSF).

Underachievement

We define this as a discrepancy between a pupil's school performance and his or her potential. The use of assessment data and professional judgement will be used to overcome any barriers to achievement.

Identification

Is usually made by:

- Teacher nomination, informed by data and on-going assessment
- Information from previous schools or settings
- Parental information
- Peer/self assessment and nomination
- Information from external agencies (e.g. Sports organisations, music tutors etc).

Assessment Methods/Tracking and monitoring

- Teacher observations
- CATS (Cognitive ability tests) - as appropriate
- Formative and summative Assessment judgements (Data from LATS and Target Tracker)

- Observations or assessment from external providers or agencies
- Review of data and achievement
- Reviews of IEP's
- Consultation with parents/carers
- Consultation with individual pupils or groups of pupils
- Year 3 staff to work closely with Infants staff on Transition

Quality First Teaching

We strive to provide quality learning and teaching opportunities that incorporate strategies for challenge and support. We strive to differentiate our learning opportunities to meet the needs of more able pupils.

We incorporate the following and other appropriate teaching strategies to meet the needs of more able pupils:

- Higher order questioning (blooms taxonomy)
- Thinking skills
- More academic language/meta language
- Opportunities for speaking, listening, discussing, evaluating, negotiating, co-operating and comprising
- Opportunities for peer and self-assessment
- Allowing pupils to talk about their learning and know their 'next steps'
- Projects/cross-curricular activities
- Opportunities to 'sum up' or to 'present' their learning to others in a variety of ways
- Opportunities to practice, refine and use their skills/learning in alternative contexts and/or to help others to develop skills and learning.
- Deploy additional adults and external agencies to support, enhance and extend learning opportunities
- Provide pupils with timely frequent and systematic feedback on their learning and next steps

Further Opportunities

- We provide a range of extra-curricular and extended schools opportunities, covering the breadth of the curriculum.
- We incorporate activities and experiences provided by other agencies within our curriculum as well as before and after school. (These include: Sports, music, drama, art, visits, trips, speakers, workshops, links with other schools, local authority run G&T opportunities)

Celebration

We encourage children to feel proud of their achievements and successes and encourage them to share and demonstrate them (in assemblies and at events). We aim to maintain an ethos of respect and admiration amongst our stakeholders.

Professional Development

Staff are encouraged to share good practice and opportunities to develop new strategies will be provided through in-house and external CPD.

IQS [Institutional Quality Standards for Gifted & Talented] and CQS [Classroom Quality Standards for Gifted & Talented Education] documents will be used as a resource to further develop reflective practice.

MUSIC POLICY

Rationale

Somerley Junior School believes music should have a high priority within the curriculum as it promotes personal qualities such as perseverance, responsibility and enjoyment. It also promotes social cohesion and can be used as a vehicle to celebrate diversity and learn about different cultures.

Aims

- ✓ Encourage an awareness, enjoyment and appreciation of all types of music.
- ✓ Develop imagination and nurture creativity.
- ✓ Allow all children to succeed in music and to be proud of their musical achievements.
- ✓ To offer a wide range of opportunities to perform, compose, listen and appraise.

Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Organisation/Implementation

- The school scheme of work will fulfill the requirements of the National Curriculum and wider opportunities music.
- Lessons will be organised and executed according to the varying levels of pupil ability. A range of teaching and learning strategies will be used. Children will usually work in large groups when learning and singing songs. They may work in groups or individually in areas of rhythm, composition, performing and recording. Pupils will be taught correct handling/maintenance and safety of all instruments.
- Peripatetic teachers (employed by the local authority) will take weekly lessons on brass, woodwind, percussion and stringed instruments (guitar, cello and violin). The number and organisation of pupils will depend on teacher time allocation and the availability of county or pupil-owned instruments. The Music Co-ordinator will meet with teachers to discuss progress and each pupil will receive an annual report. Equal opportunities - all children will have the opportunity to take up an instrument - there is no audition process. All parents/guardians of pupils undertaking lessons will sign a contract drawn up by the Local Authority Music Service.
- It will not be necessary to audition for the school choir. School singing assemblies will usually take place once a week. This will include the teaching and learning of songs for school assemblies and special occasions. Songs will vary from different cultures and styles.
- Wherever possible, cross-curricular links will be incorporated into the delivery of the teaching units. Music has important links with all other areas of the curriculum. Special themed events e.g. 'Musicals' week will be encouraged.

Wider Opportunities Music

- The school 'buys in' a number of peripatetic teachers from the local authority to deliver whole-class instrumental lessons across all year groups. Luton Music Service provides the instruments for these lessons.
- The school benefits from one small music room where small group and individual peripatetic music teaching can take place.
- Extra-curricular activities
 - African drumming workshops
 - Choir (Yrs 4, 5 & 6)
 - Instrumental groups - usually for preparation for special occasions/events.

Community Cohesion

- There will be opportunities for many children to perform at National events. Eg. The choir members from Yr5-Yr6 will attend the Young Voices concert at the O2 Arena in January and the Singing Spectacular organized by the Music Service teachers in July.

Assessment and Recording

- This is on-going and will take the form of investigational work, knowledge based testing and teacher observation.
- Where possible, teachers will keep examples of work, e.g. compositions, lyrics to songs, pictures, stories, notation/graphic scores. These, plus possible recordings/videos will provide a tangible record of progress.
- Students with instrumental performance skills will be assessed by the music teacher or the peripatetic teachers. An annual report will be submitted to school/parents.

Special Educational Needs

We aim to provide equality of opportunity for all children, whatever their age, ability, gender, race or background so that they have equal access to all areas of the curriculum. We work to ensure that our expectations, attitude and practices do not prevent any child from fulfilling their potential.

Pupils will be offered a differentiated curriculum and music may be used to enhance pastoral support offered to vulnerable pupils. Those children with high levels of skill will be encouraged to develop and extend their talents when composing and performing to different audiences. We keep a centrally recorded register of children's achievements. Occasionally, workshops by professional players have been set up and many pupils have greatly benefited from these events. The school is keen to continue these sessions. Small groups or individual pupils have an opportunity to participate in weekly sessions with the music Co-ordinator or with the School Family Worker. Pupils may be chosen by peripatetic teachers to take Graded Associated Board examinations or the LA's own assessment tests on their specialist instruments. All aspects of Health and Safety are covered by the school's Risk Assessment Policy.

Differentiation

Different experiences in relation to age/or ability, either through task, resources or support are fundamental to planning. Children's individual learning styles should be considered in the planning and teaching of music in order to motivate them by the feeling of success and to develop a positive attitude to musical experiences.

Parental Involvement

Parents will be informed about any musical activities and events that are taking place. Parents are encouraged to help in many areas of the curriculum including support in musical activities and sharing expertise.

P.E. POLICY

Rationale

At Someries Junior School we see sport and P.E. as a vitally important part of the curriculum and of life. We believe there is a sport for everyone and as such we aim to provide a very broad, enjoyable experience for all our pupils and a range of opportunities that enable our pupils to believe in the benefits of physical fitness to improve their health, self esteem and confidence. Sport develops mind, body and social skills and through sporting opportunities children develop a sense of pride, identity and togetherness.

Aims

At Someries Junior School, we aim to provide the following:

- Lessons which enable children to participate actively
- 2 x timetabled sessions of quality P.E. as part of a broad and balanced curriculum
- Opportunities to learn from skilled professionals (including external coaches)
- Access to a very broad range of extra curricular activities before and after school
- Opportunities for intra (in school) and inter (between schools) competition
- Opportunities to enjoy using the skills they have learned at locally organised festivals
- Opportunities to take part in sponsored events
- Opportunities to further develop their skills, interests and talents by giving them access to information about clubs locally and encouraging them to participate
- Opportunities to develop their social skills through sporting activities and nurture groups
- Opportunities to develop skills in leadership by leading younger pupils or becoming play leaders
- Access to a range of physical activities at lunchtimes and breaktimes
- Access to high quality resources which are fit for purpose

Teaching and Learning

High quality teaching and learning opportunities will always include the following:

- A warm up and stretches
- Skills development
e.g. Physical/motor/ball skills/teamwork/creativity
Incorporating gymnastics, dance, games, athletics, swimming, outdoor and adventurous activities and possibly involving external coaches
- A cool down and stretches

The activities will be differentiated using the S.T.E.P. approach (see Appendix).

A block of work should be followed by in class or cross year group matches/competitions (intra).

Where possible those who show talent would be selected to participate in local competitions (inter).

Professional Development

We use the advice and support of external agencies, high schools, etc to help our teachers to become skilled and enthusiastic and to enable them to support pupils in learning new and specific skills.

Assessment

Pupils are encouraged to use self evaluation and peer evaluation, to further enhance their progress.

Teachers use observation and assessment for learning practices to plan for progression.

Health and Safety

Teachers refer to 'safe practice in P.E.' guidance to ensure that risks to physical safety is minimised. Pupils and teachers must wear appropriate clothing for indoor and outdoor activities.

P.E. equipment is regularly checked, audited and replaced to ensure it is safe to use.

Celebration/Recognition

We use our assemblies and communications with parents to celebrate the achievements of our pupils.

Additional Documentation

Competition calendar

Scheme of work

Timetable of extra-curricular activities

Health and Safety policy

Safe Practice in P.E. document

Appendices

S.T.E.P. Model

Safety in P.E.

Appendix 1
S.T.E.P. Model

Aspects of the lessons can be differentiated easily by following the STEP model, changing any one of the following:

S - SPACE used (make it bigger or smaller)

T - TIME given (to achieve goal or keep going)

E - EQUIPMENT used (e.g. change to a smaller/larger ball)

P - PEOPLE involved (group size)

All children do not have to be doing the same thing with the same equipment, even though the aims of the session will usually be the same for the whole class.

Appendix 2 - Safety in Physical Education

It is recommended that the school uses these guidelines along with the guidance provided by AfPE (association for Physical Education) in their publication 'Safe Practice in Physical Education and School Sport' (2008 Edition), as a basis for developing a safety policy in PE.

Teaching and Learning

- Regular lessons are necessary for children to be able to develop awareness, skills and responsibility. Agreed routines and safety principles for different activities need to be understood and practised by both teachers and pupils.
- Appropriate behaviour needs to be taught, established and reinforced with the pupils.
- Pupils need to learn the reasons for changing into appropriate clothing and footwear and, where possible, to shower after activity.

Teacher

- Each teacher is a role model and **should demonstrate their good practice** with regard to suitable clothing, footwear and jewellery.
- They should be in an appropriate position for observation and intervention, usually on the edge of the activity.
- They should have sufficient knowledge of the subject matter to plan and set tasks that avoid unnecessary hazard to the body.
- Lessons should all begin with an appropriate warm-up in order to prevent injury. Pupils should be taught the elements of a warm-up and become increasingly responsible for this section of the lesson. The importance of warming down should also be developed.
- Teachers should ensure that planning includes the use, moving and positioning of apparatus.
- They should aim to develop positive attitudes in pupils, towards their own safety and that of others.
- There are occasions, particularly in gymnastics, that 'support' may be required. **The law in respect of child protection** has implications here and schools should have a **written policy** that covers 'contact', especially that between a teacher and pupil, which clearly states what is and is not acceptable.
- A record should be kept of the continuing professional development undertaken by the teacher, particularly in respect of health and safety issues.
- If a **supply teacher** is to teach PE it is essential that they are made fully aware of the school policy and guidelines. It is recommended that they teach using only the most basic equipment to safeguard both the pupils and themselves.
- Although there is no requirement in law that a teacher must hold a specific award before teaching an activity in physical education, **teachers with little**

or no training in physical education run risks if they undertake to teach more than simple skills. Headteachers must be satisfied that all teachers who are required to teach physical education are able to do so in a safe environment, with an understanding of the needs and stages of development of all the children in their classes.

- **Students** on teaching practice, or **other trainees**, should always be supervised by qualified teachers, even though they may assume greater responsibility for classes as their initial training progresses. They cannot be given 'duty of care' until they are finally qualified on satisfactory completion of their course. The class teacher retains this responsibility. The same guidance applies to those schools that seek assistance from volunteers and paid coaches in both curricular and extra-curricular activity.

Pupils should learn

- The need for safety in being physically active - warm-up; warm-down; landing correctly; working co-operatively and the use of correct posture and skills.

Teaching Area

- The teacher is to ensure that the working environment is free of danger e.g. piano stool, school furniture or equipment, wet playgrounds, large puddles, mud and slippery grass.
- The use of hoops on the hall floor has become a feature of recent accidents. The use of unsecured hoops, where there is a likelihood of pupils slipping on them, is discouraged.
- Teachers should ensure that there is adequate lighting, ventilation and heating to enable pupils to work safely.

Emergency Procedures

- All schools should have agreed procedures in the event of emergencies for the gymnasium, sports hall, playground, playing fields and swimming pool. The agreed procedures for each school will depend on circumstances, age of the pupils, but particularly on the location of the facilities.
- When working off site there must be clear, effective procedures for contacting the emergency services. The carrying of a mobile phone is recommended.
- All accidents should be reported. The child's name should be recorded together with a written description of what happened, action taken, the time and date. It is also recommended that a record of near misses and incidents is kept in order to prevent accidents occurring.
- An injured child should never be moved.
- A system should be devised to ensure that teachers are made aware of children with specific health/medical problems and allergies.

Kit

Parents must be informed, on an annual basis, of the regulations covering appropriate dress for PE. It is important that parents are made aware of the policy of the school on the wearing of jewellery or other personal adornments by pupils, on why the policy is in place and on the requirements of physical education in this regard.

- Children should change into appropriate clothing for the activity. Appropriate kit is that which presents **no risk of injury** to the wearer or to other pupils.
- Staff should change into appropriate clothing for the activity.
- Jewellery **of any description** should not be worn for PE.
- Long hair should be securely tied back.
- No solid hair bands should be worn.
- For gymnastics and dance children should have bare arms and legs and should wear clothing that allows unrestricted movement without being loose. Religious and cultural issues must be taken into account here.
- Children should work in bare feet in dance and gymnastics, wherever it is practical. Where necessary only plimsolls and not trainers should be worn.
- For games children should have a suitable change of clothing for outdoor/indoor activity. Children need to be warm and during cold weather should be encouraged to wear suitable warm clothing.
- For swimming it is permissible for pupils to wear leggings or footless tights under a swimming costume or a long sleeved leotard in order to meet cultural or religious needs. These must, however, be tight fitting and consideration made as to their weight when wet. If a pupil wishes to wear a t-shirt over the top of their costume then, again, for health and safety reasons this must be close fitting and not baggy.

Rules on safety should be clear and firmly applied. Where conflicts arise due to acceptable cultural practices, a compromise is often possible through parent consultation and co-operation. (Please refer to LBC guidance "Meeting Cultural, Religious and Statutory Needs in Physical Education: KS 1 & KS2 and AfPE's 'Safe Practice in Physical Education and School Sport" - Clothing, Personal Effects and Protection.) Schools are reminded that each case should be treated on its individual merits in order to maintain maximum participation.

Using Large Apparatus - Health and Safety Issues

Always refer to the school policy on safety in PE and to the AfPE document 'Safe Practice in Physical Education and School Sport' (2008 edition).

- Firm discipline and the implementation of established routines contribute to safe practice.
- A suitably graded warm-up should precede the main part of every lesson.
- The placing of mats is very important. They should be used where it is expected that children will need to cushion deliberate and planned landings. They should not be placed around profusely and indiscriminately as they can produce real danger to young people accidentally tripping over them and falling.
- Teachers should be wary of placing mats where it is considered there is a probability of a child falling off the apparatus. It would be better to arrange the apparatus and the demands on the child so that there is a high expectation of safe performance rather than that the child will fall.
- Children should be taught how to land safely and with control and this should be reinforced constantly.
- In terms of how high a child should go on the apparatus, the recommendation is that they initially go no further than would give them a fall of more than 1 metre.
- Gymnastic work should be performed with bare feet, where this is not possible footwear should be pliant and close fitting to enable 'feel' for the apparatus and with enough serrations on the sole to give good traction. Training shoes with hard plastic soles are inflexible, give poor grip and should not be worn.
- Care should be taken to establish routines for the handling of equipment (refer to school policy and LBC guidance).
- An annual safety check of equipment is essential.
- Schools should review, on an annual basis, their policy of movement of equipment and ensure that new members of staff are fully aware of the intricacies of each piece of apparatus.

Key point to Remember when getting out the Apparatus.

- It is your responsibility to ensure that the apparatus is safe and secure before you allow your pupils to go on it.

Gymnastic Equipment

When teaching Gymnastics, it is important to remember:

- The use of any apparatus in gymnastics should be to progress and extend the existing skills of the pupils. Apparatus should only be introduced, therefore, when children have developed the necessary skills to an appropriate standard on the floor.

The following are guidelines as to the equipment that Key 2 schools require to teach gymnastics. They are based on classes of around 30 pupils. Schools may need to prioritise when replacing equipment and advice should be sought on this. Justification for purchasing the equipment can be found by examining the National Curriculum Programmes of Study for Gymnastic Activities.

1. A wall bar system including ladder and beam is essential with a rope system being desirable.
2. Movement tables (sets of 3 x 2).
3. Benches, minimum of 6.
4. Planks, minimum of 4, ideally 2 with hooks at one end and 2 with hooks at both ends.
5. Poles for linking areas of the climbing frame.
6. Mats, minimum 1.82 m x 1.22m (6'x4') or 1.22m x 0.91m (4'x3') with thickness not less than 2.5 cm (1 inch). The 1.22m x 0.91m (4'x3') mats are easier for infant/lower junior age pupils to manage. Mats constructed from chip foam with an outer covering of vinyl are recommended. The ideal situation is for children to be able to share a mat between two i.e. 15 mats.
7. Trestle tree apparatus that is lightweight and preferably folds away.

Guidance on the Safe Handling of Apparatus

Handling apparatus involves carrying, lifting and lowering equipment which will vary in weight, size and shape and which will involve the application of sound techniques for safe practice. Gymnastics lessons will provide opportunities for learning in this area and children should be taught how to assemble, lift, dismantle and put away apparatus as required.

Initially children should be given as much time as is necessary to learn the safe and efficient handling of each piece of apparatus as it arises within the lessons.

Once the correct handling has been taught, efficiency can be tested through small "games" and "competitions" so repetition and enjoyment can bring complete understanding and familiarity.

A thorough understanding and confidence in handling the apparatus is essential in the early stages and, properly conducted, will enable the children (with constant reminders) to be safe and efficient in the handling of apparatus for the remainder of their years at school.

The Teacher

To ensure successful handling is achieved the teacher needs to:

- Be fully organised.
- Teach the children slowly and carefully the rules of lifting and placing apparatus, pointing out safe hand positions.
- Allocate sufficient children to each piece of apparatus.
- Try to match complexity of layout with age and competence, selecting lighter pieces of apparatus and simple layouts first and working up to more complex ones.
- Allow children to take out and put away their own apparatus every time.
- Teach the following order when getting out a variety of pieces of equipment:
 1. Fixed apparatus
 2. Larger mobile pieces of apparatus
 3. Benches and planks
 4. Mats

This order should be reversed when dismantling the equipment and sufficient time allowed at the end of the lesson to put it away.

Mats

- Try to store the mats in a minimum of two places rather than piled together, with enough space around them to allow the pupils to safely lift them from where they are stored.

- The number of children carrying a mat will depend on the size of the mat and its weight.
- Mats should never be dragged but should be carried using the "buddie" system:
 - One person in each group is chosen to be the 'boss'
 - The group members get into position along the sides of the mat and not at the ends to lift it, bending their knees and keeping their head up.
 - When they are all ready and in position the 'boss' speaks clearly "ready, 1,2,3, lift". The group then lift the mat together.
 - The mat is pointed in the direction in which it is to travel, so that no child walks backwards.
 - When in position and the group are ready to lower, the 'boss' speaks clearly "ready, 1,2,3, lower" and the team lower the mat together bending their knees.

Benches

- These should be spread out around the outside edges of the room so that they are easily accessible for the children.
- Use as many children as necessary to carry the benches (again dependent upon the weight and size of the bench).
- Teach the "buddie" system in getting out the benches, ensuring that the children are along the edges of the bench and not at the ends so that no one has to walk backwards.

Children should only use apparatus that they themselves are able to get out.

Keys to Good Practice on Apparatus

- Activities and tasks must be structured.
- There must be specific learning objectives and clear intended outcomes that are specific to the age, maturity and level of skill of the pupils working on the apparatus.
- There must be a clear progression from floor work, to small apparatus, to large apparatus.
- Use the apparatus to extend the work of the pupils and not because you feel you have to.
- If the class are new to the apparatus put a height restriction on it until they are confident and you are secure in your risk assessment.
- Pupils should erect and dismantle the same piece of apparatus each week, although they must rotate around in lessons and gain experience on all the apparatus available.
- Apparatus should be assembled at the start of every lesson and then dismantled at the end so that it is appropriate to the age and ability of the pupils.
- The position of the apparatus should improve the quality of PE.
- The first piece of apparatus carried and used by children in Reception should be mats.
- Once familiarised with mats children should be introduced to benches:
 - Initially benches only should be placed in the hall to allow for exploration - under, over, through, along, across.
 - Mats can then be added but not placed at the side or end of the bench as it leads to "queuing" or restricted movement. By placing the mats at an angle to the benches, children will be encouraged to show more imagination in their use of entrances and exits.
- Children should then be introduced to small apparatus.

Using Apparatus Imaginatively

- Add angles to the apparatus layouts. The construction of an "L", "T", "V", "Y" and "N" shape with apparatus will have the effect of immediately creating more space and many more exits and entrances. This will reduce the instances of queuing within a lesson.
- If the working area is small and the classes large, more space will be created if the apparatus is designed to link with, or lead onto another set of apparatus. By then setting a task which requires the children to move on the floor between the apparatus, as well as use the apparatus when it is free, they will be learning about spacing, relationships and co-operation with other children, as well as having a higher level of activity.

Placement and use of Apparatus

- Placement of apparatus can either be decided upon by the class teacher or can be planned by the children but it must relate to the aims and learning outcomes of the lesson and the scheme of work being studied.

Creating Apparatus Plans

- List all the apparatus available in the hall, both fixed and moveable.
- Draw an empty box to represent the hall.
- Any fixed apparatus must be erected in its own area so these need to be drawn onto your plan first. Everything else you can move around and place where you want.
- Think about the scheme of work you are teaching. Write down the aims and learning outcomes of the lesson - what is it that you want the children to learn?
- Consider what apparatus will allow you to achieve this and how the apparatus needs to be laid out.
- Try to think of different ways of linking apparatus; consider the use of angles.
- Be imaginative - one well thought out apparatus plan can last for approximately half a term or the duration of a theme, so it's important to make your plan interesting.
- Draw in the remaining apparatus you want to use, you may even want to have a go at setting up the apparatus before you use it with the children to ensure there is enough working space around it.

A Summary of Good practice in the Safe Handling of Apparatus.

When handling any piece of gymnastics apparatus, the following 'good' practice guidelines should be remembered:

- The working environment should be safe and the equipment easily accessible.
- All children should be shown how to handle, assemble and dismantle the equipment they are using.
- The 'Buddie' system should be taught.
- Appropriate risk assessments have been done and all the equipment checked to ensure it is secure.
- Children wait until they are instructed to go onto the apparatus by the teacher.
- Children use appropriate pieces of equipment according to their development and abilities.
- There are clear aims and learning outcomes for every lesson.
- There are structured tasks and activities for the children to do on the apparatus.
- The equipment is used to extend the work of the pupils.

Conducting Risk Assessments

These must be:

- Simple
- Manageable
- Proportional
- Suitable and sufficient

The system should:

- Identify significant or potential hazards
- Assess the risk of harm, the likelihood of someone actually getting hurt
- Put control measures in place
- Check if anything else is needed
- Use simple assessment language: high/medium/low

When conducting risk assessments it is recommended that you consider:

- The **people** involved in the activity (e.g. pupils or staff)
- The **context** in which the activity takes place (e.g. working area, equipment or procedures used)
- The **organisation** of the activity (group management, teaching approach or preparation for the activity)

It is also recommended that the pupils themselves are involved in risk assessment. This is an important part of the educative process and is part of safety education.

The risk assessment process is ongoing and should be reviewed regularly.

Example Risk Assessment

ACTIVITY/VENUE (Context)	The School Hall
HAZARDS	<ul style="list-style-type: none"> • Litter/dirt on the floor • Cables on the floor from stereo system • Equipment (e.g. Piano) sticking out into working area • Fire door blocked • Windows and doors • Broken equipment • Temperature of room and lighting • Water on floor • Hall used as a thoroughfare
CONTROL MEASURES (Organisation)	
<ul style="list-style-type: none"> • Floor to be swept daily after lunch to remove items of food etc and at the end of the school day. • Sweep prior to start of lesson if need be. • Cables to be tucked away from working area or taped down with appropriate tape if they cannot be removed and pupils alerted of potential hazard. • Equipment to be stored at the side of the gym where it does not place the pupils at a risk of them tripping over it or banging into it. • Fire exits should never be blocked and should be unlocked at all times. • Sponge balls only to be used in hall. • Water mopped up/coned off and children alerted. • Policy in place concerning broken equipment. • No-one to walk through hall during lesson times. 	
NOTES (People - Class Specific)	
<ul style="list-style-type: none"> • 1 child in class has ADHD • Ensure certain children are not in the same group or partnered together due to behaviour. 	

Signed: _____

Date: _____

PE Risk Assessment Form

ACTIVITY/VENUE (Context)	
HAZARDS	
CONTROL MEASURES (Organisation)	
NOTES (People - Class Specific)	

Signed: _____

Date: _____

PRIMARY LANGUAGES POLICY

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others." (The Key Stage 2 Framework for Languages)

At Someries School we believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others.

Aims and Objectives of French Primary Language Education

The aims of French Primary Language teaching at this school are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

Speaking and Listening

During their time at Someries, children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, role play situations, practical activities, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and Writing

Pupils will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read words in simple stories, rhymes and songs for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- begin to write sentences and short texts independently and from memory.

Intercultural Understanding

Objectives:

- Value and be encouraged to speak about own traditions and cultures.
- Compare and describe the life of people in the countries where the modern foreign language is spoken to life in Luton.
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- Gain awareness of stereotypes, and develop further understanding and respect cultural diversity.

Primary Language learning provides a basis for teaching and learning about other cultures, and this may be incorporated into many areas of the curriculum including Personal, Social and Emotional education and Citizenship, Geography, Religious Education, Design and Technology, Music, Art and Dance. Efforts will be made to develop cross-curricular teaching and learning materials which highlight the culture of French-speaking.

Teaching and Learning Primary Languages

At Someries School we aim to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

1 Language Lessons

Although Primary Language learning cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the assigned teacher. The content of these sessions may be reinforced by the class teacher during the week.

2 Languages Embedded into Other Lessons

Where appropriate, teachers give children opportunities to practise MFL in the context of lessons in other subject areas. For instance, some children may say 'Hello' in a different language in registration sessions, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a Numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3 'Incidental' Language

Languages are part of the day to day life of the school. For example, teachers may use French to give simple classroom instructions ('come in quietly', 'entrez en silence'; 'listen', 'écoutez'; 'look', 'regardez'), to ask questions ('what's today's date?', 'quelle est la date aujourd'hui?') Children are encouraged to respond using the language they have learned. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free, real-life contexts.

Inclusion

Primary Language teaching at Someries aims to be fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Language learning research indicates that some children can derive particular benefit from taking part in Primary Language learning activities in which they may be less disadvantaged than in other areas of the curriculum. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work will be planned according to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Planning and Resources

Primary Language learning is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages and Jolie Ronde for Key Stage 2. Schemes of Work are provided for all year groups. These ensure that there is continuity and progression in both skills and content across all classes. The subject leader will endeavour to collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs (e.g. 'Take 10') and computer software (iPad Apps) are available for use throughout the school. All children have workbooks to further practice/support new learning.

Monitoring Progress and Assessing Attainment

Opportunities to monitor the children's progress in Primary Languages will be built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. Assessment targets achieved are signed stickers in workbooks - NC levels for MFL. For reporting purposes, pupil's attainments in listening, speaking, reading and writing may be given levels based on the Languages Ladder descriptions.

Links Outside School

Primary Language gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries. Somerset is keen to welcome visiting foreign visitors or students who are able to talk about life in the countries where the focus language is spoken. Pupils are encouraged to use ICT, e.g. possible links via e-mail and approved sites on the Internet, where appropriate, to find out about life in other countries.

PSHE & CITIZENSHIP POLICY

Introduction

Somerles Junior School is a L.A. community school for girls and boys aged 7-11 years. Children come from a variety of family backgrounds and a wide social and ethnic mix. Somerles Junior School is a Values school and holds Investors in Pupils status.

Rationale

Personal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the ECO Schools and School Council Programmes.

Aims

The aims of PSHE and citizenship are to enable the children to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self confidence and self esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

Framework

PSHE and Citizenship in our school will follow the Framework for PSHE and Citizenship, given as non statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies but mainly using SEAL guidance. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances), ECO Schools and School Council, which provide links with parents and members of the outside community.

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy and Equalities Policy.

In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

1. developing confidence and responsibility and making the most of their abilities
2. preparing to play an active role as citizens
3. developing a healthy, safer lifestyle
4. developing good relationships and respecting the differences between people.

In following the framework for Citizenship our pupils will be taught:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy.

Learning and Teaching

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas eg circle time.
- Opportunities will be found within other curriculum areas eg links with drama and roleplay, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives eg community projects, school productions, assemblies for parents and friends, celebration assembly and annual residential trips for the Year 6 pupils.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment both indoors and outdoors.
- The children are involved when visitors come into school.

Special Needs

We teach PSHE and Citizenship to **all** our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss. Children have access to a Learning Mentor as the need arises.

Resources

A range of resources is being collected to assist with supporting and enhancing learning in PSHE. SEAL documents and other published materials are used as a basis of teaching PSHE – these are modified and adapted as appropriate eg Miss Dorothy booklets.

Assessment, Recording and Reporting

Teachers assess the children's work both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep records of the contribution to the life of the school and community in photograph and video form. Our Class, Value and Celebration Assemblies celebrates personal achievement and rewards thoughtful, caring behaviour.

Monitoring and Review

The Head Teacher and PSHE co-ordinator are responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head Teacher and Co-ordinator support colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed as part of our ongoing review cycle

RELIGIOUS EDUCATION POLICY

Somerles Junior School is a community school. It serves a multicultural community where Christianity is the main faith but many other different faiths are represented. We also recognise that some pupils have no specified faith commitment. The importance of RE is recognised through our values statement and made explicit in our school aims.

Legal requirements

Religious Education is a statutory part of the core curriculum for all pupils. Religious Education includes all pupils except those withdrawn at the wish of their parents. At Somerles Junior school RE is being taught in accordance with the 'Luton, Bedford Borough and Central Bedfordshire Agreed Syllabus for Religious Education' (2012)

Right of Withdrawal

In law parents have the right to withdraw their children from RE. Parents wishing to exercise their right of withdrawal are invited to discuss the matter with the Headteacher before making a formal, written request for withdrawal.

Aims:

1. Overall Aim

The overall aim as stated in the Agreed Syllabus:

"The aim of Religious Education in schools is to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity"

2. To achieve this aim, the Syllabus has two broad **Attainment Targets**:

- **AT1– Learning about Religion** – Pupils should acquire knowledge about and understanding of religions and beliefs.
- **AT2 – Learning from Religion** – Pupils should be enabled to reflect on and respond to their study of religions and beliefs. They learn to engage with, reflect on and respond to questions of identity, diversity, belonging, meaning, purpose, truth, values and commitments.

3. Specific aims as stated in the Agreed Syllabus

The following aims of Religious Education reflect the subject's educational rationale and purpose.

Religious education should help pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- Enhance their spiritual, moral, social and cultural development by:
 - i) Developing an awareness of the fundamental questions of life raised by human experience and of how religious teachings can relate to them;
 - ii) Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience;
 - iii) Reflecting on their own beliefs, values and experiences in the light of their study;
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

Curriculum Time

In line with QCDA, the law and DfE, we allocate approximately one hour per week for the teaching of RE. This may be delivered flexibly as a themed day, themed week or weekly lessons. For the current academic year, we are delivering RE as a blocked RE Week each term. The same amount of hours will be spent on each unit but as a focused week (10 days). This results in higher quality activities and learning as children are immersed in a theme. Curriculum time for RE is distinct from the time given for collective worship.

Visits

We actively encourage:

Visits to places of worship;

Faith visitors to visit school to share the work their community does;

Family and friends from different communities to contribute to learning in RE;

Pupils to interview faith community members;

Pupils to share their own experiences with their peers;

Curriculum links to community projects in the LA and local area.

Curriculum Links

RE promotes access, inclusion and individual learning.

It enables the exploration of powerful questions of meaning and value and consideration of significant ethical questions. It is a challenging subject which enables reflection on important issues of truth and belief and encourages pupils to communicate those responses in creative, varied ways.

It should be taught in a creative and stimulating way, using a variety of teaching approaches and accommodating all learning styles.

RE has clear links with PHSE, Citizenship and Literacy but can also successfully be linked with other Foundation subjects, whilst retaining its own clearly identifiable objectives.

RE contributes to the achievement of all pupils to become:

- Successful learners who enjoy enquiry, 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.

SCIENCE POLICY

Rationale

We believe that a full, varied and interesting science curriculum will equip our children with clear skills for later life. Science will help to develop specific skills of observation, analytical thinking and evaluation. It will enable them to begin to understand aspects of the world they live in, to appreciate the awe and wonder of creation and to develop their sense of responsibility. We believe that these skills are embedded not just in science but throughout the curriculum and help to develop the child in the broadest sense.

Aims

Our Science Policy follows the New National Curriculum for Science Guidelines and aims to ensure that all pupils:

- 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 them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future
- able to use scientific vocabulary correctly

Science and Curriculum Planning

Science is a core subject in the New National Curriculum and we use this as a basis for implementing the statutory requirements of the programme of study for science.

Scientific Knowledge and Conceptual Understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

The Nature, Processes and Methods of Science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand.

Weekly science plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader can discuss these on an informal basis.

Lower Key Stage 2 - Years 3 and 4

The main focus of science teaching in Lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' must **always** be taught through and clearly related to substantive science content in the programme of study.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing reading and spelling knowledge.

Upper Key Stage 2 - Years 5-6

The main focus of science teaching in Upper Key Stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.

At Upper Key Stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. Pupils should read, spell and pronounce scientific vocabulary correctly.

'Working and thinking scientifically' must **always** be taught through and clearly related to substantive science content in the programme of study.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Teaching and Learning Styles

A variety of approaches will be used to deliver the curriculum in accordance with the children's previous knowledge and understanding and the nature of the learning. These will include;

- Teacher demonstration
- Class discussion
- Set tasks with children working individually or in groups
- Extended activities to include investigative work
- Recorded observations and measurements
- The use of homework where appropriate
- Application of literacy and mathematical skills

Special Needs

As a school we recognise that we must cater for the learning needs of all children. As such we will attempt to differentiate to cover the needs of both the Gifted and Talented child through extension tasks and extra support for less able children.

Health and Safety

Issues of Health and Safety are highlighted within the half term plans for science. It is the responsibility of all involved to be aware of any potential risks and respond appropriately.

ICT

We are seeking to develop this area of the curriculum to enrich provision and make further links across the curriculum.

Resources

Resources are centrally located and should be returned promptly after use. Any loss or damage needs to be reported to the co-ordinator. Class teachers should assess what they will need for that year's topics and inform the coordinator in plenty of time to order equipment and resources.

Assessment, Recording and Reporting

Teachers make continual formal and informal assessments of children's learning, and this is used to inform further teaching and learning. Formal data includes:

- End of KS 1 test results
- End of unit assessment results
- Self-assessment activities for children to complete

Teachers will use the Twinkl end of unit assessments as well as ongoing formative assessments to assess children's knowledge in specific scientific areas. These levels

need to be recorded onto Target Tracker which will be monitored by the Co-ordinator to enable analysis of data and tracking of children's progress.

SEX AND RELATIONSHIP EDUCATION POLICY

Sex education is a lifelong process whereby children and young people acquire knowledge, understanding and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework. Sex education is about understanding the importance of stable and loving relationships, respect and care. Sex and relationship education will be delivered through the PSHCE and Science frameworks.

Aims and Objectives:

The key aims of sex education are to:

- Provide pupils with accurate and relevant information about the physical and emotional changes that they will experience throughout their formative years and into adulthood;
- Develop understanding about the way human beings reproduce;
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage;
- Provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community;
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community;
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others;
- Provide opportunities for young people to consider and reflect upon the range of attitudes to gender, sexuality and sexual orientation, relationships and family life;
- Raise awareness of inappropriate relationships (sex abuse) and what pupils should do if they are worried about any sexual matters.

Organisation and Statutory Duty:

The Role of the School

Somerley Junior School has a sex and relationship education programme tailored to the age, physical and emotional maturity of the children. The school delivers sex and relationship education through different aspects of the curriculum with specific reference to Science and the PSHE and Citizenship schemes of work.

The school actively co-operates with agencies such as the Local Health Authority and other health professionals to deliver its commitment to sex and relationship education. The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.

The school must ensure that any sex education is provided in a way that ensures pupils are taught about the nature of a stable relationship and its importance for family life and for bringing up children, and that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE and Citizenship framework.

Teachers are required to adhere to the school's policy on confidentiality between themselves and pupils, especially when they believe that a pupil has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. We would always seek parental co-operation when sensitive issues arise and would include parents in any discussion. Where younger pupils are involved this will be grounds for serious concern and child protection issues will need to be addressed. The school's policy on confidentiality may encourage pupils to talk to their parents or carers and give them support to do so. If there is evidence of abuse the school's child protection procedure should be adhered to, ensuring that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

The Role of Parents:

Parents or carers have the right to withdraw their children from all or part of any sex education provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science. Any parent considering withdrawing their child must submit a written request to the school. Both the parent and the school must take into account the child's views given the child's statutory right to education.

Our aim is to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we:

- Answer any questions that parents may have about the sex and relationship education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school.
- Have the ability to inform parents about best practice with regard to sex and relationship education so that the teaching in school supports the key messages which parents give to children at home. In this way, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Key Stage 2

Knowledge and Understanding

- To understand that there are life processes common to all animals and the main stages of the human lifecycle
- To understand the structure and function of the reproductive system, ensuring the use of correct terminology
- To recognise and accept individual personal growth and development and to understand there are variations
- To understand the changes in the body at puberty and manage related feelings and emotions

- To explain the process and management of menstruation
- To understand the needs and responsibilities of family members

Skills and Attitudes

- To continue to develop the ability to ask questions however sensitive
- To express feelings and anxieties and develop strategies to deal with these
- To continue to develop personal behaviour conducive to maintaining friendships and relationships
- To identify and cope with pressure from peers
- To overcome peer pressure to behave in ways detrimental to their health and self-esteem

SPIRITUAL, MORAL, CULTURAL AND SOCIAL EDUCATION POLICY

Rationale

Somerles Junior School is proud to be an inclusive and diverse community. We strive to continually raise achievement by having high expectations of all our pupils' academic, social and emotional development. We praise children and celebrate their achievements. We aim to provide outstanding provision through a rich and varied curriculum including sports and the arts.

We encourage our pupils to be independent and active learners who are able to think creatively and respond positively to appropriate challenge.

We endeavour to work alongside our parents/carers and the wider community to develop pupil's self esteem and motivation. We aim to teach them to take a positive approach to new experiences and encourage them to recognise their own contribution to our diverse society through respect, tolerance, understanding and excellent manners.

We encourage them to continue to enjoy learning by providing them with a secure foundation on which to build future achievements.

Aims

Our school's Head Teacher, Senior Leadership Team, Staff and Pupils are committed to demonstrating/achieving the rationale of this policy through the following actions and aims:

- Embracing the Values programme and using this as a holistic approach to school life.
- Having high expectations for the achievement of all pupils and groups within our school community.
- Working ceaselessly to identify and remove any barriers to achievement and narrowing gaps between the achievements of different groups.
- Encouraging and teaching our pupils to communicate with each other and with our staff to facilitate the highest possible achievement.
- Providing a broad balanced and engaging curriculum, including teaching British Values.

Quality of Teaching and Learning

- Having high expectations of all pupil progress.
- Provide opportunities for all our learners to build on their previous experiences, knowledge, skills and understanding.
- Teach all of our pupils to communicate skilfully with our staff and with each other: use cooperation, negotiation, compromise, etc.
- Teach all of our pupils to use manners and show respect, tolerance and understanding for each other and for staff.
- Encourage all of our pupils to play an active role in their learning by sharing their progress and next steps with them.
- Teach them to be independent and curious learners.

- Provide them with sufficient and appropriate challenge to promote their enthusiasm for learning and life.

Behaviour

- Promote and encourage positive attitudes to learning.
- Support all of our pupils to develop and maintain positive self-esteem.
- Encourage all of our pupils to show respect, tolerance and understanding of those around them.
- Encourage and praise all of our pupils to demonstrate courtesy and good manners to those around them.
- Teach all of our pupils to understand and celebrate the diversity within the school.
- Facilitate and promote an ethos where bullying, cyber bullying and discrimination will not be tolerated or accepted.
- Teach all of our pupils to reflect on and evaluate their own behaviour in order to make positive choices.
- Give our pupils equal chances to thrive and learn with respect and dignity.
- Teach all of our pupils when it is appropriate to take risks and when not, in order to stay safe.
- Involve our pupils in school routines decision-making, school policy and new initiatives (Head Boy, Head Girl, prefects, school council and eco-council).

In order to achieve our aims we:

- Continuously monitor the achievement and progress rates of all groups within our school. Put in place and monitor interventions (social, emotional and academic in order to remove barriers to achievement).
- Report to parents and communicate with our pupils the progress they are making and their next steps in learning.
- Provide a curriculum which supports our aims through specific teaching, nurture and support.
- Deliver assemblies which supplement and enhance curriculum learning.
- Hold themed weeks/days/events that support our aims.
- Involve external agencies to supplement our curriculum for spiritual, moral, social and cultural education.

TEACHING ASSISTANT DEPLOYMENT POLICY

Overview

This policy will guide the deployment of Teaching Assistants in line with the Education Regulations 2003 for Workforce Re-Modelling.

It will ensure that responsibilities are clearly defined and that effective structures are in place for managing and leading their work.

It will ensure that there is an effective strategy for their professional development, including induction and training.

Objectives

- To ensure that all Teaching Assistants have a clear role that enables them to support the learning of all children.
- To ensure that all Teaching Assistants make an effective contribution to teaching and learning to the benefit of all pupils.
- To enable all Teaching Assistants to contribute to the progress and achievement of pupils by helping to raise standards.
- To ensure that all Teaching Assistants benefit from a thorough process of performance management for the monitoring, evaluation and review of their work. This process should also lead to targets being set for improvement of their performance.
- To ensure that all Teaching Assistants are fully included in the planning of teaching and learning so that they work to clear objectives.

Strategies

- All Teaching Assistants will have job descriptions that will set out in detail their responsibilities.
- There will be a clear structure of line management for the deployment, supervision, monitoring, evaluation and review of the work of all Teaching Assistants.
- All Teaching Assistants will have a programme of professional development and training that includes induction.
- Within the classroom, Teaching Assistants will work directly under the supervision of qualified teachers.
- On some occasions, the Head Teacher or member of SLT, may deploy Teaching Assistants to supervise learners for set periods of time in the absence of a qualified teacher. In these circumstances the Teaching Assistants will work under the supervision of the Head Teacher.
- Teachers will take full responsibility for any planning carried out by Teaching Assistants. Teachers will closely monitor the planning for and teaching of all groups taught by Teaching Assistants and monitor the impact of these sessions.
- When mounting displays, preparing work and managing resources, Teaching Assistants will work under the supervision of Teachers.
- Appraisal and performance management of all Teaching Assistants will inform their training development and target setting.

- All Teaching Assistants will be included in staff meetings, where appropriate, and the wider life of the school (this may include extra-curricular, social and educational events where appropriate).
- All Teaching Assistants will behave professionally at all times and will respect confidentiality.

Conclusion

This policy seeks to ensure that the quality of education of all pupils will benefit from the enhanced roles of all Teaching Assistants. It will ensure that the work of all Teaching Assistants compliments that of teachers and enables them to make a strong contribution to promoting learners' standards and progress.