

ST CHARLES R.C VA PRIMARY SCHOOL.



Teaching & Learning Policy

2016-17

Policy Author	Date Published	Date for Review	Reviewer	Version
D Hill	May 2016	April 2017	D Hill	1

Our Mission Statement:



Signature of Chair of Governors

Date:

Signature of Headteacher

Date:

St Charles' RC Primary School Teaching and Learning Policy

At St Charles' RC Primary we have high aspirations and ambitions for our children and there is a driving determination to ensure that all pupils and adults reach their full potential. Our core purpose is to provide all pupils with high quality learning experiences that lead to high levels of progress and attainment.

True to the core of our mission statement, is the belief that the God given gifts of all children will be nurtured and developed so that children can be the best that they can be. We consider, revisit and reflect upon this in our day to day work with the pupils and wider community. Through continued and sustained improvement, and a shared understanding of learning, teaching, assessment and curriculum, our school aims to:

- Ensure that we inspire in all pupils, a love of learning and the desire to continue to learn;
- Ensure that all pupils have an equal opportunity to take part in the life and work of the school and the wider community;
- Provide a safe, welcoming and stimulating environment where children enjoy learning and playing;
- Provide a rich, balanced and varied curriculum;
- Provide high standards of teaching to develop knowledge, skills and understanding in all subjects;
- Equip all pupils with the learning habits and self-confidence necessary to constructively influence their own lives;
- Enable pupils to learn from each other through a collaborative, enquiry based approach to learning;
- Promote creativity and independence so that they are more able to explore and discover things for themselves;
- Develop learning skills by encouraging a sense of curiosity, open-mindedness, perseverance, objectivity, reflection and critical thinking;
- Nurture pupil diversity emphasising individual talents in a wide range of fields, including academic, music, sport, art and drama;
- Develop values and opinions within the context of mutual respect and understanding of differing belief systems and cultures within our community;
- Be a place that every child remembers with affection.

We highly value:

- The way in which all children are unique, and our curriculum promotes respect for the views of each individual, as well as for people of all cultures.
- A working partnership with parents and families to support each pupil's learning, progress and well-being.
- The spiritual and moral development of each pupil, as well as their intellectual and physical growth.

- The importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- Our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it.

The following describes how we work together as a school in pursuit of these aims. These are our common principles of teaching and learning. This policy aligns with other policies and guidance documents:

- The Marking and Feedback policy
- Presentation Policy
- The Special Educational Needs and Disabilities policy
- Curriculum policy/policies
- Termly Monitoring and Evaluation Schedule

2. Teaching

At St Charles' our aim is to provide consistently high quality teaching for all our pupils, each and every day. We believe this is the single most important factor to sustain high standards of achievement and aspirations for our pupils. A high quality lesson is characterised by the following fundamental elements:

Clear learning objectives and success criteria

The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as 'providing the big picture first'. Students must know exactly what they are going to learn and what is expected of them by the end of the lesson. It is important that children understand the language in the learning objective and be able to explain this to someone else.

Success criteria inform children how they can be successful in the lesson (meeting the learning objective). Depending on the lesson, these may be features to be included in the learning or show the process that the learners must go through to reach a desired outcome. In this context, they may be referred to as Steps to Success (S2S). It is not expected that the teacher always provides the success criteria. Learning is more effective if pupils have a part to play in generating these.

Pupil exploration and discussion

It is important that children are given opportunities to independently find things out for themselves and/or learn from each other. This increases curiosity, thinking and engagement. Exploration and discussion may take place at any point in the lesson – this includes before sharing the learning objective as a lesson hook; however in this case, children must have a clear idea of the outcome of their exploration. Examples may include:

- Discussing a question or statement
- Exploring a resource or artefact (with a question)
- Establishing writing success criteria from a finished model
- Using past learning experiences to work out how to do something new
- Exploring common errors or misconceptions

Allowing children to explore and discuss provides teachers with the opportunity to listen, observe and question children further and so be able to reshape the lesson according to pupil interest or competence. Children will be assigned a talk/learning partner to help manage organisation of this.

Effective questioning from the teacher and high levels of thinking by pupils

Good questions either elicit good responses from children which provide insight into their understanding, which is useful for assessment; or help them to make sense of their own understanding. We develop understanding by:

- Asking a large proportion of open questions
- Allowing sufficient processing time for pupils to think about their answers
- Allowing pupils to talk to each other
- Asking supplementary or extension questions to extend understanding. The best extension questions are those aimed just above what the child can already do; Vygotsky's "zone of proximal development"
- Asking questions to encourage students to reflect upon their thinking
- Challenging thinking

We also positively encourage inquisitiveness and intellectual curiosity from children. Children's questions are always responded to and valued.

Making personal sense of information involves re-creating and assimilating it into existing understanding. It is an active process and demands that the learner actually does something, not least at a cognitive level.

Learning activities should involve higher order thinking which exist at the top end of Bloom's Taxonomy and provide a degree of challenge.

Modelling

Children need to know what they are aiming for so they need to see an end product or the process they need to go through to reach it. Children need to see processes being modelled so that they are clear about the expectations. Modelling makes the unclear clearer!

Modelling comes in many different forms. Here are some examples:

- exploring an 'end product' - this may involve highlighting genre features or disassembly (exploration and discussion will be required for this to be effective).
- modelling a process (e.g. The grid method for multiplication or shared writing)
- using error analysis (e.g. Making corrections to a paragraph)
- modelling reading strategies
- completing an example together of what is expected in the lesson so that the children are clear.

Modelling may also involve using other adults or children in the classroom as experts.

Assessment for and of learning

Our school understands assessment for learning as the shared understanding between a teacher and learner of what the pupil currently understands and what he or she needs to be able to make progress. The success of assessment for learning depends on:

- The quality of feedback between teacher and learner; and
- The timing and precision of intervention that the teacher can provide as a result of the feedback.

A teacher should be continuously using information gleaned from observation, discussion and questioning to assess a child's current understanding. Where a gap exists between what the child can currently do and what he/she is targeted to, the teacher should provide helpful feedback to the child or reshape the lesson to close it. If a teacher does not act on what he/she learns about the pupil, feedback is pointless.

Feedback may also take the form of marking between lessons. Again, information from errors, misconceptions and pupil strategies should allow the teacher to adapt the next lesson, be flexible with grouping or provide additional support to move children on in their learning.

Feedback should also be planned to allow pupils to assess and feedback to each other (peer-assessment) and to set their own actions to improve (self-assessment).

We understand assessment of learning as ascertaining where a child is on their journey towards meeting age related expectations. This allows a teacher to assess overall progress and set future targets. If a child is identified as not making satisfactory progress or underachieving, the teacher should intervene or adapt practice to correct this.

Appropriate challenge for all (differentiation)

In all parts of the lesson, provision should be in place so that all children can access the learning and make progress at their respective levels. We do not prescribe a set number of tiers of differentiation, but expects the teaching, adults or resources to be organised in such a way so that all children are appropriately challenged.

Organisation of the resources and environment match the learning needs of the class

We believe that the learning environment should be fit for purpose. A teacher should consider whether children will be more successful if working in groups of same or differing competence, work in pairs or independently. Teachers must also take into account the range of learning styles i.e. visual, oral, aural and kinaesthetic and vary their resources and teaching styles to be inclusive to all.

Examples of how this looks in practice are:

- Groups in maths and literacy are arranged according to similar learning needs and children may have fairly set places; however as needs will vary from lesson to lesson, we expect this grouping to be fluid.
- Clear defined space for whole class teaching, and tables arranged to facilitate group and individual teaching.

- There are many real opportunities for co-operative group work.
- Our children learn songs and stories with actions.
- We make good use of visual resources in our teaching.
- Visible progress is made by all children.

We believe that children are making progress within a lesson if they are motivated, active, engaged and challenged in a task which is moving their learning forward.

Varied pace

A teacher should use their judgement within the lesson to know when a lesson should move on to the next planned section. If children require more time on a set task or discussion, this should be allowed as long as they are making progress. If engagement is waning due to lack of variation or challenge, the lesson should move at a quicker pace.

We also aspire to include:

- Pervasive and explicit promotion of good learning habits
- A class of mindful and self-motivated learners
- Captivating and thought provoking lesson content
- Promotion of Growth Mindsets

This is underpinned by our shared commitment to:

- High expectations of all our pupils
- Excellent teaching of basic skills including, synthetic phonics, spelling, grammar and calculation
- An understanding of how children think, develop and learn at related phase and/or stage
- Highly effective and inclusive teaching strategies based on starting points and next steps
- High standards of behaviour to promote active and autonomous learners
- Planning that details intended outcomes, teaching strategies to meet the needs of all children and ways to evaluate learning
- Purposeful, quality interaction between adults/pupils
- Planned opportunities for home learning/work that foster positive partnerships

3. The Curriculum

We believe that children who think creatively and independently are more likely to discover things for themselves, to be open to new ideas and to be motivated to work beyond lesson time to pursue topics of interest. Allowing children to think and work creatively develops self-confidence and builds up key learning skills e.g. how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others.

We believe these key skills and attitudes are best developed within a motivating cross-curricular thematic approach. Our aim is to create a rich and varied curriculum, meeting national requirements but uniquely developed by us.

3.1 The Curriculum in Key Stage 1 and Key Stage 2

Teachers are encouraged to think creatively when planning a half-term's work in all subjects – to make connections between subjects, to take risks, and to be innovative. Examples of how this looks in practice are:

- Each class has an over-arching topic each half term which is posed by a big question.
- Working from the 2014 National curriculum, we have created our own curriculum – over a two year cycle - to ensure we are covering all statutory requirements.
- Teacher's personal enthusiasms and passions are positively encouraged;
- Teachers use each other's expertise;
- We value children's individual responses and independence of thought.
- We have several special events e.g. Red Nose Day, which encourage creative thinking and innovation.

We work hard to plan interesting and engaging work that stimulates imagination. We maximise first hand and practical experiences using as many resources (objects, artefacts, people, places) as we can find. Children are enriched by literature linked to their topics and are encouraged to think critically about its content. The curriculum is made relevant to the pupils and their local area.

Examples of how this policy looks in practice are:

- We have a policy of at least 1 enrichment activity per half term (visitors or trips).
- Our planning allows teachers to plan work in blocks;
- Children will study key texts linked to their topics of work;
- We follow 'Come and See' for RE
- In Key Stages 1 and 2, we make use of specialist teachers to enhance children's learning in music and PE.

3.2 The Curriculum in the Early Years Foundation Stage

At St Charles, the curriculum for our nursery and reception pupils is underpinned by the Early Years Foundation Stage Statutory Guidance, published in September 2012 and revised in 2014. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.' We believe that the curriculum is everything that the children do, see, hear and feel, planned and unplanned, both indoors and outdoors.

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.

2. Physical Development

3. Personal, Social and Emotional Development

The curriculum is also underpinned by the characteristics of effective learners, namely 'Playing and exploring', 'Active learning' and 'Creating and thinking critically'.

Learning activities will also be framed within four specific areas which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of learning and development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make links between what they are learning.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. EYFS teachers in St Charles' RC Primary provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts.

Themes/topics throughout the year ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These are chosen to reflect the children's interest, seasonal events and include visits in and around the local area.

We recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active or be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. As far as possible we offer the same opportunities and areas of learning in all of our environments and the children have free flow between them.

Planning

At St Charles' we accept that the planning process demands thought, creativity and time. There is a high expectation of the quality and depth of medium term planning and it is not acceptable to simply photocopy and follow pre-written plans, although these may be used as a starting point. If teachers are motivated and enthusiastic about the term's work, then the children will be too.

4.1. Arrangements for Planning: KS1 and KS2

Long Term: Long Term Planning shows coverage and provides breadth and balance at a whole school level. We have an agreed curriculum map for each year group. This indicates what topics are to be taught in each term. Expanded long term plans also show which National Curriculum objectives must be taught in which term. These are available on RM Staff, in the Curriculum File. This will be reviewed and updated by senior leaders.

Medium Term:

There are two formats for medium term planning.

Medium Term Planning sheets

Teachers will start with the enquiry question for the topic. They will then develop enquiry questions around the National Curriculum objectives, identifying the assessment steps and learning outcomes for each week/lesson.

Pacing grids

Teachers will use this pro forma to consider the outcome or end result for each unit of work. This will allow planning by Backward Design.

- If this is a finished product, teachers will map out the essential skills for planning, creating and evaluating this.
- If it is the acquisition of knowledge, teachers will consider the quality sources and enquiry skills which are needed to uncover this knowledge and what form they will present it (presentation, piece of writing, book, ICT, assemblies, etc.)

As well as mapping out the skills of learning and backward design, teachers will plan to take note of the children's starting points. This may be in the form of knowledge showers (KWL – what I Know now, what I Want to know and what I have learned) or pre-unit assessments such as mind maps, concept maps or other creative ways of eliciting understanding so pupils can track their own progress across a unit. Teachers will then adapt their medium term plans accordingly.

Short Term (class or group lesson planning): Short term planning is an expansion of the medium term plans, assessments and record keeping. There are agreed planning formats specific to each phase and subject. Teachers write weekly plans and annotate these daily to inform delivery of the next lesson in sequence. Weekly plans detail the specific teaching strategies, identify what differentiation will occur and what resources are required, including the carefully planned deployment of other adults. These plans are evaluated at the end of the week and used to inform future planning.

Planning at St Charles' must:

- Build on prior learning
- Demonstrate a good balance between teacher exposition and modelling; pupil discussion and exploration; and pupil learning activities
- Detail high quality and engaging learning activities which require high levels of thinking

- Detail how the teacher has planned to provide challenge for all in the lesson
- Be structured around the whole school curriculum map to ensure pace, progression and continuity
- Indicate what the children will learn and how this will be taught including for pupils working at, below or beyond age-related expectations
- Indicate success criteria for the lesson
- Clearly indicate the role of any other teaching staff/adults

4.2 Arrangements for Planning: Early Years Foundation Stage (EYFS)

Long Term Planning: The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. Teachers in FS1 and FS2 decide on topics which provide meaningful contexts, consider various religious festivals, and seasonal changes. Long Term Planning is also used to divide the EYFS developmental framework (Development Matters) into topics that are appropriate to children's development.

Medium Term Planning: is created on a half-termly basis and ensures all of the seven areas are considered within each half-termly theme and pitched to the appropriate age band for which the children are working. It is important that this reflects assessment of the previous half-term and accounts for the children's interests.

Short Term Planning: is created on a weekly basis. This ensures that:

- The medium term plan is delivered consistently;
- Daily provision considers all learning areas;
- Whole class literacy, maths and phonics is planned
- There is a balance of independent and adult led activities which take account of the children's developmental stages and interests. (It is expected that there is flexibility from day-to-day to allow for this);
- Planning includes provision and activities for children with additional needs;
- All adults are included and planned for throughout each day with the names of the children they are working with; and
- The provision for each day is reflected upon and this is used to shape the next day's planned learning.

5 Monitoring arrangements

At St Charles', teaching effectiveness is regularly monitored to ensure the highest impact on learning. This is achieved through lesson observations, learning walks, scrutiny of pupils' books and work, scrutiny of teachers planning, interviews with pupils and very close scrutiny of the information we gather through our pupil progress meetings and assessment procedures. Our monitoring also enables us to provide support and challenge for staff to precisely target pupils' and teachers' next steps to secure very good progress. Implementation of our curriculum provision and planning is carefully checked through:

- Regular review of planning by senior/phase/middle/subject leaders in line with the schools monitoring and evaluation schedule
- Subject leaders input into year group planning (management time)
- Review at phase and staff meetings
- Subject/phase leaders matching planning to children's work during planning and work scrutiny sessions
- Lesson observations or school/subject review in line with the monitoring and evaluation schedule
- Learning walks undertaken by the Leadership Team

6. Inclusion

St Charles' is an educationally inclusive school. The achievements, attitudes and wellbeing of every person in the school matter greatly and this is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning and put measures in place to remove or work around them.

We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. If a child is having difficulty with an aspect of their learning, it is our role to look for solutions.

To this end there are good supports in place for SEND (Special Educational Needs and Disability) provision.

The school quickly identifies any children with additional learning needs and develops an individual programme of support for them.

Children may need further support in a number of possible areas, including:

- Speech, language and communication
- Learning
- Behaviour
- Physical development
- Specific conditions, such as Autistic Spectrum Disorder (ASD)

At St Charles' we address these needs in a range of ways.

Within the classroom: At St Charles we believe that whole-class quality first teaching is the basis for helping all children to make excellent progress. Children with additional needs are no exception to this and guidance is provided by the Special Educational Needs Coordinator, or SENCo, for teachers on how to plan effectively for these children in every lesson.

Additional adult support and specialised resources are also provided during lessons for groups of pupils or individuals to help them access the full curriculum as part of their class.

Beyond the classroom: As well as ensuring that teaching and support are of a high quality in class, at St Charles we also provide many additional interventions where children work with adults in small groups or individually. There are currently interventions in place to support pupils with speech and language, phonics, reading, and mathematics. These are recorded on provision maps and regularly monitored by the SENCo.

St Charles works closely with a number of outside agencies and professions to ensure that that all interventions are of the highest standard possible and that we have access to specialist advice whenever needed. To ensure high levels of progress, the children's learning is closely monitored throughout the process of support by use of half-termly Pupil Progress Meetings. It is at these regular junctures that pupils' targets and provision may be reviewed and adapted if necessary.

Recognising and celebrating success through assemblies, displays and performances is very important at St Charles. We ensure that there is a broad range of opportunities to shine.

Examples of how this policy looks in practice are:

- Teacher planned challenge for all within a classroom;
- Good relationships with a range of other professionals and value their support and advice in meeting children's needs;
- Use of restorative practices, including circles;
- Praise assemblies - an invitation for parents to come and celebrate children's effort and progress;
- Children's opinions are regularly sought through questionnaires and discussions and through the roles of school council and chaplaincy team.

7. Set high standards

We have high expectations of staff in terms of commitment and professionalism, classroom organisation, display and personal expectations of the children.

Examples of how this looks in practice:

- Staff meetings begin on time and everyone is there.
- Deadlines must be met – they are set for a reason.
- Classrooms are expected to be well organised, tidy and arranged to enable the children to be independent in using resources.
- All children's work must be double mounted.
- Sympathetic and carefully thought-out colours should be selected for mounts and backing paper.
- Classroom display boards should be covered by half term, with work that reflects the term's theme.
- We work as a team to cover all communal display boards at least half-termly.

Refer to Non-negotiables for displays for further details.

We have high expectations of learners and the effort they should put into learning at school and at home, and what they can achieve.

Examples of how this looks in practice:

- Children are expected to be at school on time every day.
- The quality of work expected from the children is high.
- The children can use a handwriting pen once they have demonstrated a consistent joined handwriting style in all of their written work.

8. Children should experience excellence

We recognise and value high achievement and create opportunities for those children who excel, where relevant, to compete beyond the school. We positively encourage teachers to seek out subject specialists to enhance topic work so that the children have the experience of working alongside experts. Each teacher has personal strengths too and is encouraged to share these with their class or by leading a club.

Examples of how this policy looks in practice are:

- Each term we go on visits or welcome visitors into school to enhance topic work.
- We belong to the Humber Youth Sports Trust which enables us to access the Humber Sports Games.
- We compete every year in the Catholic cup and the Humber Sports Cross country.
- Through our association with the Table tennis Club, we have children compete to Northern area level this year and currently have one pupil competing at National level.
- Use of a Badminton coach from the Hull Badminton Centre, which is backed by Badminton England, enables us to feed children through to the Hull Badminton Centre.

9. Assessment, record keeping and reporting

Continuous assessment underpins teaching and curriculum provision from when pupils join us in their Early Years until they leave, at 11 years. We place emphasis on highly attuned assessment practice. In this context, both formative and summative assessment enables all teaching staff to precisely plan next steps for individual or groups of pupils. We undertake a range of effective assessment procedures and practices:

- Formative assessment. Please see section 2.
- Summative assessment: Please see section 2

St Charles has an annual cycle for assessment, moderation and reporting. As part of this, reading, writing and mathematics assessments are carried out each half term. These take the form of tests and/or teacher assessments. The information is used to provide progress data, report current attainment to parents and to ensure high expectations. All staff have access to the school's data

management system and are expected to take part in the collection, reporting and analysis of data pertaining to their own class/subject.

9.1 Assessment Procedures used at St Charles

National statutory assessment: These are externally produced and are taken at the end of the Key Stages 1 & 2. They enable us to compare pupils; and the school's performance against local and national benchmarks. We use this information to set targets for improvement. These currently include the Early Years Profile at the end of Reception, the Phonics Check in Year 1 and Standard Assessment Tests in Year 2 & 6.

Non-statutory assessments: In Literacy, Bug Club is used to assess reading and Year group specific SPaG tests are administered. These are externally produced and we administer them at the end of each half-term in Years 1-6 to enable us to keep track of children's progress and to set targets for improvement. In Maths, CLIC Big Maths Beat That tests are administered weekly and White Rose assessments (termly) are being trialled in Year 4, ready to roll out across all year groups.

Year 6 and Year 2 (to a lesser frequency) administer sample end of Key Stage tests throughout the year in order to prepare children for testing arrangements and to track progress.

In addition, other year groups use questions (in part or whole) from the National Non-Statutory tests (Optional SATs).

Baseline tests: these are assessments made on-entry to the school to establish pupil's starting points so that we can compare actual improvement against attainment on entry. Many of our pupils speak English as an additional language. Our teaching team precisely and regularly assesses pupil's stage of English language acquisition.

Marking: This largely concentrates on the intended learning intention and pupils targets and how well these have been achieved as well as giving guidance for next steps. In addition, basic skills including spellings (to a maximum of three) should be addressed. Clear expectations are detailed in the Marking and Feedback Policy.

Parents: We encourage parental involvement in many ways and critically to support continuous assessment of pupils learning, progress and well-being. Parental feedback is facilitated at consultation days and in the home/school reading journals and homework books. In the Early Years, before starting our nursery or reception, we hold open sessions. This enables us to identify starting points and also ensure the curriculum meets the needs and interests of all children on entry. Teachers meet with parents individually to discuss progress, set and review targets at the beginning of the Autumn term and then at the end of both Spring and Summer terms. Parents receive a written report on their child at the end of the academic year. This supports our aim to create a learning culture where teaching staff, children and parents all work together to raise standards for all our children.

Teacher assessment: This is continuous and used to provide information about how well children are achieving in each subject. It supports information gathered from statutory and/or optional test scores and formative assessments in class. In reading, writing and mathematics we use a RAGG* system. Teacher assessment is moderated regularly across year groups and the whole-school at both staff/phase moderations and cluster moderation meetings.

Attainment profiles and tracking are used to show the profile of attainment within each class. They show the current RAGG* rating (attainment) for each group of children in class and are used to target resources appropriate to the children's level of attainment. This information informs the pupil progress meetings each term.

Target-setting: Here at St Charles all teachers are committed to enabling all children to make the best possible progress that they can on their journey to end of year expectations. Aspirational targets are set at the end of the Summer term and regularly reviewed to ensure children are on track to meet those targets and that any children identified as vulnerable to achieve have clear, measurable success steps in place to ensure they get back on track.

9.2 Assessment in the early years

On-going assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). All practitioners are involved in observing children.

Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework towards the Early Learning Goals. This will include samples of children's work along with photographic evidence and observations.

10. Learning Environments

At St Charles, we believe that a stimulating environment creates the climate for all learning. It must be safe and meaningful for all our pupils and regularly updated to enable opportunities for children to apply their learning in different contexts.

Our Non-negotiables for Displays, both classroom environment and communal display, outlines our expectations for all learning environments and forms the basis for regular monitoring and evaluation to ensure we meet the following expectations:

- Displays are renewed at least once every half term, to ensure that the school reflects the topics studied by the children.

- All children have the opportunity to display their best work at some time during the year.
- All classrooms have a well-stocked book corner providing high quality reading materials for all our pupils to reflect their interests, cultural heritage and for emergent readers, text to select at their instructional level.
- Very well organised spaces that promote independence and demonstrate high expectations and values achievement.

11. Home Learning

FS1/FS2

At St Charles, a love of learning, both home and school, is fostered from the very first stage of their school career and we adopt a 'Parents as partners' approach. Children in FS1 and 2 take home 'learning opportunities' to share with their parents/carers and their views about the activities are positively encouraged. Activities sent home in FS1 include Nursery Rhyme Bags. Home learning in FS2 includes their reading books (daily) and at least one reading and writing activity linked to their Read Write Inc. work per week. In addition, throughout the half term Maths Bags, Maths and Talk homework is given.

Ks1 and KS2

Spellings

From the beginning of year 1, children will receive a spelling list (based on the New Curriculum English Appendix 1 Spellings for each year group) each Friday to be tested on the following Friday. A child's age and competence will determine the criteria, difficulty and amount of spellings they receive. Where possible, words from curriculum topics will be included where they match the sound or spelling rule being taught.

Maths

Fast paced CLIC sessions are part of the daily timetable. Children's 'learn its' are sent home each week for the children to learn 'off by heart'. The children need to record the fact families for those multiplications. They will receive the same 'learn its' for three weeks to ensure that those facts are 'hard-wired'.

Reading

Children are expected and encouraged to read at home every day. In Key Stage 1, books will be changed and sent home once per week according to the child's band. In addition, children vulnerable to achieve end of year expectations will take home snap cards. In Key Stage 2, books will be changed a minimum of once per week by the child (band or free reading). In addition, children in all year groups are encouraged to take home a book from the library.

Parents and teachers will regularly record comments in their child's reading diary on his/her progress in reading and enjoyment of the text.

In addition, all children have logins to enable them to access online individualised home learning accounts for Bug Club, Lexia and MyMaths.

12. Parents as partners

We believe parents/carers have a fundamental role to secure very good learning, progress and well-being for their child/ren. We do all that we can to inform parents about what and how their children are learning by:

- Maintaining our website so that it is up to date and informative
- Informing them of up-and-coming learning topics, ways that they can become more involved and inviting parents with relevant experience, occupations or skills into school to enrich lessons
- Holding termly parent consultation days to explain our strategies for teaching and learning and to provide information about children's attainment
- Sending information to parents at the start of each half term to outline the topics that the children will be covering
- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Holding regular parent workshops to inform parents of current teaching maths and literacy practices and how they can support these at home.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped each day with the correct uniform , PE kit and book bag;
- Do their best to keep their child healthy and fit to attend school;
- Inform us if there are matters outside the school that are likely to affect a child's performance or behaviour; and
- Promote a positive attitude towards learning, their peers, teachers and the work of the school.

13. This is a learning community

At St Charles, there is a common purpose and shared responsibility amongst children, parents, staff and governors. All are actively committed to the life, growth and development of this school. There is intellectual challenge for everyone and a culture of learning and questioning practice.

Teachers share a common understanding achieved through discussion, consideration of practice, the sharing of information and whole school planning of important issues. Teachers are thoughtful and

self-critical. Teachers' individuality is valued but some autonomy must be sacrificed for coherence, consistency and shared standards in school life.

Examples of how this policy looks in practice are:

- We expect teachers to be motivated individuals who are open to new ideas and enquiry
- Staff are really encouraged to participate in meetings
- The performance management cycle is well established
- Attendance at courses and further study is positively encouraged and supported
- We actively seek to build partnerships with local organisations to enrich learning

Monitoring of Presentation Policy

- Regular work scrutiny by SLT, subject leaders and staff in phases, will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in learning and teaching.

Review:

This policy will be reviewed in April 2017. Dee Hill is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Version 1 of the policy

Created by Dee Hill April 2016

Agreed by all staff May 2016

Review due April 2017

