

Teaching and Learning Policies

(To be read in conjunction with our curriculum by subject, policies on Assessment, Early Years Foundation Stage, Inclusion, Special Educational Needs and Target Setting.)

Contents

Teaching and Learning Policies	1
Curriculum Policy	9
English as an Additional Language (EAL) and <i>Français Langue Étrangère</i> (FLE) Policy	16
English Policy	22
Science Policy	31
Mathematics Policy	35
History Policy	40
Geography Policy	45
Homework Policy	50
Marking and Feedback Policy	54
Assessment Policy	58
Reports	62
Gifted and Talented	67
SMSC	69
SRE - Sex, Relations Education	76
British Values	79
Extra-Curricular Activities	81

1. Introduction

- i. We believe in the concept of lifelong learning and regard the teaching and learning which take place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we 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.

a. Aims and objectives

- i. We believe that people differ in the ways in which they learn most effectively, and the conditions for optimum learning also differ in relation to the context in which the learning takes place. In some situations, we may prefer to learn by listening, in others we can only learn effectively by actively doing, and these preferences may differ for each individual. At our school, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- ii. Through our teaching and our learning environment, we aim to:
 - Ensure that children develop a self-image of themselves as capable learners;
 - Enable children to become confident, resourceful, enquiring and independent learners;
 - Nurture children's self-esteem, and help them to build positive relationships with other people;
 - Equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
 - Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
 - Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
 - Enable children to understand their community, and help them feel valued as part of it;
 - Help children grow into reliable, independent and positive citizens.

b. Effective learning

- i. Research tells us that people learn in many different ways in different situations, and respond best to varying types of input (visual, auditory and kinaesthetic); we must therefore teach in a variety of ways, tailored to the context for learning and the differing aptitudes of our children. We take into account the different forms of intelligence, for example, verbal, mathematical/logical, visual/spatial, interpersonal, musical, when planning our curriculum and our teaching.
- ii. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and feel that they will succeed, because the learning challenge will have been set at the right level. We

Dec. 19

want children to feel a sense of 'ownership' of their own learning, and not to feel that education is something which is done to them.

- iii. At times, we seek to create a conducive learning environment by playing music to accompany learning, provide 'brain gym' at various points in the lesson to refocus children's attention and make sure that the children have access to drinking water to ensure good levels of hydration.

Dec. 19

iv.

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- Teaching should build on previous learning;
- Pupils should be given the 'big picture' of the intended learning and understand how the lesson fits into this;
- The teacher should explain the learning objectives, and why the lesson is important;
- The lesson should incorporate opportunities for a range of learning styles to be accommodated;
- Children should be given opportunities to reflect on and review what has been learnt;
- There should be planned opportunities for feedback to the children, celebrating success, reviewing learning strategies, and assessing learning;
- Teachers should indicate what the next step in the learning will be.

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

- Investigation and problem-solving;
- Research and discovery;
- Listening;
- Group work;
- Paired work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Using ICT to support learning;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Looking at pictures and other visual images, including appropriate DVDs and television;
- Listening and responding to music or audio material;
- Play, including 'small world' play and role play;
- Group discussions, debates and giving and listening to oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

vi. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

We help children to understand different types of learning. These include 'new learning' and 'consolidating learning'. Teachers ensure that lessons are rich with the former, but that children have sufficient opportunities to ensure that previous new learning is securely embedded, through practice and improvement. We encourage children to recognise when they are 'treading water' in their learning, and unnecessarily and repeatedly re-practising things which they have securely learned already. We also want them to recognise when they are overloaded with new learning, which is too much for them to cope with. By encouraging children to recognise and talk about their learning in these ways, they can become partners in learning with their teachers, who will be able to better match their teaching to the learning needs of individual children.

c. Effective teaching

- i. When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
- ii. Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in any Individual Education Plans (IEPs). Teachers modify teaching and learning activities as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- iii. We set academic targets for the children in each year, and we share these targets with children and their parents/carers. We review the progress of each child at the end of the academic year, and set revised targets (see our Target Setting Policy).
- iv. We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National

Curriculum or the Framework for Literacy and Numeracy. Our lesson plans contain information about these objectives (which may differ for groups of different ability), the planned learning activities, the resources needed, and the way in which we will assess the children's learning. We evaluate all lessons, so that we can modify and improve our future teaching.

- v. In our lessons, we ensure that the learning intentions are shared with and understood by the children, and, to that end, are expressed in appropriate, child-friendly language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children, to ensure that they have full understanding of them.
- vi. Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children behave inappropriately, we follow the guidelines for sanctions as outlined in our policy on Behaviour and discipline.
- vii. We try to ensure that all tasks and activities that the children engage in are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- viii. We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- ix. Our classrooms are attractive learning environments. We change displays, so that the classroom reflects the topics studied by the children and supports their new learning. We ensure that all children have the opportunity to display their best work. We also use 'working walls' and displays of work in progress in order to demonstrate effective learning strategies and to model good practice. Not all

displays of children's work will be pristine and exemplary, therefore. However, other displays also showcase the highest standards to ensure that all have high expectations of what children can achieve.

- x. All classrooms should have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We use displays as resources for learning, often providing prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- xi. All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- xii. We conduct all our teaching in an atmosphere of trust and respect for all.
- xiii. Each member of staff is given access to online trainings provided by 'Educare' and are required to update the following trainings at the start of each academic year: Safeguarding, Fire Drill, Prevent Duty, FGM, Food and Hygiene (once every 3 years), and First Aid (once every 3 years). Teachers are given time to complete these trainings during staff inset and fortnightly staff meetings.

d. The role of the Head Teacher and curriculum leader

The Head Teacher and curriculum leader are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:

- The formal performance management and appraisal of teachers, involving lesson observations;
- Team teaching and working alongside teaching colleagues;
- Leading lesson study activities, when teachers plan, observe and evaluate their children's learning together;
- Talking to children about their learning in lessons;
- Scrutinising pupil's work in their books;
- Overseeing pupil assessment records.
-

e. Observations

All teachers are formally observed by both the headteacher and deputy headteacher on each term for 30 minutes. Each teacher will have x3 formal observations per academic unless there is a cause for concern and a teacher requires more support. Teachers are given an allocated time slot two weeks prior to the observation date. Teachers are able to choose the subject to teach and are marked against the criteria expectations advised by the French or English Department for Education, depending on the language that they are teaching. After the observations, 1:1 meetings are arranged for the teachers to be given verbal and written feedback from either the headteacher or deputy headteacher. Teachers are advised to use the feedback from the previous observation to inform their next lessons and teachers are expected to include the 'next steps' within their next formal observation. Written observation feedback documents are saved within the GoogleDrive area.

f. Learning Walks and Book Looks

Learning Walks and Book Looks class as 'Informal observations' and take place each half term (x6 per academic year). These provide an additional opportunity for the Senior Leadership Team (SLT) to spend time in each class monitoring teaching and learning in a less formal scenario. Teachers are not given individual written feedback for the learning walks/ book looks. SLT members compile a general list for feedback (including praise and next steps) that is given to the whole staff during the fortnightly staff meeting. If there is specific feedback for one teacher, this is given verbally to the teacher by the SLT member.

g. The role of parents and carers

- i. We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:
 - Holding parents' evenings to explain our school strategies for various aspects of the curriculum such as literacy, numeracy and health education;
 - Sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
 - Sending parents and carers regular reports in which we explain the progress made by each child, and indicate how their child can improve further;
 - Explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work;
 - Welcoming information from parents and carers about their children which may

impact on their learning in school, or tell us about their learning and achievements beyond the school gate.

- ii. We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:
 - To ensure that their child has the best attendance record possible;
 - To ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
 - To do their best to keep their child healthy and fit to attend school;
 - To inform school if there are matters outside school that are likely to affect a child's learning or behaviour;
 - To promote a positive attitude towards school and learning in general;
 - To fulfil the requirements set out in the home–school agreement.

h. Monitoring and review

The owner and Head Teacher monitor the school's Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.

Curriculum Policy

1. Introduction

- i. Our school's curriculum comprises all the planned activities that we organise in order to promote pupils' learning, and their personal and social development. It includes not only the formal timetabled lessons, but also the various out of school hours activities that the school organises in order to enrich the children's experience. It also includes what is sometimes referred to as the 'hidden curriculum' – what the children learn from the general climate and culture of our school, and the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.
- ii. We value the breadth and range of our curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe

a. Aims and objectives

- i. The aims of our school curriculum are:
 - To enable all children to learn, and develop their skills, to the best of their ability;
 - To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
 - To teach children the basic skills of literacy and numeracy;
 - To enable children to be innovative, to use 'thinking' and problem solving skills, and to be independent learners;
 - To develop children's skills of team work and the ability to work in collaboration with others;
 - To enable children to understand and appreciate the arts, and give them opportunities to develop their own artistic and creative abilities;
 - To teach children about the developing world, including how their environment and society have changed over time;
 - To help children understand Britain's cultural heritage;
 - To enable children to appreciate and understand the importance of scientific and technological discoveries and development;
 - To appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
 - To enable children to be positive citizens, contributing to the society in which they live;
 - To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
 - To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
 - To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

b. Our Curriculum Values

- i. Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- ii. Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in

England. These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child's individuality, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

c. Organisation and planning

- i. We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.
- ii. Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We refer to the National Framework for literacy and numeracy and base much of our medium-term planning on the guidance documents in that framework. We also use the National Curriculum Programmes of Study for much of our medium-term planning in the foundation subjects. In the Early Years Foundation Stage (EYFS), planning follows the structure of the national Early Learning Goals, and addresses the three prime and four specific areas of learning.
- iii. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each lesson, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils.
- iv. We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. We want them to acquire transferable skills which can be applied in any area of knowledge or

understanding. Children do not see their world in discrete compartmentalised boxes, but, rather, as a whole spectrum of experience. For this reason, wherever possible, we have a 'cross-curricular' approach to learning, planning topics or themes which will embrace a range of subjects, including the application of literacy and numeracy skills. We also work closely with our French colleagues to develop further this interlinked approach to learning.

- v. This approach is most apparent in the EYFS and in Key Stage 1, but is also used in Key Stage 2. There are many times, however, when discrete, subject-related skills or knowledge cannot be easily addressed through such a cross-curricular approach, and separate subject-based lessons also feature in our planning, particularly in Key Stage 2. Curriculum coverage is regularly reviewed to ensure that, however the curriculum is planned and taught, pupils are receiving their entitlement to the full range of the National Curriculum or the EYFS curriculum.
- vi. We recognise that children learn at different rates and sometimes have learning needs which come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow the EYFS curriculum into Year 1. Some pupils in Year 2 may need to access the Year 3 curriculum, in order to engage in learning to meet their ability. Similarly, some more able Year 6 pupils may already need to access aspects of the Key Stage 3 curriculum.

d. Curriculum Planning

At LPEBL we have different stages to planning our curriculum. At the first stage, we have the year group/ key stage outcomes and expectations for each individual subject outlined within our 'School Curriculum' documents. The outcomes and expectations are drawn from both the French and English National Curriculums. We have looked closely at both curriculums and found similarities and differences between the two. Where possible, we have divided the curriculum into what is taught in French and what is taught in English as a way to economise on time and avoid repetition. Where applicable we have translated the document into English/ French. For subjects such as Maths, French and English the documents are written in both French and English. For Art, Music and PE/ Dance, the documents are solely written in English as this is the language that the subjects are taught in. In Geography, History and Science the 'School Curriculum' documents are written in English and our next step is to translate these into French as well as we do teach these subjects in both languages. All 'School Curriculum' documents are stored within the schools Google Drive Area and can be accessed by all teachers so that it can inform their planning.

e. Long Term Planning

At the start of each academic year, partner teachers work together to create the Long Term Plan for their classes for the upcoming year ahead. Teachers use the School Curriculum documents for all of the different subjects to create this document.

Teachers divide the different subject objectives into what is covered in each language to avoid repetition. We encourage cross-curricular learning and give teachers the freedom to choose how they want to deliver the different curriculum objectives so that they are passionate about what they are teaching. As part of the LTP, teachers will decide what trips they will organise over the course of the year: at least one per term for each year group. LTP documents are stored within the schools Google Drive Area and can be accessed by all teachers so that it can inform their Medium and short term planning. It is a working document that can be amended over the course of the year to reflect pupils needs.

f. Medium Term Planning

Medium Term Plans (MTP) are working documents that include the Learning Objectives (LO) and key information for the lesson plan that are saved onto the GoogleDrive area to be reviewed by management on a weekly basis. LO and lesson and the plan overview is based on the yearly objectives set out within the LTP. The learning objective is skill based, focusing on one clear skill that the children will be acquiring in the lesson concerned.

g. Short Term Planning

Short term planning will not be reviewed by management unless there is cause for concern. We do not have a specific template that teachers use for their short term planning unless we have an NQT or a teacher in need of extra support. This short term planning document template is saved within includes: a skill-based learning objective, step by step success criteria, step by step class plan overview, key questions, EAL support, SEN support, differentiation, Teaching Assistant support role.

h. The curriculum and inclusion

- i. The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- ii. Our lessons aim to be fully educationally inclusive. We adapt the curriculum and teaching to meet the learning needs of pupils across the ability range. Teaching and learning is very often organised to meet the differing needs of at least three ability groups within the class. However, we also maximise the advantages of mixed ability teaching, when pupils learn more effectively by learning alongside others of different ability.
- iii. If children have special educational needs, our school does all it can to meet those individual needs, and we comply with the requirements set out in the

national SEN Code of Practice. (See Special Educational Needs Policy) If a child displays signs of having special educational needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation and through carefully differentiated planning and teaching.

- iv. If a child's need is more severe, we may involve the appropriate external support services in making an assessment of need and advising the school on teaching and learning strategies. This is known as School Action Plus. In a very small number of cases, where, despite appropriate support, a pupil doesn't make adequate progress owing to a persistent, long term learning difficulty, the school may refer the pupil to the Local Authority (LA) to be formally assessed for a Statement of SEN.
- v. The school provides an Individual Educational Plan (IEP), where necessary, for each of the children who are on the special needs register. This is always the case for pupils with Statements or those at School Action Plus, and for some with more complex needs at School Action whose needs cannot be met by normal high quality inclusive teaching. The IEP sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- vi. Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, the teaching materials may be adapted or special physical access arrangements may be made.
- vii. The school is also fully committed to meeting the needs of our most able and gifted and talented pupils. (See Gifted and Talented Children Policy) In most cases, the needs of our most able pupils can be fully met through well differentiated planning and teaching, tailored to the needs of the most able groups or individuals. However, we maintain a register of gifted and talented pupils and may, at times, make special additional provision to ensure that their skills and abilities are appropriately challenged.

- i. **The Early Years Foundation Stage (See also EYFS Policy)**
- ii. The curriculum that we teach in the reception class meets the requirements set out in the EYFS curriculum. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- iii. Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- iv. Each term in the reception class, the teacher will assess the skills development of each child, and record this in the EYFS Profile. This assessment forms an important part of the future curriculum planning for each child.

i. The role of the curriculum leader

- i. The role of the curriculum leader is to:
 - Provide a strategic lead and direction for the subject;
 - Oversee the taught curriculum for their subject area in order to ensure necessary coverage;
 - Support and advise colleagues on issues related to the subject;
 - Monitor pupils' progress in that subject area;
 - Provide efficient resource management for the subject.
- ii. The school gives the curriculum leader non-contact time, depending on the needs of the subject area, so that they can carry out their duties. It is the role of the curriculum leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. The curriculum leader reviews the curriculum plans for the subject, ensures that there is full coverage of subjects in both English and French and sees that progression is planned into schemes of work. The subject leader also supports with assessment moderation.

i. Monitoring and review

- i. The curriculum leader of each language reviews each subject area during its cycle of review and development and monitors closely the way in which these subjects are taught.
- ii. There is also a named governor assigned to monitor the school's provision for

- special educational needs, who liaises regularly with the special educational needs coordinator (SENCO).
- iii. The Head Teacher is responsible for the day-to-day organisation of the curriculum. The curriculum leader monitors the weekly lesson plans for all French teachers and liaises with English colleagues ensuring that all lessons have appropriate learning intentions, addressing the needs of all pupils.
 - iv. The curriculum leader monitors the way in which subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.
 - v. This policy is monitored by the Head Teacher and will be reviewed every three years or sooner if necessary.

English as an Additional Language (EAL) and *Français Langue Étrangère (FLE)* Policy

1. Introduction

- i. In our school we value all pupils equally. We encourage all our children to aim for the highest possible standards and we take account of each child's individual needs and experiences.
 - ii. A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
 - iii. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- i. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. Evidently, it is a core belief of this school which recognises the importance of other languages in their own right, and the ability of their speakers to acquire other languages.
 - ii. The term EAL is used when referring to pupils whose main language at home is a language other than English. The term FLE is used when referring to pupils whose main language at home is a language other than French. This policy sets out the Schools' aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL/FLE pupils and helping them to achieve the highest possible standards.

2. Aims and objectives

- iii. Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- iv. The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.
- v.
 - To give all pupils the opportunity to overcome any barrier to learning and assessment
- vi.
 - To welcome and value the cultural, linguistic and educational experiences that pupils with EAL/FLE bring to the School
- vii.
 - To implement school-wide strategies to ensure that EAL/FLE pupils are supported in accessing the full curriculum
- viii.
 - To help EAL/FLE pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- ix.
 - To identify and make maximum use of opportunities for modelling fluent French/ English and encouraging pupils to practise and extend their use of English/ French.
- x.
 - To encourage and enable parental support in improving children's attainment

OBJECTIVES

To be able to assess the skills and needs of pupils with EAL/FLE and to give appropriate provision throughout the School

- xi.
 - To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL/FLE
- xii.
 - To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- xiii.
 - To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

STRATEGIES

While each individual school may have their own procedures the following guidelines are relevant to LPEBL.

School/class ethos

- xiv. • Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- xv. • Recognise the pupil's home language; boost the pupil's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- xvi. • Identify the pupil's strengths
- xvii. • Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a pupil appears orally fluent.

Assessment

- xviii. • The headteacher flags any pupil with EAL/FLE on joining the school
- xix. • The pupil's competence in English in relation to the NC standards and expectations is assessed by the Deputy head teacher or class teacher within the pupil's first four weeks in school.
- xx. • Additional tutoring after school for EAL/FLE pupils as well as class management strategies and support put in place to allow them to access the curriculum.

Access and support

- xxi. • All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- xxii. • EAL/FLE pupils will be supported through various means of differentiation within lessons. If necessary, additional support will be provided by a Teaching Assistant or other adult, either within lessons, outside of lessons or through withdrawal from lessons.
- xxiii. • Where necessary, for older pupils or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

Teaching and Learning

- xxiv. Teachers will help pupils learning English/ French as an additional language in a variety of ways:
- Show differentiated work for EAL/FLE pupils in planning.
- xxv. • Have high expectations; expect pupils to contribute and give more than one-word answers
- xxvi. • Monitor progress carefully and ensure that EAL/FLE pupils are set appropriate and challenging learning objectives
- xxvii. • Recognise that EAL/FLE pupils need more time to process answers
- xxviii. • Allow pupils to use their home language to explore concepts
- xxix. • Give newly arrived young pupils time to absorb English/ French.
- xxx. • Group children in the class to ensure that EAL/FLE pupils hear good models of English / French
- xxxi. • Use collaborative learning techniques
- xxxii. • Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- xxxiii. • Explain how speaking and writing in English/ French are structured for different purposes across a range of subjects
- xxxiv. • Provide a range of reading materials that highlight the different ways in which English / French is used
- xxxv. • Ensure that there are effective opportunities for talking, and that talking is used to support writing
- xxxvi. • Encourage pupils to transfer their knowledge, skills and understanding of one language to another

Early Years

- xxxvii. In the Reception classes, the curriculum helps pupils learning English/ French as an additional language by:
- xxxviii. • building on the child's experiences of language at home, and in the wider community, so that their developing use of English/ French and of other languages support each other

- providing a range of opportunities for children to engage in speaking and listening activities in English/ French with peers and adults
- xi. • where possible, providing bilingual support to extend vocabulary
- xii. • where possible, providing a variety of writing in the child's home language as well as in English/ French possible, providing opportunities for children to hear their home languages as well as English/ French.

3. Teaching and learning style

- i. In our school teachers use various methods to help children who are learning English as an additional language develop their spoken and written English by:
 - Ensuring that vocabulary work covers the technical as well as the everyday meanings;
 - Covering not just key words, but also metaphors and idioms;
 - Explaining how spoken and written English have different usages for different purposes;
 - Providing them with a range of reading materials, to exemplify the different ways in which English is used;
 - Giving them appropriate opportunities for talking, and using talk to support writing;
 - Encouraging them to relate one language to another.
- ii. Teachers ensure children who are learning English as an additional language have access to the curriculum and to assessment by:
 - Using texts and materials that suit their ages and learning stages;
 - Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
 - Using the home or first language where appropriate.

4. EAL and inclusion

- i. In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not necessarily have separate teaching unless they need it. New arrivals to the country will have discrete individual language lessons to enable them to acquire English language skills as quickly as possible. This is to allow them to be able to access the rest of school curriculum in ordinary classes as swiftly as possible. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet

the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

- ii. Wherever possible teaching assistants will assist with the teaching of a child with EAL in mainstream classes. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the groups are composed not entirely of EAL children.
- iii. In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help children learning English as an additional language by:
 - Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
 - Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
 - Engaging the child in educational games that develop their language skills;
 - Providing opportunities for children to hear their home languages, as well as English.

ROLES AND RESPONSIBILITIES

I. Registrar/Director of Admissions

To obtain, collate and distribute to information on new pupils with EAL/FLE to members of staff as appropriate, including: language(s) spoken at home from the previous school, information on level of English/ French studied/used and details of curriculum at previous school.

II. Class/subject teacher

To be knowledgeable about pupils' abilities and needs in English/ French and other subjects

To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

To alert the Deputy headteacher of any EAL/FLE concerns in their specific class

Area for improvement:

Within our small school structure, we do not yet have an EAL/ FLE Co-ordinator and this is something that we would like to change. At the moment, the class teachers work with the SLT to cover the following points but in future, we would like to have a specific member of staff to be fully trained and in charge of this important area.

Dec 19

- To oversee initial assessment of pupils' standard of English/ French
- To give guidance and support in using the assessment to set targets and plan appropriate work
- To ensure that relevant information on pupils with EAL/ FLE reaches all staff
- To ensure that all involved in teaching EAL/ FLE learners liaise regularly
- To monitor standards of teaching and learning of pupils with EAL/ FLE
- To report to the Head on the effectiveness of the above and the progress of pupils
- To monitor progress and identify learning difficulties that may be masked by EAL/ FLE.
- To ensure that parents and staff are aware of the school's policy on pupils with EAL/ FLE
- To establish training in planning, teaching and assessing EAL/ FLE learners for all staff
- To ensure that challenging targets for pupils with EAL/ FLE are set and met

English Policy

1. Aims and objectives

- i. The English curriculum develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, opinions and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- ii. Teachers and pupils in our school usually use the term 'literacy' to describe the English curriculum. Literacy skills will be taught and practised in many areas across the curriculum, and not just in 'English' lessons.
- iii. Our objectives in the teaching of literacy skills are:
 - To enable children to speak clearly and audibly, to communicate effectively through speech and to take account of the perspective of those to whom they are speaking;
 - To encourage children to listen with concentration, in order to identify the main

- points, and sometimes the detail, of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
 - To enable children to become effective communicators, both verbal and non-verbal, through a variety of drama activities;
 - To help children become confident, independent readers, developing their understanding of meaning conveyed at word, sentence and whole text level;
 - To enable children to develop as enthusiastic and reflective readers, through contact with a wide range of different types of material, including challenging and substantial texts;
 - To foster the enjoyment of writing for a wide range of purposes, and a recognition of its value;
 - To encourage accurate and meaningful writing, be it narrative or non-fiction;
 - To develop skills in planning, drafting, evaluating and editing their writing;
 - to engender in children a love of literature and an appreciation of our literary heritage;
 - To enable and encourage pupils to apply their literacy skills across the whole curriculum.

42. Teaching and learning

- i. We use a variety of teaching and learning approaches in our literacy lessons, as was recommended by the National Literacy Strategy and the revised Primary Framework for literacy and mathematics. Our HT aim is to develop children's knowledge, skills, and understanding in relation to literacy. Our timetable ensures that pupils have a substantial part of the fortnightly timetable which focuses specifically on the development of literacy skills, for example, engaging in a whole-class reading or writing activity, a whole-class focused word or sentence analysis activity, guided reading or independent reading or writing activity, or a whole-class session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance pupils' learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as word banks, phonic resources, dictionaries and thesauruses. Teachers sometimes use ICT in literacy lessons so that it enhances children's learning, such as in drafting their work and in using multimedia resources to study how words and images are combined to convey meaning. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum, and will often use incidental opportunities to teach and reinforce

literacy skills in other subject areas.

- ii. In all classes, children have a wide range of abilities, and we seek to 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. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. Wherever possible, we use classroom assistants to support some children, and to enable work to be matched to the needs of individuals. Teachers work with children in small focus groups on particular areas of need.

43. English curriculum planning

- i. English is a core subject in the National Curriculum. We use the guidance from the National Literacy Strategy and the revised Primary Framework for literacy and mathematics as the basis for implementing the statutory requirements of the Programme of Study for English.
- ii. We carry out curriculum planning in English, or literacy, in three phases (long-term, medium-term and short-term). The National Literacy Strategy Framework for Teaching and the revised Primary Framework for literacy and mathematics detail long-term teaching objectives. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.
- iii. Our medium-term plans, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The curriculum leader is responsible for overseeing and reviewing these plans.
- iv. Class teachers complete a weekly (short-term) plan for the teaching of literacy. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and doing. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- v. We plan the activities in literacy so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also ensure progression in the schemes of work, so that there is an increasing challenge for the children as they move up through the school.

44. The Early Years Foundation Stage



Dec. 19 i.

We teach literacy skills in reception year as an integral part of the EYFS curriculum. Progressive skill development is outlined in Communication, Language and Literacy (CLL), one of the six Areas of Learning in the EYFS curriculum. In particular, in the EYFS, the CLL curriculum cannot be covered in isolation from the other five areas of learning. Opportunities to practise literacy skills, for example, reading labels, responding to written instructions, mark-making and early writing as part of play-based learning will be provided throughout the learning environment in the Reception classroom and outside when possible. Children have regular phonics lesson as a crucial element in developing their early reading and writing skills.

- ii. We plan the teaching and development of literacy skills to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

45. Reading Policy

- i. The teaching of reading and children's acquisition of reading skills is the bedrock of our English curriculum. Becoming an effective and proficient reader is the gateway to learning for our children, and success in most other subjects of the curriculum is dependent upon learning to read well.
- ii. Children begin to develop pre-reading skills involving, for example, the ability to visually focus, to concentrate for increasingly sustained periods, to distinguish between visual shapes and to notice similarities, and to begin to understand that pictures, symbols and print can convey meaning, from the very youngest age.
- iii. In the Early Years Foundation Stage, we aim to give children continuous experience of the medium of print and text through all their learning experiences and in all the Areas of Learning in the EYFS curriculum. The environment has appropriate text: labels, captions, simple instructions, names, alphabet prompts and children's own mark-making. Adults continuously model reading in the learning environment, embedding in children's understanding the idea that print conveys meaning and is invaluable to us in our lives. Children are taught from the youngest age to value and care for books, to understand their structure, to handle them appropriately and to enjoy sharing them with each other.
- iv. We believe that an understanding and knowledge of phonics, the relationship between graphemes (letters or groups of letters) and phonemes (the 44 constituent sounds of spoken English) is essential as children learn to read. Children's ability to phonetically 'decode' letters and words into oral sounds is continuously assessed throughout the EYFS and Key Stage 1, in order that the next steps in children's knowledge of phonics can be effectively planned and taught. In order to do this we use the Ruth Miskin programme Read Write Inc. When the children are following the English timetable they have a daily phonics session to support their development of both reading and writing skills, following national guidance on teaching a programme of progressive, structured phonics.
- v. However, children cannot learn to be skilled readers through phonics alone. We teach children to use a wide range of clues in tackling unfamiliar words and phrases in their reading: whole word recognition, picture clues, contextual clues based on the meaning of the text and grammatical correctness.
- vi. As well as the Read Write Inc. scheme we believe in guiding and supporting children to read 'real books' with text of an appropriate level of difficulty.
- vii. Alongside ensuring that children read books of progressive difficulty, we do not deny children access to books which interest them but which may be too difficult for them to read independently. We seek to support children in accessing such books

and encourage the use of 'paired reading' with an adult or a more able reader.

- viii. Children become avid readers through developing a love of books and through reading being made fun by teachers and other adults, providing excitement and inspiring the imagination. Parents and carers have a key role to play in helping to promote a love of books and reading at home, and we regard sharing books and support for reading to be one of the most important aspects of 'help with homework' which parents can provide.
- ix. All our classrooms have dedicated reading areas, which we aim to make comfortable and inviting, and in which teachers ensure there is a range of stimulating and attractive books and other reading material. We display and promote books throughout our school, including our learning support area to which all children have frequent and regular access, both for free choice of reading material and to do book-based research in order to support their learning across the curriculum.
- x. Reading pervades the curriculum and children have continuous opportunities to develop their reading skills, whatever the area of learning. However, throughout the school, classes have daily sessions of group and individual reading, during which they engage collaboratively in purposeful reading activities or exercises, or are taught directly by the teacher or teaching assistant. During individual reading sessions, the teacher can read text at an appropriate level the child, or sometimes with the whole class, teaching next step reading skills, including higher level skills such as using inference and deduction to understand meaning. These sessions are teachers' key opportunity to assess children's reading and to plan which skills they need to develop next. In this planning, the school uses the reading objectives in the National Framework for literacy and numeracy. We believe that well-planned whole-class, group and individual reading activities are an effective way to develop children's reading skills rather than simply ensuring that every child reads aloud from a reader.
- xi. When children need extra support, we liaise closely with parents and carers and seek to work in partnership with them to ensure that all children make the expected progress in reading. We provide them with materials they can use as well as make suggestions for resources they might to acquire themselves to support their child.

46. Contribution of English to teaching in other curriculum areas

- i. The literacy skills that children develop are linked to, and applied in, every area of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics, science and design technology

- The teaching of literacy skills contributes significantly to children's mathematical understanding, in a variety of ways. Children in the EYFS develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.
- Pupils will be expected to engage in research as part of their learning in science and design technology, to write a range of types of report on their work and to explain and communicate verbally about their learning, to the teacher and each other.

iii. History and geography

- While these humanities subjects involve significant subject specific knowledge, skills and conceptual understanding, the medium for researching, learning about and communicating is, of course, the English language. Pupils will constantly call upon and develop their literacy skills in finding information, ordering and making sense of what they have learned and communicating it in writing and orally.

iv. Personal, social, citizenship and health education (PSCHE)

- The teaching of literacy skills contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research, debate and write about topical social problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community.

v. Spiritual, moral, social and cultural development

- The teaching of literacy skills enables our children to offer critical responses to the moral questions they meet in their life, both within and outside school. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons and break times allows children to work and play together, giving them the chance to use their speaking and listening skills in developing social collaboration and understanding.

47. English and ICT

- i. Teachers may opt to use computer software, with clear learning objectives, to promote, enhance and support the teaching of English at word, sentence and text levels. It offers ways of developing learning which are not always possible with conventional methods, for example, through individualised interactive learning. Software can be used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers).
- ii. Pupils occasionally use word processing facilities to record and edit their writing, and have access to the teachers' laptops in the classroom for this purpose.
- iii. ICT is used at whole-class, group and independent levels. Through these means, classes engage in writing and reading, guided or modelled effectively by the teacher. A wide variety of text types and resources selected by the class teachers are available through the internet to support specific learning, focused on particular textual analysis.

48. English and inclusion

- i. All children, whatever their ability and individual needs, have a basic entitlement to be taught essential literacy skills, and to have the opportunity to develop those skills to the best of their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of literacy skills, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (see EAL policy)
- ii. When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- iii. Where intervention is required for certain children individual targets will be set.
- iv. Support for literacy is provided by using:
 - Individualised guided writing and reading;
 - Differentiated texts that children can more easily read and understand;

Dec. 19

- Visual and written materials in different formats;
- ICT and other technological aids;
- Alternative communication such as signs and symbols;
- Translation and amanuensis.

49. Assessment

- i. Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the learning objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to review their work and make self-assessments about how they can improve their own work.
- ii. Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use APP templates as the recording format for this.
- iii. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- iv. These long-term assessments are based on teacher assessments, supported by national assessment guidelines. Teachers also make termly assessments of children's progress based on the level descriptions of the National Curriculum and on Assessing Pupils' Progress (APP) guidelines.
- v. Teachers meet regularly to moderate assessments across a range of writing and other activities to ensure that our teacher assessments are accurate and in line with national standards.
- vi. Staff are continuously developing their English subject knowledge and the curriculum leader takes an active role in disseminating best practice and making recommendations for staff training.

50. Resources

We have a range of resources to support the teaching of literacy across the school. There is a variety of age-appropriate learning materials. Each classroom has a reading area with a selection of fiction and non-fiction texts. Children have access to the internet via the teachers' computers. Pupils can visit the local library, which contains a range of books to support children's development of reading skills and independent or

51. Monitoring and review

- i. The co-ordination and planning of the English curriculum are the responsibility of the curriculum leader, who also:
 - Supports colleagues in their teaching, by keeping abreast of current developments in English and by providing a strategic lead and direction for this subject;
 - Gives the Head Teacher an annual summary report in which s/he evaluates the strengths and areas for development in literacy in the school, and indicates areas for further improvement;
 - Uses specially allocated regular management time to review evidence of the children's learning, and to observe and review literacy lessons across the school.
- ii. This policy will be reviewed at least every three years.

Science Policy

1. Aims and objectives

- i. Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way that they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national and global level.
- ii. Our objectives in the teaching of science are to:
 - Task and answer scientific questions;
 - Plan and carry out scientific investigations, with the correct use of equipment (including, when possible, computers);
 - Know about life processes;
 - Know about materials, electricity, light, sound, and natural forces;
 - Know about the nature of the solar system, including Earth;
 - Know how to evaluate evidence, and to present conclusions both clearly and accurately.

52. Teaching and learning

- i. We use a variety of teaching styles in science lessons. Our HT aim is to develop children's knowledge, skills, and understanding. Sometimes, we do this through whole-class teaching, while at other times, we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer,

scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs. When possible, they use ICT in science lessons. They take part in role-play and discussions, and they present their ideas and findings to the rest of the class. They engage in a variety of problem-solving activities. Wherever possible, we involve the pupils in real scientific activities, such as carrying out a practical experiment and analysing the results.

- ii. We recognise that in all classes, children have a wide range of scientific abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:
 - Setting tasks which are open-ended and can have a variety of responses;
 - Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - Sometimes grouping children by ability and setting different tasks for each ability group;
 - Providing resources of different complexity, matched to the ability of the child.

53. Science curriculum planning

- i. Science is a core subject in the National Curriculum. The school uses the national programme of study for science as the basis of its curriculum planning adapting it to the circumstances of our school. We make use of the local environment in our fieldwork, including areas where the physical environment differs from that which predominates in our immediate surroundings.
- ii. We carry out our curriculum planning in science in three phases (long-term, medium-term and short-term). The long-term plan maps the scientific topics studied in each term during the key stage. The curriculum leader works this out in conjunction with teaching colleagues in each year group. In some cases, we combine the scientific study with work in other subject areas, especially at Key Stage 1; at other times, the children study science as a discrete subject.
- iii. Our medium-term plans in science, give details of each unit of work for each term. The curriculum leader keeps and reviews these plans. As we have some mixed-age classes and also follow the French curriculum, we do our medium-term planning on a two-year rotation cycle. In this way, we ensure complete coverage, without repeating topics.
- iv. The class teacher is responsible for writing the daily lesson plans for each lesson (short-term plans). These plans list the specific learning objectives and expected outcomes of each lesson. The class teacher keeps these individual plans, and often discusses them on an informal basis with the curriculum leader.

Dec. 19

- v. We have planned the topics in science so that they build on prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the science scheme of work, so that the children are increasingly challenged as they move up through the school.
- vi. Topics and planning are done in conjunction with French colleagues – we aim to teach Science in every half-term in either English or French.

54. The Early Years Foundation Stage

We teach science in reception classes as an integral part of the topic work covered during the year. The reception class is part of the Early Years Foundation Stage. We therefore relate the scientific aspects of the children's work in the Understanding of the World area of learning to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child's knowledge and understanding of the world, for example, through investigating what floats and what sinks when placed in water.

55. The contribution of science to teaching in other curriculum areas

i. English

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in the literacy hour are of a scientific nature. The children develop oral skills in science lessons through learning specific technical vocabulary, discussions (e.g. of the environment) and through recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information.

ii. Mathematics

Science contributes to the teaching of mathematics in a number of ways. When the children use weights and measures, they are learning to use and apply number. Through working on investigations, they learn to estimate and predict. They develop accuracy in their observation and recording of events. Many of their answers and conclusions include numbers.

iii. Humanities subjects

Science contributes significantly to the teaching of humanities. For example, there are many overlaps with geographical understanding as children learn about their environment and how it has changed over time. Some important people important to the development of science are studied in history lessons. Teachers will take opportunities that arise in science lessons to explore issues of awe and wonder in the natural world.

Personal, social and health education (PSHE) and citizenship

Science makes a significant contribution to the teaching of PSHE and citizenship. This is mainly in two areas. Firstly, the subject lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material and how environments are changed for better or worse. Secondly, the subject gives children numerous opportunities to debate and discuss. They can organise campaigns on matters of concern to them, such as helping poor or homeless people. Science thus promotes the concept of positive citizenship.

iv. Spiritual, moral, social and cultural development

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, children have the opportunity to discuss, for example, the effects of smoking, and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet, and how science can contribute to the way in which we manage Earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

56. Science and ICT

ICT enhances the teaching of science, because there are some scientific investigations where ICT can be particularly useful. It also offers ways of impacting on learning which are not possible with conventional methods. Children can use ICT to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet.

57. Science and inclusion

- i. At our school, we teach science to all children, whatever their ability and

individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our science teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- iii. We enable all pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the classroom (e.g. a trip to a science museum), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

58. Assessment

- i. Teachers will assess children's work in science by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide progress. Older children are encouraged to make judgements about how they can improve their own work.
- ii. At the end of a unit of work, the teacher makes a summary judgement about the work and progress of each pupil. We use this information as the basis for assessing the progress of each child over the academic year and we pass this information on to the next teacher at the end of the year.
- iii. At the end of the academic year the teacher makes a judgement on the child's level against National Curriculum level criteria.

59. Resources

We aim to have sufficient resources for all science teaching units in the school with equipment for each unit of work. The local library contains a good supply of science topic books to support children's individual research.

Mathematics Policy

1. Aims and objectives

- i. Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the development and application of mathematics in their daily lives.
- ii. Our objectives in the teaching of mathematics are to:
 - Promote enjoyment of learning through practical activity, exploration and discussion;
 - Promote confidence and competence with numbers and the number system;
 - Develop the ability to solve problems through decision-making and reasoning in a range of contexts;
 - Develop a practical understanding of the ways in which information is gathered and presented;
 - Explore features of shape and space, and develop measuring skills in a range of contexts;
 - Help children understand the importance of mathematics in everyday life;
 - Develop the cross-curricular use of mathematics in other subjects.

60. Teaching and learning

- i. The school uses a variety of teaching and learning styles in mathematics. Our HT aim is to develop children's knowledge, skills and understanding. During our daily lessons, we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources, such as number lines, number squares, digit cards and small apparatus to support their work. Wherever possible ICT is used in mathematics lessons for modelling ideas and methods. We encourage the children to apply their learning to everyday situations eg. planning a trip to the shops to buy ingredients.
- ii. In all classes, children have a wide range of mathematical abilities. 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 – in some lessons through differentiated group work and, in other lessons, by organising the children to work in pairs on open-ended problems or games. Where available, we use teaching assistants to support some children, and to ensure that work is matched to the needs of individuals. Teachers work with

children in small focus groups on particular areas of need.

61. Mathematics curriculum planning

- i. When planning we consult with colleagues teaching the French curriculum to ensure even coverage and that methodology is consistent.
- ii. Mathematics is a core subject in the National Curriculum. We use the National Curriculum programmes of study as the basis for our curriculum planning. The national literacy and numeracy frameworks inform our approach to implementing the statutory requirements of the programme of study for mathematics.
- iii. We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term). Our yearly teaching programme identifies the key areas we teach in each year with key objectives being taken from the National Numeracy Strategy Framework for Teaching and the revised Primary Framework for Literacy and Mathematics.
- iv. Our medium-term mathematics plans define what we teach giving details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term. These plans are kept in the teacher's planning files and are reviewed by the curriculum leader.
- v. It is the class teacher who completes the weekly plans for the teaching of mathematics. These weekly plans list the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught.
- vi. We plan the activities in mathematics so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

62. The Early Years Foundation Stage

We teach mathematics in our reception class using the Mathematics aspects of the EYFS curriculum as the basis of our planning. As the class is part of the Early Years Foundation Stage we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

63. Contribution of mathematics to teaching in other curriculum areas

i. English

The teaching of mathematics contributes significantly to children's understanding of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, in mathematics lessons, we expect children to read and interpret problems, in order to identify the mathematics involved. They are also improving their command of English when they explain and present their work to others during plenary sessions. In English lessons, too, maths can contribute: younger children enjoy stories and rhyme that rely on counting and sequencing, while older children encounter mathematical vocabulary, graphs and charts when reading non-fiction texts. It also allows the children to appreciate that they are able to work mathematically in more than one language.

ii. Personal, social and health education (PSHE) and citizenship

Mathematics contributes to the teaching of PSHE 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 mathematics work on the spending of money.

iii. 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 as well as help each other with any language difficulties they might experience.

64. Mathematics and ICT

Information and communication technology enhances the teaching of mathematics significantly, because ICT is particularly useful for mathematical tasks. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers can use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. The use of mathematical games helps with developing numerical knowledge like multiplication tables.

65. Mathematics and inclusion

Dec. 19 i.

At our school, we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this.

- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- iii. Sometimes mathematical targets are set for an individual child. Teachers will pay regard to such targets when designing lessons or setting individual tasks in mathematics.
- iv. We enable all pupils to have access to the full range of activities involved in learning mathematics. Where children are to participate in activities outside the classroom (e.g. a "maths trail"), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

66. Assessment

- i. Teachers will assess children's work in mathematics from three aspects (long-term, medium-term and short-term). We use short-term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. We make informal notes on the lesson plans.
- ii. We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use APP templates as the recording format for this.
- iii. We make long-term assessments towards the end of the school year, and we use these to assess progress against sub levels in the National Curriculum levels of attainment. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and carers. We pass this information on to the next teacher at the end of the year, so that the new school year can be planned. We make the long-term assessments informed by

end-of-year tests and on-going teacher assessments. We also make annual assessments of children's progress measured against the level descriptions of the National Curriculum.

- iv. Teachers meet regularly to review individual examples of work using national exemplification material.
- v. Older children are encouraged to make judgements about how they can improve their own and each other's work as well as how they feel they are achieving in given areas.

67. Resources

All classrooms have a range of appropriate small apparatus. Teachers use their own computers to support in lessons and we occasionally use the Abacus scheme text books in lessons and for reinforcement.

History Policy

1. Aims and objectives

- i. The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.
- ii. Our objectives in the teaching of history are to:
 - Foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
 - Enable children to know about significant events in British history, and to appreciate how things have changed over time;
 - Develop a sense of chronology;
 - Know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
 - Understand how Britain is part of a wider European culture, and to study some aspects of European history;

Dec. 19

- Have some knowledge and understanding of historical development in the wider world;
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
- Develop the necessary skills to be able to interpret differing interpretations of historical events;
- Have some knowledge and understanding of the history of a non-European country when children from that part of the world make up a significant proportion of the school's role.

68. Teaching and learning

- i. History teaching in our school focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as "how do we know?", about information they are given.
- ii. We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
 - Setting tasks which are open-ended and can have a variety of responses;
 - Setting tasks of increasing difficulty, some children not completing all tasks;
 - Sometimes grouping children by ability, and setting different tasks for each ability group;
 - Providing resources of different complexity, depending on the ability of the child;
 - Using classroom assistants to support children individually or in groups.

69. History curriculum planning

- i. History is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in history, adapted to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school. We pay regard to the national scheme of work for

history but much of our planning is based on the themes chosen by the school for each term.

- ii. We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus, and in Key Stage 2, we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.
- iii. Our medium-term plans give details of each unit of work for each term. The subject leader keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.
- iv. The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although they are often discussed with the subject leader on an informal basis.

70. The Early Years Foundation Stage

We teach history in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage we relate the history aspect of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary (e.g. "new" and "old") in relation to their own lives.

71. The contribution of history to teaching in other curriculum areas

i. English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or by presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using

ii. Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. For example, they study the impact of the plague by analysing population statistics.

iii. Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of PSHE and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

iv. Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development, as in the Key Stage 1 unit of work, "What are we remembering on Remembrance Day?" Children find out how British society has changed over time and learn about significant events such as "The Great Fire of London". The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

72. History and ICT

Information and communication technology enhances our teaching of history, wherever possible and appropriate, in all key stages. They can also use interactive time line software and they can make creative use of the digital camera to record photographic images. For example, they might manipulate an image by importing a digital photograph of themselves into a photo-editing program, along with a figure in period costume and some historical background scenery. Role-playing software can engage children in visual scenarios which they can direct themselves.

73. History and inclusion

Dec. 19 i.

- At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (For further details, see the separate policies on Special Educational Needs, Equality of opportunity, Gifted and Talented Children, English as an Additional Language (EAL).)
- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the levels expected. This helps to ensure that our teaching is matched to the child's needs.
 - iii. The work done by the pupils in history may contribute to the targets set out in an Individual Education Plan (IEP). Teachers will have regard to these targets when planning lessons and designing tasks for history lessons.
 - iv. We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

74. Assessment

- i. Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- ii. At the end of the year teachers make a summary judgement about the work of

each pupil in relation to the National Curriculum level of attainment, and records the children's grades in a mark book. We use these grades as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

75.Resources

The library contains a good supply of topic books and software to support children's individual research.

Geography Policy

1. Aims and objectives

- i. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.
- ii. Our objectives in the teaching of geography are to:
 - Enable children to gain knowledge and understanding of places in the world;
 - Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
 - Allow children to learn graphic skills, including how to use, draw and interpret maps;
 - Enable children to know and understand environmental problems at a local, regional and global level;
 - Encourage in children a commitment to sustainable development, and an appreciation of what "global citizenship" means;
 - Develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way;
 - Develop the cross-curricular use of geography in all subjects.

76. Teaching and learning

- i. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of adapted data, such as maps, statistics, graphs, pictures and aerial photographs. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in “real” geographical activities, for example, research of a local environmental problem, or use of the Internet to investigate a current issue.
- ii. We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
 - Setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, some children not completing all tasks;
 - Sometimes grouping children by ability, and setting different tasks to each ability group;
 - Providing resources of different complexity, according to the ability of the child.

77. Geography curriculum planning

- i. Geography is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in geography and we have adapted this to the local context of our school. For example, we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area. We have regard to the national scheme of work for geography but much of our planning is based on the themes chosen by the school for each term.
- ii. Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied over the year during each key stage. The curriculum leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas, especially at Key Stage 1.

- iii. Our medium-term plans give details of each unit of work. The curriculum leader reviews these plans on a regular basis. Because we have some mixed-age classes as well as following the French curriculum, we do the medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.
- iv. Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and often discusses them with the curriculum leader on an informal basis.
- v. We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

78. The Early Years Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a "good" playground.

79. The contribution of geography to teaching in other curriculum areas

i. English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature or tie in with the topic we are studying eg. Handa's Surprise during our topic on Africa. At Key Stage 2, we incorporate speaking and listening on topical issues. We also use environmental issues as a way of developing the children's writing ability, by asking them to record information and write reports and letters.

ii. Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they also use graphs to explore, analyse and illustrate a variety of data.

iii. Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of PSHE and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions.

iv. Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of "stewardship" in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

80. Geography and ICT

Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children can use ICT to present written work. Homework include researching information through the Internet. We offer children the opportunity to use the digital camera.

81. Geography and inclusion

- i. At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of all children's learning and we take all reasonable steps to achieve this.
- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- iii. We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a field trip we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

82. Assessment

- i. Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- ii. We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. At the end of the year we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

83.Resources

We aim to ensure that we have sufficient resources to be able to teach the geography programmes of study with the right equipment for each topic. The local library has a supply of geography topic books to support the children's individual research.

84.Fieldwork

- i. Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- ii. For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and Health and Safety.

85.Monitoring and review

- i. The coordination and planning of the geography curriculum are the responsibility of the curriculum leader, who also:
 - Supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
 - Provides the Head Teacher with an annual summary report in the strengths and weaknesses in geography are evaluated and the areas for further improvement indicated.
- ii. The quality of teaching and learning in geography is monitored and evaluated by the curriculum leader reporting to the Head Teacher as part of the school's agreed cycle of monitoring and evaluation.
- iii. This policy will be reviewed every three years or sooner if necessary.

Homework Policy

Introduction

- i. By the term 'homework', this policy refers to anything children do outside the normal school day that contributes to their learning, in response to requests or guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are supporting their learning in a very valuable way.
- ii. Homework is a very important part of a child's education, and can add much to a child's development. The government makes clear its commitment to homework, it

regards it as an essential part of good education. We believe that homework can help to make links in pupils' learning and to enable them to become lifelong learners, not simply regarding learning as something which goes on at school.

- iii. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of partnership and cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- iv. Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in family and leisure activities, and participating in various clubs and organisations which play an important part in children's lives. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

86. Aims and objectives

The aims and objectives of our homework policy are:

- To ensure a consistent approach to the use of homework across the school;
- To inform parents and carers about our approach to homework and to promote partnership and co-operation between home and school in supporting each child's learning;
- To help to enable pupils to make maximum progress in their academic and social development;
- To help pupils develop the skills of independent learners;
- To help children to understand that the world of learning extends beyond the school, and to make links between their experiences in school and those gained outside school;
- To enable all aspects of the curriculum to be covered in sufficient depth;
- To provide educational experiences not possible in school;
- To consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- To help children develop good work habits for the future.

87.Types of homework

- i. Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. It is designed to consolidate skills being taught in school.
- ii. We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we provide books for children to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical facts as part of their homework. Sometimes, we ask children to find and collect things that we then use in lessons. When we ask children to study a topic, or to research a particular subject, we encourage them to use the local library, as well as the Internet and if possible to get first hand anecdotes from family members.
- iii. At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 3.2, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to

prepare for occasional tests, as well as to ensure that prior learning has been understood.

- iv. Homework is marked according to the general school Marking Policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- v. We recognise that children have individual learning styles, which means that some tasks, for example, research, can be completed in a number of different ways, while others demand a particular approach or method, for example, mathematical calculations.

88.Amount of homework

- i. As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well be in addition to reading and enjoying books with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night. This is in line with government guidelines, which can be seen on the Directgov website.
- ii. We encourage feedback from parents either face to face or in the Home-School Liaison books.

89.Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils we take different learning needs into account.

90.The role of parents and carers

- i. Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to check what homework has been set, to use their child's home-school liaison book and to encourage their child to complete the tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Head Teacher.

91. Use of ICT

- i. The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- ii. There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents or carers are advised to always supervise their child's access to the internet.

92. Monitoring and review

- i. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, which asks questions about parents' views on homework. The senior management team pays careful consideration to any concern that is raised by any parent.
- ii. This policy will be reviewed every three years or more often if necessary.

Marking and Feedback Policy

(This should be read in conjunction with the Marking Rubric)

1. Introduction

- i. Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning objectives, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils.
- ii. We take a professional approach to the tasks of marking work and giving feedback on it. Each teacher may apply some individual approaches to this task,

and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice, for example in the way work is marked and the use of marking symbols, in order to enable pupils to understand more readily the feedback given.

- iii. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

93. Aims and objectives

We mark children's work and offer feedback in order to:

- Show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement; the main objective of marking and feedback is not to find fault, but to help children learn; if children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- Give the children a clear general picture of how far they have come in their learning, and what they need to learn next;
- Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them, and show them how they can improve their work in the future;
- Promote self-assessment, whereby the children recognise their learning challenges, and are encouraged to accept guidance from others;
- Share expectations;
- Gauge the children's understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment
- Provide the on-going assessment that should inform our future lesson-planning.

94. Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed;
- Marking should always relate to the lesson objective and, where appropriate, the child's own personal learning targets;
- The child must be able to read and respond to the comments made, and be

given time to do so; therefore teachers' handwriting must be legible and model an age appropriate style to the pupil; where the child is not able to read and respond in the usual way, other arrangements for communication must be made;

- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- Comments will focus on only one or two key areas for improvement at any one time;
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions and the success criteria for the task right from the outset;
- Whenever possible, marking and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate;
- Marking should be constructive and formative;
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established;
- Feedback may also be given by a teaching assistant, or through peer review;
- Group feedback is provided through lesson plenaries, and in group sessions;
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets;
- Teachers will note common errors that are made by a significant number of pupils and use them to inform future planning;
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

95. Implementing the marking policy

English

- iii. For the English curriculum teachers use a blue or green pen to mark and write feedback in the children's books. Teachers write a positive comment related to the learning objective and a next step that will push the children further in their learning. If a child is given verbal feedback, this is shown in the book by writing ' verbal feedback given'. Children are reminded to read and respond to their marking and are reminded to make sure that their feedback influences their next piece of work. Children will also use a green pen or pencil for self/ peer assessment opportunities within class.

- iv. For the French curriculum teachers use a red to mark and write feedback in the children's books. Teachers write a positive comment related to the learning objective and a next step that will push the children further in their learning'.

Principles

- i. Teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, numeracy. These have been taught and may be on display. They make it clear what well-presented work in the subject looks like.
- ii. The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- iii. In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- iv. Written comments are more valuable than marks or grades. In the English curriculum we do not normally give marks or grades on pieces of written work.
- v. Ticks are a normal indication that a particular item is correct, for example, a mathematical calculation, or a correct spelling in a test. Crosses should not be used to indicate an error; rather the child should be directed to revisit their work through other means. Where lots of errors have been made, teachers will use a written comment, a discussion with the pupil and a resetting of a more appropriate task to address the pupil's learning needs. Other symbols may be used once their meaning has been explained, for example, 'Sp' beside a spelling mistake, a wiggly line beneath text which doesn't make sense, etc.... (see separate document)
- vi. Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers, stars and merit points in themselves do nothing to close gaps in understanding, or to bring about improvements.
- vii. Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. They should be encouraged to self-assess and to

respond, perhaps with a comment of their own, to the teacher's written comments.

- viii. When appropriate, children may review and mark their own work, but this should be with the learning objective and success criteria for the work clearly in mind, and involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own.
- ix. Children should be encouraged to assess their work ahead of final marking, using the shared success criteria for the lesson. These criteria will often be displayed and can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- x. In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- xi. Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next steps in learning.
- xii. Teachers will comment on spelling and grammar only in the following cases:
 - If spellings and grammar were part of the lesson focus;
 - If it is a spelling that the pupil should know;
 - If it is something related to the pupil's target.

93. Monitoring and review

We are aware of the need to monitor and update the school's Marking and Feedback Policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every three years or earlier if necessary.

Assessment Policy

(To be read in conjunction with policies on Marking and Feedback, Target Setting and Teaching and Learning.)

1. Introduction

- i. We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.

We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

97. Aims and objectives

The purpose of assessment in our school is:

- To enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- To enable teachers to record the attainment and progress of pupils;
- To increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- To help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- To enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- To provide the Head Teacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

98. Planning for assessment

- i. As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.
- ii. The school uses assessment guidelines, such as those provided in the Assessing Pupils' Progress (APP) materials, to help teachers to assess the National Curriculum sub-level which pupils have attained. These assessment materials then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress to the next sub-level. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.
- iii. Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess

children's achievements and progress.

- iv. We use our school's curriculum plan to guide our teaching. This long-term plan follows the Primary Framework for literacy and mathematics and the Programmes of Study of the National Curriculum. Teachers understand the age-related expectations of the National Curriculum, in terms of sub-levels, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO).
- v. We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning intention with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

- vi. Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

English

Summative assessment

We do summative assessments in which the children are given age appropriate NFER classroom tests for: reading, spelling and grammar and maths on a termly basis. We do this for the Baseline data, Autumn 2, Spring 2 and Summer 2. Teachers mark the work and meet with the Deputyhead teacher to input data (based on this mark and their own teacher assessment as well) into the tracking system on ScholarPack. During this meeting, the teacher and deputy head teacher discuss individual students progress, attainment and needs. Gaps in their learning are established and individual

Targets are set for students to inform the teachers planning/ interventions/ setting for the following term.

EYFS

For the Early Years at LPEB we use an online individual tracking system for recording progress called Tapestry. Each pupil has an individual account that both the teacher and parents/ carers can access. Teacher write comments based on the EYFS statutory framework and the seven area of learning. Teachers and teaching assistants record observations during the school day and upload photos of the pupils work and learning within the school.

French (CE1-CM)

For the equivalent of Key Stage 2 (CE1-CM), pupils complete two short tests on a fortnightly basis in French and Maths. These quick tests include approximately 20 questions and are based on the pupils learning over the course of the two weeks. The results for these tests are saved onto the GoogleDrive and sent to the headteacher to monitor pupil progress and attainment. The completed tests and the results for these tests are also sent home for parents to see so that they are also aware of how their child is progressing within French language and Maths.

Summative Assessments on the French side take place twice per year for the older classes (CE1/CM): Before the Winter (Christmas) holiday in December and at the end of the academic year in June. These assessments are based on the National assessment for French language and maths. The results for these tests are sent to the headteacher, who inputs the data onto an Excel/ graph to monitor progress. The results from the bi-annual summative tests combined with the teachers formative assessment inform the data inputted into the bi-annual reports that are sent to parents. Teachers meet with the head teacher to discuss individual students progress, attainment and needs. Gaps in their learning are established and individual targets are set for students to inform the teachers planning/ interventions/ setting for the following term.

NEXT STEPS

As a school, our next step is to establish how we formally assess the younger years within the French curriculum (MS/ GS/ CP classes). We are currently trialling a French version of Tapestry for the younger years within the school but it is still at the very early stages and not completely established yet. We are still in the planning stage and considering using Tapestry for both the French and English early years. This is an area of focus that we aim to clarify by the end of the 2019/2020 academic year.

Reports

Written reports in French and English are completed twice per year for parents to see their child's progress. The first report will be sent to parents in the last week of term before for the winter break in December, the second report will be sent to parents in the last week of term in July at the end of the academic year. Reports are saved onto the GoogleDrive, checked and signed by the headteacher before being sent to parents as a PDF document.

99. Target-setting

- i. Target-setting is used by the school in a number of ways and at a number of levels. Each year group has targets for the whole cohort, for reading, writing, mathematics and science, in terms of the percentage of pupils attaining specific levels by the end of the year, and the percentage of pupils working at age-related expectations or above. We also have targets for the percentage of pupils making good progress, exemplified, for example, by two National Curriculum sub-levels progress in any one year in Key Stage 2. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year. Pupils' progress towards their targets is reviewed termly, and targets revised where necessary.
- ii. We also set learning targets for particular areas of the curriculum, especially reading, writing and mathematics. These will often be group targets or, sometimes, individual. We involve pupils in this target-setting and record these targets at the front of their exercise books, or elsewhere, for them to refer to. We ensure that these 'curriculum' targets relate to the learning intentions and success criteria of lessons, and that pupils are able to review their own progress against such targets. The teacher reviews these with each child on a regular basis.
- iii. We encourage our older pupils to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We also encourage them to involve their parents and carers in this process.

100. Recording

- i. We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It is unnecessary to keep a formal record

of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.

- ii. Using the assessment guidelines referred to above, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Teachers record this information, at the end of each term, on progress tracking grids, allowing judgements to be made, over time, about each pupil's rate of progress. Care should be taken not to judge progress over too short a period. While we make such on-going assessments at least termly, one term is too short a period to judge progress in terms of National Curriculum sub-levels, though teachers will record whether pupils are 'on track' to meet challenging sub-level targets, based on an aspiration of good progress. At the end of each year, each teacher shares and discusses this information with the pupils' next teacher. Teachers in the EYFS will record summative assessments in pupil folders

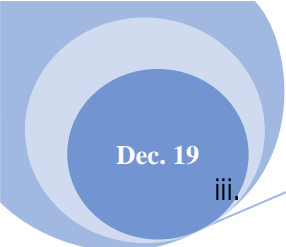
101. Reporting to parents and carers

- i. We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- ii. Twice a year (Autumn and Spring Term), we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At an optional third meeting of the year, we review their child's written report and the targets identified in it for the next school year.

- iii. During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also offer parents the opportunity to come in and discuss their child's end of year report.
- iv. In reports for pupils in Year 2, we also provide details of the levels achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics, Test results do not always demonstrate accurately the levels at which a pupil is working.
- v. We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual portfolio with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.
- vi. At the start of each term, each teacher gives parents and carers an update that identifies the main areas of learning for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the learning during the term.

102. Feedback to pupils

- i. We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children are taught to understand it.
- ii. We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, appropriate to the child's age, thereby getting them accustomed to reading and responding to teachers' comments. It is important that teachers' handwriting in pupils' books is entirely legible and models good handwriting for the pupils.

- 
- iii. Most written comments in pupils' books are intended for the pupils. Occasionally, however, teachers may annotate a piece of written work with notes intended for their own, or another teacher's, future reference, for example, indicating the degree of independence with which the work was completed. This happens more frequently with younger pupils. Pupils are taught to distinguish between annotations of this kind and proper feedback to them.
- iv. When we give written feedback to a child, we relate this to the learning intention or the success criteria for the lesson. Comments may also relate to the pupil's targets. We make clear whether the learning intention has been met, and we point to evidence to support our assessment. If we consider that the learning intention has not been met, we make it clear why we think so and what the pupil needs to do to improve. In either case, we identify what the child needs to do in order to produce even better work in the future. In this way, we intend marking comments to be instructional and formative.
- v. It is important to note that not all 'errors', for example, every spelling inaccuracy, will be corrected when a piece of work is marked. Rather, marking will focus on the particular intended learning involved in the task in question.
- vi. Having children reflect on and assess their own or each other's work can be very effective, because it enables them to apply the shared success criteria and to clarify their ideas on progressing to the next step. However, this must be carefully managed to avoid pupils being overly critical of themselves or their peers, and simply wanting to 'play the teacher'. Self and peer assessment, a central part of assessment for learning, should always support the intended learning. Teachers always mark the work themselves afterwards.
- vii. We take care to allow time, perhaps at the beginning of the next lesson, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We often start lessons in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

103. Inclusion and assessment for learning

- i. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- ii. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

104. Moderation of standards

- i. All subject leaders study examples of children's work within their subject area. Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers also attend moderation meetings with teachers from other local schools, to ensure that our assessment judgements are consistent with local and national benchmarks.
- ii. It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.
- iii. External moderators, organised by the Local Authority (LA), may visit our school to moderate and confirm our assessment judgements at the end of the Foundation Stage.

105. Monitoring and review

- i. Our National Curriculum leader is responsible for monitoring the implementation of this policy. We allocate designated time for this task. The coordinator uses this time to scrutinise samples of pupils' work, teachers' marking and assessment records, and to observe the policy being implemented in the classroom.
- ii. Senior staff monitor pupils' overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.
- iii. This policy will be reviewed every three years or sooner if necessary.

Gifted and Talented

Our school welcomes all pupils with a wide range of abilities. Each child is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all children and enable them to maximise their full potential. This policy outlines the purpose, nature and management of the teaching and learning of more able and gifted and talented pupils at our school.

Aims:

At LPEB we work together to meet the special needs of the able, gifted and talented children in our care in the following ways:

- Class teachers identify able, gifted and talented children as early as possible in their time at our school.
- Class teachers enter their names on the Able, Gifted and Talented register, which is regularly updated and reviewed.
- Class teachers assess the needs and abilities of our able, gifted and talented pupils.
- Class teachers plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills.
- Children are streamed by year group and refined by ability for Numeracy and Literacy.
- Able, gifted and talented pupils are encouraged by class teachers to attend appropriate extra curricular activities e.g. music clubs, sporting events etc. in order for them to develop other skills and talents.
- Class teachers draw parents' and children's attention to relevant and stimulating extra curricular events within reach of our school (e.g. gymnastics club etc) which could inspire, enthuse or motivate specific children, based on our unique knowledge and understanding of their interests and talents.
- Parents are informed at Parents' evenings that their child has been identified as able, gifted and talented and are kept informed of their progress.

- Able, gifted and talented pupils are tracked termly as a sub-group on their progress achieved.

Definitions

Able describes children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted describes learners who have an exceptional ability to excel academically in one or more subjects such as Literacy, Reading or Numeracy.

Talented describes learners who have the ability to excel in practical skills such as sport, leadership or art.

The school's Equal Opportunities Policy will ensure that every child is considered irrespective of race, disability, religion or belief. This policy also runs alongside the Curriculum Policy.

Identification of Able, Gifted and Talented Children A variety of methods will be used to identify able, gifted and talented children, including: teacher observation, assessment and nomination; testing and tracking (e.g. results of Foundation Stage Profile); evidence from other sources (e.g. parents, outside providers, observations of other colleagues - special educational needs co-ordinator, teaching assistants, etc).

Organisational responses

In the classroom, teachers use a range of strategies designed to meet the needs of gifted and talented children including:

- providing open-ended tasks and extension through questioning. setting more detailed and complex tasks.
- tackling objectives from older year groups e.g. using varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability.
- Able, gifted and talented children working with less able children gives the former the opportunity to explain concepts and key learning to their peers, which is very powerful for both parties.
- giving able, gifted and talented children opportunities for leadership (e.g. **School Council**, House captains)

- encouraging able, gifted and talented children to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.
- enrichment tasks which involve opportunities to broaden the child's skills and understanding and extension tasks to increase the depth of study in a specific area.
- able, gifted and talented pupils are encouraged to, use their initiative, explain their reasoning, formulate questions and to solve problems

SMSC

- regarding the pupils' Spiritual, Moral, Social and Cultural Development

LPEB is open to children of all faiths. Each individual is encouraged to behave in a natural, happy and responsible way and to be mindful of the needs of others. We are a welcoming community, open to all, regardless of race, colour, religion or creed. The School has a fundamental base of 6 core values called 'Our Golden Rules', which are intrinsically linked to spiritual, moral, social and cultural development. These are: Kindness, Honesty, Respect, Working hard, listening to others, being helpful. Our ethos, aims and values actively support the upholding of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs; British values which we cherish, equipping pupils for life in modern Britain.

AIMS

To give guidance to staff about the ways in which they should help foster the spiritual, moral, social and cultural development of all pupils and support the School Values.

To focus on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

To support pupils to embrace diversity and to guard against discrimination of any groups of people, pupils or adults, including those listed as having "Protected Characteristics" as identified in the Equality Act 2010 and its Schedules: disability, ethnicity (including gypsy and traveller groups), gender, gender identity and transgender, faith, religion and belief, marriage and civil

partnership, sexual orientation, pregnancy and maternity, age. In this way we aim to offer equality of opportunity for all.

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school and awareness of Social, Moral, Spiritual and Cultural (SMSC) principles should filter down and be a fundamental part of the school philosophy.

Of particular importance in promoting SMSC development is the example set by adults in the school, the quality of relationships and the standard of assemblies.

BACKGROUND INFORMATION AND DEFINITIONS BACKGROUND INFORMATION AND DEFINITIONS

Spiritual development relates to the quest of Spiritual development identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' is not synonymous with 'religious'. Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability Moral development to make judgments about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgments about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general. The system of rules and codes of behaviour is an important introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abi Social development lities and qualities that students need to acquire if they are to play a full and active

part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Development in this area enables pupils to become conscientious participants in their house groups (Nightingale or Charlemagne), the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires. The school, but in particular the classroom, provides a suitable environment for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development refers to the development of Cultural development knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups. At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others. In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts are those used more frequently.

ASSESSMENT It is difficult, if not impossible, to administer tests or to make precise formal assessments about the four aspects of SMSC development. However, it might be helpful to set down some aspects of behaviour which indicate development is taking place.

SPIRITUAL DEVELOPMENT

Our aims for spiritual development are to help pupils develop:

- a sense that they belong to a universe that is bigger than themselves and their immediate concerns.
- an awareness of the past

- a sense of optimism, or at least equanimity, about the future
- an ability to trust

Within the curriculum departments should seek ways to encourage pupils to:

- use their imagination in solving problems and empathising with others;
- develop a spirit of enquiry and open-mindedness
- feel comfortable with discussions about the holy or the sacred
- develop an awareness of order and pattern in the world • respect the integrity of each person and their differences
- explore instances of symbol, image, allegory and metaphor in the curriculum
- explore what commitment means

Beyond the formal curriculum, the school will:

- encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses
- treat pupils, staff, principals and visitors with respect, regardless of personal feelings
- Visit and different places of worship and learn about different religions as part of the RE curriculum.

MORAL DEVELOPMENT

Our aims for moral development are to help pupils:

- distinguish between right and wrong
- respect the law
- understand the principles lying behind decisions and actions

- be able to take moral decisions for themselves, and not be swayed by peer pressure
- assume moral responsibility through belief and conviction Therefore, we want them at all times to:
 - tell the truth
 - respect the rights and property of others
 - fulfil commitments, readily
 - help those less fortunate than themselves
 - act considerately towards others
 - take responsibility for their own actions
 - exercise self-discipline
 - develop high expectations
 - develop positive attitudes
 - conform to rules and regulations for the good of all
- seek to understand and develop worthwhile relationships with their peers, their teachers and other adults in the community

SOCIAL DEVELOPMENT

Our aims for Social Development are to create an environment in which pupils feel ready, willing and able to:

- relate positively to others
- participate fully and take responsibility in the classroom and in the school
- use appropriate behaviour, according to situations
- engage successfully in partnership with others and work as part of a group
- exercise personal responsibility and initiative

- understand that, as individuals, we depend on family, school and society • show sensitivity to the needs and feelings of others
- develop an understanding of citizenship and experience being part of a whole caring community
- realise that every member of the community has a worthwhile contribution to make
- develop resilience and a growth mindset towards tackling challenges

Provision for Social Development

a) within the curriculum within the curriculum within the curriculum:

- in all lessons pupils must be taught and encouraged to listen to and respect the viewpoints and ideas of others
- good behaviour is praised positively and rewarded publicly

b) beyond the formal curriculum beyond the formal curriculum beyond the formal curriculum:

- in houses, games and activities, pupils must be taught and shown how to work together in groups, and to be inclusive and supportive of others
- through the School Council to enable pupils of all ages to participate in the running of the school - in progress.
- through the relationships between staff and pupils to foster a respect for the individual, as long as their actions do not undermine the community as a whole

CULTURAL DEVELOPMENT

Our aims for Cultural Development are to help pupils to:

- develop a sense of belonging to their own culture and be proud of their cultural background
- respond to cultural events
- share different cultural experiences

- respect different cultural traditions
- understand codes of behaviour from other cultural traditions • develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc
- develop a love of learning
- build resilience to radicalisation and challenge extremist views whilst still appreciating the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- be aware of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Provision for Cultural Development

a) within the curriculum:

- in all lessons acquiring an understanding of the contribution of British thinkers to the subject being discussed
- in all lessons understand the importance of the work done by people from other cultures in bringing us to our current understanding of the subject being discussed
- in Music, RE and Art, undertake a study of other cultures and their forms of cultural expression
- within RE and PSHE, discuss and explore differences, similarities, equal rights, peer pressure and discrimination
- teach pupils about the main public institutions within the UK and their relationship with the institutions in the wider world, particularly the UN and the EC.

b) beyond the formal curriculum:

- the school will provide opportunities for all pupils to attend musical and theatrical events

- the opportunity will be provided for pupils to take part in a wide variety of cultural events including concerts, theatre, choral singing, book clubs, poetry readings
- school trips will give pupils sometimes profound experiences of other cultures
- charity links will enable pupils to think beyond their own culture and share the aspirations of people in a variety of different cultures

SRE - Sex, Relations Education

AIMS OF SRE

It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It prepares children for the changes and challenges of puberty and allows them to consider the responsibilities of adulthood. It also teaches about reproduction and sexual health but does not promote early sexual activity.

Why should it be taught in school?

SRE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. SRE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to sexual health and well-being. Wide ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss relationships and sex with their parents, many parents and children prefer the school to take a lead and

provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

What does the School want SRE to do for the pupils?

SRE will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the children
- include the development of communication and social skills
- encourage the exploration and clarification of values and the development of positive attitudes

Through SRE we want to ensure that the children:

- develop confidence in talking, listening and thinking about feelings, friendships and relationships
 - are able to name parts of their body and describe how their bodies work
 - can protect themselves and ask for help and support
 - are prepared for puberty
- learn about the nature of marriage/stable relationships and their importance for family life and the bringing up of children
- understand and respect different types of relationships, including friendships, family relationships and dealing with strangers
- understand the characteristics of healthy relationships
- understand how relationships may affect mental and physical health

and in KS2:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- understand the law regarding the age of consent and the arguments for delaying sexual activity to maturity and within a loving, responsible relationship

- are aware of online safety with regard to forming relationships
- understand the reasons for protected sex, avoiding casual sex and the importance of sexual health
- understand and respect all sexual orientations
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others
- communicate effectively
- have sufficient skills and information to be able to protect themselves

ORGANISATION AND PLANNING

SRE is not taught in isolation. It is rooted in the PSHE programme and the Science curriculum and it is supported by the whole School's ethos.

The Deputyhead works with the teachers to plan the SRE curriculum. The deputyhead teacher is responsible for monitoring its delivery.

The compulsory part of SRE is taught through Science lessons in line with the Science National Curriculum. The Science National Curriculum requires that in YR, Yr1 and Yr2 pupils are taught:

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans and other animals
- that humans and other animals can produce offspring and that these offspring grow into adults
- to recognise similarities and differences between themselves and others, and to treat others with sensitivity.

In Years 3 to 6 the following concepts are revisited as part of the compulsory Science curriculum:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle
- about the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation

Where any of this information or these topics are introduced through the RSE syllabus earlier than the year designated by the Science syllabus, parents have the right to withdraw their children from the lessons.

CONFIDENTIALITY

The best interests of the child are our main concern. Children have a right to expect school to be a safe and secure environment. Teachers need to be aware that effective SRE can lead to disclosures from pupils that may be a child protection issue. Key points:

- The school has in place a Safeguarding and Child Protection policy and a Confidentiality policy.
- Teachers cannot offer or guarantee unconditional confidentiality.
- Only in exceptional circumstances will the school handle information without parental knowledge
- Children will be encouraged to talk to their parents or carers. If a teacher has to pass information on to parents, the child will be informed first and supported as appropriate.
- Any visitor from an outside agency involved with pupils in SRE will be made aware of the confidentiality rules and whom to approach on the staff with concerns.

British Values

At LPEB, in line with DfE legislation, we:

'promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

We explicitly and actively teach our school values. Our provision is values-based. Our school values are 'Kindness', 'Honesty', 'Respect', 'Good Listeners', 'Helpful', 'Hard Workers'.

Examples of active practice reflective of the above are outlined below:

Democracy

We specify time during the PSHE curriculum to discuss and explore the basis on which the law is made and applied in England. Each year, pupils decide on class rules within their class to create a positive learning environment in which everyone is valued and respected. Pupils have many opportunities for their voices to be heard. We are currently starting our 'School Council' with representatives of every class being voted for by their classmates. They can effect change in the school by bringing forward ideas from their peers, discussing with the School Council and presenting suggestions to the deputy head teacher. We also have a range of roles of responsibilities, including Park partners and House Captains.

We encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The Rule of Law

Honesty is one of our School Values and this is explicitly taught through PSHE in class and our assembly programme. Rules which govern the class, school and the country are reinforced regularly when opportunities arise in the curriculum and through behaviour guidance and assemblies. Children are active participants in our recognition and consequences process which is fair and consistent for all. Pupils understand the difference between right and wrong, and strive to let this guide them. Visits to school by authorities reinforce this aspect. We have built up strong links with the local police department in Ladbroke Grove to support this.

Individual Liberty

Pupils are actively encouraged to make choices and take decisions knowing that they are in a safe and supportive environment, as well as to comprehend and exercise their rights.. Our teaching gives many opportunities for enquiry based and collaborative learning, with associated challenge, decision-making and risk taking. Our extra activities programme is exceptionally wide-ranging and as such pupils have much choice.

Mutual Respect

Respect is another of our School Values and this is explicitly taught during PSHE, assemblies and our RE curriculum. Pupils learn that their behaviour has an effect on their own rights and those of others. Our Golden Rules expects all members of the school community to treat each other, and those in the wider community, with respect. The School goes to St Clements and James Church regularly for an act of worship e.g. Christmas. Pupils are taught about other religions through our RE curriculum, and e.g. visits to local places of worship (whole school trip to the Central London Synagogue last year and we will be going to the Mosque this academic year) and presentations from parents about their religion (e.g. talk by a parent on Hanukah). We have a strong charitable focus and the pupils engage in awareness activities for example: The Hunger Race, raising money for the food bank. Our staff model tolerance and respect and we always look for opportunities to learn from other cultures. The school precludes the promotion of partisan views in the teaching of any subject in the school.

Extra-Curricular Activities

At LPEB it is important that we provide extra-curricular activities for our pupils are a way to support the children's passion for learning and enjoyment of school. As we are a language specialist school, we attract lots of families with additional languages so we aim to embrace the different mother tongues by organising after school lessons in these languages, for example: Russian and Italian. It is also important for providing after school care as lots of parents work. We provide a wide selection of activities that mainly take place after school or during lunch time recess. The list is as follows:

Music (Daily)

Dance (Thursday)
Arabic (Weds)
Coding (not this term)
Creative Writing (Tues)
Stem (not this term)
Young Engineering (not this term)
Art (Tues)
Italian (Mon)
Russian (Tues)
Gymnastics (Mon, Fri)
Tennis (Tuesday lunch)
Yoga (Thursday)
Sophrology (Weds)
Wednesday Club

A list of the club options is emailed to parents in week 1 of the year with times and days. We are always open to suggestions/ parents preference for timings. Each club is up to 60 minutes long and needs 5 + students in order for it to take place on a weekly basis. Pupils must sign up for the whole term. The cost varies depending on the number of pupils participating and the cost of the teacher, however, we aim to make the clubs as affordable as possible. Where possible, we recruit private teachers from our local area who have been recommended to the school, for example: Dramarama.

Aim to set up online booking and payment system

