



Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

Phone 01233 631259

www.ashfordoaks.kent.sch.uk

Headteacher Gerry D'cruz

Teaching and Learning Policy

(May 2018 update)

Written by	Andrea McCluskey	Signed
Date approved by Governing Body		

Introduction

At Ashford Oaks Primary School, we believe that children learn in a caring and fun environment. EVERY child should feel valued, included and secure. Their physical, emotional, social and cultural education is as important as the National Curriculum.

We strive to be an 'outstanding' school. In order to achieve this we recognise that children's self-esteem is paramount to their learning. To ensure children are motivated and achieve high standards, our curriculum is exciting, stimulating, broad and balanced.

The quality of our teaching is the most important factor that we can use to influence children's learning. To combat the disadvantage that many of our families face and the low starting points of many of our children we ensure that they get the highest possible quality of teaching, through monitoring and rigorous performance management of all teaching staff.

We recognise parents as the children's first teachers. Much learning takes place outside the school and the importance of a strong link between home and school is essential.

Aims

- To improve the quality of learning and pupil achievement by creating an interactive, E-confident learning environment where pupils' talk is encouraged and valued.
- To implement the agreed 'good practice grid' based on OFSTED criteria in respect of teaching and learning, particularly prioritising speaking and listening strategies and catering to different learning styles. Drama strategies and talk partners are to be utilised as frequently as possible.
- To ensure consistency and progression across the school.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice.

This teaching and learning policy has been approved by the staff and Governors of Ashford Oaks Primary School and will be reviewed annually. The policy is intended to promote consistency and high standards towards achieving the school aims. It is a practical, working document and will continue to develop over time.

Our approach to collaborative learning

Working together is at the heart of our ethos at Ashford Oaks. All staff are organised into teams. The majority of our teaching staff are allocated to 'Year Group Teams'. These consist of a group of 2 or 3 teachers with their Teachings Assistants. These groups plan and teach together and are responsible for the whole year group. However, in 'Read Write Inc' and 'Success for All' children may be organised across year groups and assessment information fed back to the relevant year group teachers.

Please see appendix 12 - Working Together at Ashford Oaks.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson

Through the teaching expectations and our curriculum our aim is the children of Ashford Oaks meet the above expectations. We aim to achieve this through the curriculum (PSHE, Character Values, Co-operative learning) and consistency set out in this policy.

This policy is arranged under the following headings:

Classroom organisation and display

Classroom management. Expectations and routines.

Planning

Teaching

ASD

Monitoring/ assessment cycle

Fire information

Classroom organisation and display

There should be clearly defined areas with the classroom, where either equipment is located or an activity takes place.

1. There should be labelled areas/displays for English, Maths, and Science particularly to reinforce key vocabulary.
2. The Grapheme chart should be displayed in a central position.
3. A vocabulary board specifically to the teaching of SFA or RWinc. It should be constantly referred to and high frequency and key vocabulary displayed.
4. There should be central classroom organisation board which includes the following:
 - Class subject timetable
 - Ability or mixed ability groupings
 - Classroom computer timetable (if desired)
 - Talk partner pairings
5. Children's trays must include word processed name labels to ensure good presentation.
6. **Classroom resources should be well organised:**
Pencils, crayons etc. should be centrally located in one place or be shared on tables. Pencils should be kept sharpened.
General stationery should be labelled and accessible using *communication in print* e.g. plain paper, lined paper and scissors.

Children's books and folders should be kept in a central location and not in individual trays.

Teachers should clearly label children's books with both names, subject and class. Children should not label their own books. Teachers will be provided with a set of book labels by the admin team.

Rooms will be organised to allow easy access and movement in class. Tables should be organised to ensure that co-operative group work (no more than 5 children) can be carried out. Seating can be organised into rows if the activity requires such an arrangement.

Tables should be arranged so that all children can see the whiteboards from where they sit. Carpet sessions should include big books, enlarged texts or tests displays on the interactive whiteboard in order that visibility is assured.

All children should have access to adequate table and work space.

Tidiness

The classroom must be tidy and should not have a cluttered appearance.

Only resources that are regularly used should be kept.

Teachers should allow enough time at the end of the day to tidy the classroom. Children should clear floors, tables and stack chairs. Everything should be returned to the correct location within the classroom.

Children's trays should be checked regularly to prevent the accumulation of paper and objects.

Teachers should ensure that their desk, if they have one, is also cleared and tidied each day.

Display

The main purpose of displays is to value the work of the children and to provide stimulating information for them. All children should have their work displayed at some time in the school year.

Displays should be of good quality and refer to the following aspects:

- Subject specific assistance like number lines and multiplication tables
- Marking guidelines
- Celebration of recent pupil work accompanied by a short explanation to show process and some reference to national curriculum levels to show progression
- Examples of 'good practice' to set standard for recurrent work or for current work
- Stimulus displays relating to current topics- class topic should be evident
- Boards must be backed before work is mounted and a neat border of complementary colour used to enhance the appearance of the work
- Resources and materials clearly labelled
- Lettering for display must be IT produced unless lettering adds to effect of display (painted for Art)
- Children's work must be displayed attractively to show its value and purpose and encourage achievement. It should be easily read e.g. through word processing or enlargement on the photocopier
- Labels should be used to explain the display and the stage the pupils went through in producing work
- Corridor displays will cover the full range of National Curriculum work *with a focus on writing outcomes*.
- Corridor displays (not core subjects) should be changed 2 times a year
- Hall or corridor displays should include class name and year group
- Where possible, artefacts, natural objects, 3D work, fabric should be used to enhance displays
- Worksheets should be avoided as part of the display
- Digital photographs of final work, particularly 3D work or to show the process should be encouraged

Working Wall Examples- Maths



Maths Working Wall January onwards



Classroom management, expectations and routines

Children should be trained to be classroom monitors, responsible for proper upkeep of resources.

Teachers should not be desk or computer based when carrying out their teaching unless the computer is being used as a teaching tool.

There should be dictionaries and thesaurus in the classroom and children should be trained and reminded to use them, especially as they move up the school. Children should be encouraged to create their own glossaries/dictionaries for different word classes (KS2 only).

There should be book marking of a high standard (see appendix one, Marking Policy and codes)

There should be an attractive reading corner in each classroom. This should contain a variety of books, reading materials, dual texts, caption notices, pupil made books and class made books. The books should be clearly labelled and displays could include illustrated book reviews, 3D characters. Word banks should be clearly displayed in the classroom (see monitoring checklist, appendix three)

Big books should be stored neatly or returned to Library area.

The date and WALT should be written on the interactive whiteboard every day. The whiteboard should be used as a teaching and learning tool; pupils should be encouraged to interact with the board.

Termly curriculum leaflets are given out to parents termly.

Expectations

Maintain high expectations of both yourself and all pupils at all times!

Have high expectations of and insist upon the very best of all pupils in relation to:

- Language- **children should be encouraged to speak in full sentences**
- **Partner work should be embedded across the whole curriculum, with no hands up to answer questions.**
- School uniform. It is school policy that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher. If a child continues to not wear correct uniform, the class teacher should contact parents and the Pastoral Support Team.
- Jewellery. For Health and Safety reasons jewellery should not be worn at school. (Small sleepers and studs are allowed as well as watches). If a child wears inappropriate jewellery at school, the class teacher needs to ask the child to remove it and place it in an envelope to be stored in school safe. It may be returned at the end of the school day. (If the child is unable to remove jewellery i.e. hoop earrings, earrings will be taped up and parents contacted at the end of the day.)
- Behaviour, not only within the class but also around the school in general. (See Behaviour Policy, appendix four)
- Co-operative learning environment- children should be expected to share ideas, work collaboratively and use talk partners to answer questions. There is a no hands up policy in school for directed questioning. Use numbered heads to encouraged team work, particularly during reading sessions and award team points accordingly.
- Quality and amount of work should be optimised through time targets and sharing expected outcomes.

We should insist upon the same high standards in relation to our colleagues and be positive in professional dealings with others in order to promote a culture of shared learning and respect.

Layout and Presentation of work in exercise books

The following guidelines are to be observed.

The date must be written on the board daily, both in the worded and numbered form.

In year 1, children will be provided with stickers that record the date and WALT.

By the end of year 2 children should be able to write the date in either formats.

From the end of year 2 children begin to write the WALT. From year 3 children do this regularly.

The learning objective (WALT) should be written in children speak. Those children who have

difficulties writing with speed and fluency should not be expected to write full learning objectives. Guidance for Reading work can be found in appendix 14

In year 1 and year 2 children will start a new page for each piece of work. From year 2 if more than half a page has been used, then start a new page, if less then they rule off and continue, by again dating and titling the new piece of work (see presentation appendix five and Six).

Presentation guidelines should be adhered to.

Children to use sharp pencils and rulers.

No felt pens in exercise books. Use coloured pencils for illustrations.

Children can use a pen if they write clear, neat, joined up handwriting. Children ready to write in pen will be presented with one by their class teachers. Neat, cursive handwriting is a high priority for the school (see appendix seven- handwriting policy)

Exercise books are to be kept tidy. No writing, stickers or graffiti on covers.

Be positive in all you do and say!

See appendix 16 for task management board, which supports our ASD children (and others who many need it)

Routines

Teachers need to be in class to receive children at 8:40am. Registration should be completed by 8:50am.

At the end of the school day children are collected from the patio areas (apart from Yr1 who are collected from classroom doors and Bethersden, who are collected from Smarden) and not released until a parent, carer or older brother or sister arrives to collect them (except in KS2 where there is that arrangement to go home alone).

At play and lunchtimes a buzzer signifies the end of play.

The children need to line up outside classrooms (at fire doors) at the end of lunch.

When moving around the school in a line children walk in silence. If not in a line children walk on the left, quietly.

Planning

There are three kinds of planning detailed below: **long term planning, medium term planning and short term planning.**

1. Long Term Planning

- National curriculum 2014, Kent ICT scheme of work, QCA based schemes of work, Discovery RE and PSHE association guidance provide detailed guidance on: expectations, learning objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
- The school has a curriculum map for each year groups (years 1-6), which breaks up the curriculum area into manageable termly blocks, thereby ensuring breadth and balance in curriculum provision and continuity and progression from term to term and year to year.
- The school has adopted the Ruth Miskin Literacy scheme (RWinc) for all KS1 children for reading and as a catch up programme in KS2. KS2 work from the Success For All Literacy scheme for reading. Children in KS1 who complete the RWinc scheme will move onto Success For All.

2. Medium Term Planning

Foundation subject plans are sufficiently detailed to double up as medium term and short term plans.

How Ashford Oaks World Curriculum works

We want to inspire and engage our children and have Literacy at the heart of our blocking system (if appropriate). Therefore teachers follow the following steps to planning the blocks, creating the curriculum overviews.

1. Look at the rationale behind what is being taught, does it interest the children? What do we need to do to meet the National curriculum objectives? Develop an idea. What is the lead subject? What sub subjects link (only 2)?
2. What do we want the outcome to be for the lead subject and sub subjects?
3. How will we engage the children? What will the big Hook be?
4. What visits or visitor will you include?
5. Which character value will be embedded in the topic? Character values are: Resilience (perseverance and grit), Optimism (confidence), Ambition (motivation and drive), Community Spirit (neighbourliness), Respect (tolerance), Honesty (integrity and dignity) and Curiosity (conscientiousness and focus).
6. How will parents be involved? Projects, homework, visits.

This develops our curriculum overviews building long term and medium term plans.

- **SFA and RWinc lesson must be amended by annotating on the manual using post-it notes or by photocopying plans as an assessment to link to future plans.**
- There should be 3 trips a year around the 8 weeks teaching of SFA- Village day, whole school trip and a final trip linked to a curriculum area.

3. Short Term Planning **(weekly plans- appendix eight, foundation subjects and maths)**

The **weekly plans** should:

- Turn the learning objectives from half termly plans into objectives with clear outcomes.
- Identify how differentiation is to be addressed by reference to teaching assistant support, peer support and differentiated activities.
- **Identify the teacher input needed, explanation of key words/ideas and demonstration of skills.**
- **Be annotated and assessed daily to suit the needs of the cohort and annotated to make reference to EAL strategies.**
- Consider ICT links across the curriculum.
- Indicate deployment of additional adults.
- Be annotated and assessed daily to suit the needs of the cohort and annotated to make reference to IEP's and EAL strategies.
- **Identify termly choice homework.**

Subject Leadership

All teachers are responsible for an area of the curriculum. They must monitor this subject checking that curriculum coverage is present in all year groups. They must also produce a subject policy for their subject. A standard foundation subject policy has been developed to cover:

- Roles and responsibilities.
- Teaching and learning.
- Foundation subjects and inclusion.
- Cross curricular opportunities.

- Equal opportunities and health and safety.

Please see appendix 13 for Foundation Policy and information guidance for subject folders.

Timetable

The following subjects are to be taught every week:

Literacy:

- RWinc/ Success For All Reading
- Talk for writing

Numeracy Hour

ICT

PE

French (only in KS2)

Foundation subjects (Science, RE, Art, DT, Music, History, Geography, PSHE) will be taught through our blocking curriculum- Ashford Oaks Curriculum World.

Required subject hours need to be met, though for foundation subjects cross curricular linkages and blocking will ease timetabling difficulties (see appendix nine)

Teaching

At Ashford Oaks Community Primary School we provide a caring, supportive and stimulating environment alongside high quality teaching. To combat the disadvantage that many of our families face and the low starting points of many of our children we MUST ensure that they get the highest possible quality of teaching. In order to achieve this we expect teaching and learning to be good or better in 80% of their lessons as judged using OFSTED criteria. We use a coaching and monitoring procedure to judge quality of teaching **over time**. Observation pro-forma can be found in appendix 10.

An effective teacher:

- Inspires ALL pupils so that they want to learn
- Has high expectations
- Is sympathetic to the needs of all children
- Aims to engage and inspire pupils with enthusiasm, making learning enjoyable
- Enables each child to make good progress by making them aware how to achieve their targets
- Employs a wide variety of interesting teaching methods, taking into account the different learning styles and differentiates teaching to ensure all children are included
- Works in partnership with all support staff to maximise the effectiveness of support in the classroom
- Establishes welcoming and open liaison with parents
- Establishes clear, consistent, realistic standards of behaviour in line with the behaviour policy

Lesson Process

Lesson structure for non RWinc/SFA lesson is 45- 60 minutes UNLESS you are blocking time:

1. Recap from previous learning (using most recent marking comments as teaching points) quick test/questioning/discussion.
Learning objective (WALT) in child speak, fully explained and discussed as well as the success outcomes (WILF).
2. Introduction- about 10 minutes, work with whole class, usually oral using talk partners/whiteboards or show me activities.
3. Main teaching activity- about 30 minutes, work with whole class, group or individual.
4. Plenary session- about 10 minutes, work with whole class.

SET LOTS OF TIME TARGETS TO SUPPORT PACE. PUPILS SHOULD BE CLEAR ABOUT WHAT IS EXPECTED OF THEM IN TERMS OF QUALITY AND QUANTITY.

ASD

Alongside our SEN policy we offer universal provision to support all children, not just our SEN. This involves:

- Using Makaton signs
- Visual timetable displayed in all classrooms
- Consistently implemented behaviour policy.
- Lunch and break club in Ashford International
- Whole staff training
- Steps to success- breaking down tasks into smaller steps
- Targeted teaching through differentiation.
- Concentration aids
- Clever hands and Fizzy
- Sensory circuits
- Using voice numbers
- Writing aids
- Learning environment is not too over stimulating.
- Display that shows which adults are teaching in which class
- Communication in print is used for labelling and for word banks
- Class support box- containing ear defenders, weighted snake and fidget cushions.

We have a number of children who are a part of our resourced provision- Ashford International. On top of our universal off, we provide further support for these children through:

- Teaching assistants
- Task management boards
- Laptops
- Working in small, quiet rooms
- Working in Ashford International
- Rewards charts/reward time
- Work stations
- Lego therapy
- Brain breaks
- Then and now boards
- Chew toys
- 1:1 interventions
- Tailored timetables to individuals needs
- Tailored behaviour management
- Social Stories
- Transition booklets
- Social groups
- Access to specialist teachers- OT and Speech and language.

Educational Visits

At Ashford Oaks, every child goes on at least one educational visit linked to class learning. We also have Yr4 camping and Yr5/6 Residential. A big part of our school is also Village Day, every class visits

the village they're named after.

When any visits take place of adventurous activity in school a RISK ASSESSMENT must be completed.

See appendix 14

Monitoring and Assessment Cycle

Assessment is an essential part of the teaching and learning process.

A good assessment framework raises the expectations of teachers and makes teachers aware of the potentially high standards which their pupils can achieve. It helps teachers to sharpen the focus on what is being taught and why. It enables them to identify strengths and weaknesses in pupils' attainments and to plan the next steps in their learning. It provides the means to chart progress, and makes pupils and their parents clear about particular achievements and targets for improvement.

Appendix eleven clearly shows the plan for the year of monitoring and assessment, outlining teacher observations, assessment weeks and Pupil Progress Meetings.

Pupil Mentoring

All children in the school have a 'child champion'. This could be any adult in the school. Children initially meet their champion and complete an ice breaking activity and then set targets. The target are based on well-being, character values, personal target or a learning target. Once the targets have been set, the child meets with their champion regularly to review and set new targets.

Fire Information

Details on fire wardens and fire procedures can be found in the staff handbook. However listed below are the numbers of where each class must stand on the fire line in the playground.

No 1 = Nursery

No 10 = Brook

No 18 = Wye

No 25 = Charing

No 32 = Pluckley

No 40 = Smarden

No 48 = Woodchurch

No 56 = Tenterden

No 64 = Smeeth

No 72 = Brabourne

No 80 = Mersham

No 86 = Aldington

No 94 = Bethersden

No 100 = Reception Classes.

Health and Safety

Appendix 15 has general risk assessment form for any risk activities and school visits. Must be submitted to Mary for trips, Terry for activities.

HS157

For a small accident/tiny bump on a child you can fill out the accident book in the first aid trolley.

If a child has to be sent home, go to hospital, or you aren't sure whether it qualifies then do a HS157. It is better off to do one. There are potential repercussions for not doing it.

Any staff accident at all has to be filled in on a HS157. This includes anything that occurs at all at school, including when staff are on a school trip or playground duty.

What if a staff member is hurt by child?

Yes you would fill in a HS157 (violent conduct etc).

You need to remember: **you have** to put in Terry's email address under 'personal details' (line manager, Headteacher, etc.) (last screen before you hit submit). This means a copy goes to KCC and to Terry (otherwise he won't know about it).

Link:

<https://kentcc.firmstep.com/default.aspx/Stages/RenderProcess/?ProcessGUID=48380BBF-B4FF-4809-84D8-F289C7279BA9&ReturnURL=%2F&fs2s=W38DoWQ3tFW&fs2c=HSsuhmEbRgi&fs2svr=ec2-46-137-118-171>

Or: <http://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance/accident-reporting>

Arrangements for implementation, monitoring and reviewing of this policy.

This up-dated policy was presented to teachers in Term 1 2014 in a staff meeting. This policy is updated on a termly basis and updates shared and discussed in staff meetings with staff. Updates are pointed out on policy to all staff.



Ashford Oaks Primary School- Marking Policy

Aims

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Principles of good marking

Good marking or annotation of children's work will:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent, regular and reviewed by the teaching team.
- Relate to the WALT/WILF of the lesson but also relate to basic skills in English linked to handwriting and spelling
- Marking is to be done in green pen
- Time for response to marking comments is planned.
- Children to respond to marking and feedback using MiM Purple Pen of Progress.

Early Years Marking

Marking is explained in the Early Years Teaching and Learning policy, showing adult direction and child speech. The policy is different to KS1 and KS2.

Types of Marking

Verbal Feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teaching team should indicate where verbal feedback has been given.

Self-marking / self-assessment

Some children may sometimes be encouraged to mark their own work under their teacher's supervision. Children may also self-evaluate their learning by identifying their own successes and looking for an improvement point. At the end of any written activity, children should be encouraged to draw a face (Yr1-4) or write a comment (Yr5 and 6) to indicate how they feel about their work.

Self-assessment is not used in RWI or SFA as these programmes have their own self-assessment opportunities (verbal feedback and scoring matrix)

Literacy

- Date and WALT at the beginning of every piece of work- following guidance on presentation.
- Green pen will be used for marking.
- If a child achieves the WALT a tick will be placed at the beginning of the WALT.
- If a child does not achieve the WALT, an X will be placed at the front of it.
- For features that achieve the WALT, tick along the work. Bits that you really like or need additional reinforcement can have a double tick.
- Continue to use codes to point about issues with capital letters and spelling.
- Children to respond using purple pen. If the response is correct, the teacher will tick it. If it is incorrect, it will either be corrected or a verbal code will be placed next to it (teacher will verbally explain).
- Green underling can be used to signify anything you wish to be changed.
- Once a cycle of writing, children need to have their work developmentally marked and be given a "Next Steps" comment, which will move the children's learning on.

- When children complete their final published piece- FP will be written on it, no ticks or anything else will be present

Examples:

Why is you're incorrect in your sentence?

Rewrite the following sentence including...

Change the sentence underlined/shown in green to past tense.

What does "cautiously storm" mean? Why has it been used?

Examples:

Why is you're incorrect in your sentence?

Rewrite the following sentence including...

Change the sentence underlined/shown in green to past tense.

What does "cautiously storm" mean? Why has it been used?

Maths

- Date and WALT at the beginning of every piece of work- following guidance on presentation.
- Green pen will be used for marking.
- If a child achieves the WALT a tick will be placed at the beginning of the WALT.
- If a child does not achieve the WALT, an X will be placed at the front of it.
- Children to respond using purple pen. If the response is correct, the teacher will tick it. If it is incorrect, it will either be corrected or a verbal code will be placed next to it (teacher will verbally explain).
- If children self-mark, they use the purple pen to mark.
- Challenge stamps to continue to be used to show children increasing challenge, as well as codes for SIU, WYB and KIS.
- Tick where work is correct.
- Green underling can be used to signify anything incorrect.
- If work is marked and found to be incorrect children should go back and correct.
- Twice a week the children need to be given a developmental or reasoning question to move their learning on.
- Self-assessment will be used in maths, through comments, smiley faces or putting their work into coloured trays (red- need help, yellow- unsure, green- understood)
 - ✓ If WALT is changed during lesson to respond to needs, children to write new WALT in purple pen underneath original WALT or teacher to do so in green.

Examples:

How would you teach this rule to your partner?

I have 5m of ribbon. I cut it into 4 lengths of 80cm. I have 2.2m left. Am I right?

Is 22 a prime number? True or False

A triangle has 4 sides? True or False.

Foundation Subjects (including Science)

- Date and WALT at the beginning of every piece of work- following guidance on presentation.
- If a child achieves the WALT a tick will be placed at the beginning of the WALT.
- If a child does not achieve the WALT, nothing will be placed in front of it.
- Children to respond using purple pen.
- If children self-mark, they use the purple pen to mark.
- Tick where work is correct.
- Green underling can be used to signify anything incorrect.
- If work is marked and found to be incorrect children should go back and correct (closed activities).
- If the activity is literacy of maths based it should be marked in line with maths and literacy above.

- Twice a week the children need to be given a developmental or extending question to move learning on (1 detailed mark and then literacy or maths focus marked).

Examples:

Which countries still exist today?

How does your house differ to a...

What is the capital city of....?

What was your favourite? Why?

Would you like to perform the 12 labours? Why?

What do trees look like in Winter?

What is your favourite season? Why?

Can you tell me a fact about birds?

Tell me the most interesting fact about...?

Do you think he was kind? Why?

Would you like to meet him, why?

Not every piece of work is marked in detail. When work is marked by HLTA, this is shown by a marking stamp 'Marked by TA'.

SIMPLIFIED MARKING CODES TO BE DISPLAYED IN ALL CLASSROOMSCHILDREN WILL RESPOND TO FEEDBACK USING MiM PEN.

When interventions take place outside of the normal lessons, intervention is written in green pen show what the intervention is and who completed it.



Marking KSI

✓ Next to WALT means you've achieved it.

X Next to WALT means you haven't achieved it.

✓ This is good.

// This is very good.

✓ Verbal feedback.

c / © Errors using capital letters (missing or in the wrong place.)

• Full Stops.

(abc) Neat Handwriting

Sp / \$ I've made a spelling mistake.

CT I worked with a teacher.

TA I worked with a teaching assistant.

SG I worked in a small group.



Marking KS2

✓ Next to WALT means you've achieved it.

✗ Next to WALT means you haven't achieved it.

✓ This is good.

✓✓ This is very good.

ⓧ Verbal feedback.

~~S~~ / Ⓢ I've made a spelling mistake.

~~G~~ / ⓖ I've made a mistake with my grammar.

~~C~~ / Ⓢ Errors using capital letters (missing or in the wrong place.)

~~P~~ / Ⓢ Errors using punctuation (missing or in the wrong place.)

Ⓢ I worked with a teacher.

Ⓢ I worked with a teaching assistant.

Ⓢ I worked in a small group.

Twice a day you will have Green Time.

In Green Time you must look at your greens and respond to your teacher's comments using...



The purple pen of progress....

Gives you the power to:

- Respond to teacher feedback.
- Improve the quality of your work.
- Make progress and aspire to be the best you can be.



Appendix 2

Book /date/s looked at					
Presentation					
Label on the front of the book					
Stickers are used for date and WALT.					
In literacy the long date is written.					
In Maths and Science the short data is written.					
Towards the end of year 2 the WALT is written.					
Letters are formed correctly.					
We form our letters correctly and should join them up.					
All Subject Marking					
Green pen will be used for marking.					
If a child achieves the WALT a tick will be placed at the beginning of the WALT. If a child does not achieve the WALT, nothing will be placed in front of it.					
Tick where work is correct.					
Green underling can be used to signify anything you wish to be changed/wrong.					
Children to respond using purple pen.					
Marking- Literacy					
For features that achieve the WALT, tick along the work.					
Bits that you really like or need additional reinforcement can have a double tick.					
Codes are used to point about issues with grammar and spelling.					
When children complete their final published piece- FP will be written on it.					
Within 5 pieces of work the children will be given a “Next Steps” comment, which will move the children’s learning on.					
Marking -Maths					
Challenge stamps to continue to be used to show children increasing challenge, as well as codes for SIU, WYB and KIS.					
If work is marked and found to be incorrect children should go back and correct.					
Twice a week the children need to be given a developmental or reasoning question to move their learning on.					
Self-assessment will be used in maths, through comments or smiley faces.					
If WALT is changed during lesson to respond to needs, children to write new WALT in purple pen underneath original WALT or teacher to do so in green.					
Afternoon intervention are recorded through box, date, initials					
Marking- Foundation Subjects					
If work is marked and found to be incorrect children should go back and correct (closed activities).					
If the activity is literacy of maths based it should be marked in line with maths and literacy above.					
Twice a week the children need to be given a developmental or extending question to move learning on (1 detailed mark and then literacy or maths focus marked).					

Appendix 3

Monitoring of classroom displays/organisation 2016/17

Teacher:

Monitoring Teacher:

Date:

Objective: To ensure consistency in classroom display and organisation throughout the school.

Classroom area	Achieved	Yet to be achieved
Rainbow with named pegs (pegs should have been sent up)		
Core subject working walls and associated key vocabulary . <ul style="list-style-type: none"> SFA- pocket chart, Complex speed sound chart should be in every classroom. The SFA posters need to be displayed in the classroom but do not need to be on the working wall. Literacy working Wall Maths working wall Spelling on pencils 		
Vocabulary is displayed across the curriculum. With Key vocab on Stars.		
Classroom information- subject timetable, group lists, talks partner lists.		
Word process labels on trays.		
Classroom is clutter free.		
Marking Policy displayed		
Presentation expectations displayed		
Front of pupils books have a printed label- Office will do.		
School rules clearly displayed and information relating to rainbow use.		
EYFS- Time out area is clearly identified/labelled.		
Table top vocab/spelling?		
Visual timetable at the bottom of the interactive whiteboard.		
Co-operative learning is visible and used in class.		
Voice level cards.		

'Who's who' pictures – At the entrance to class near the door.		
Makaton poster.		
Communicate in print labels for classroom resources.		
Things to consider: A wall with limited visual stimulation – the workstation area. Key information displayed in similar places so pupils can access it in any classroom – RWi sounds, vocabulary, maths wall etc.		

**Pencil and star templates can be found on the teaching drive:
T:\001. English\2016-2017\Vocab displays**

Ashford Oaks Primary Behaviour and Anti-Bullying Policy Statement

Rationale

At Ashford Oaks we expect every child to progress in their learning in all areas of school life, growing socially, personally and academically. Learning how to interact with others is part of this process. Children learn best if they are clear about what they are supposed to be doing, and when they are consistently encouraged to do this.

Principles

At Ashford Oaks we have these rules:

- *We respect each other.*
- *We care for everybody.*
- *We look after our environment.*

To achieve these we will:

- ⇒ *Be friendly and polite*
- ⇒ *Call people by their preferred name*
- ⇒ *Move around the building quietly*
- ⇒ *Follow directions from staff straight away*
- ⇒ *Look after personal and school property*
- ⇒ *Work hard*
- ⇒ *Be helpful to those in need*

Promoting Good Behaviour

Promoting Self-esteem

It is easier to behave well when you feel good about yourself. We have a supportive school with a caring ethos. We also acknowledge that many of our pupils come from situations that are not. Therefore we actively promote good relationships and positive views of others and ourselves through each class using:

- **PSHCE and Circle time** at least once a week,
 - *encouraging pupils to discuss their feelings*
 - *ways of teaching right and wrong, respect, support and consideration*

Systems for celebrating the positive

It is important that we try to remain as positive as possible at all times. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. It is important that we have mainly systems that are based on rewarding the behaviour and work. These include:

Around the school

- **Pupil of the Week**
 - ⇒ *One child is chosen by each class teacher to receive a certificate in assembly. The children attend a tea party with the Deputy Head, have a special badge to wear and have their names on the newsletter.*
- **Merits for good work**
 - ⇒ *How the houses are doing is on display in entrance hall.*
 - ⇒ *House Reward – points collected for Houses, the challenge is for the house to collect the most points and have their flag raised.*
 - ⇒ *Houses are also celebrated on Sports' Day*

In class

- *The use of circle time to celebrate*
- *Each class has a simple “Rainbow” mounted under the blackboard. Children’s names are written on pegs and all start the day attached to the Rainbow section, which is the expected behaviour. If it is outstanding for them their name is moved to the sun with rays. Pegs are moved with or without comment from the teacher and none is expected from the child. If behaviour is below what is expected the child’s name moves to the cloud.*
- *The rainbow is linked to house points. The amount awarded each day is recorded and on display in each class. If a child finishes the day on the rainbow they receive one house point. The sun results in two house points.*
- *Public display of the names of children who have been praised*
- *Additional group and class rewards decided by the class teacher in conjunction with the children (e.g. table points)*
- *Extra privileges in class e.g. giving additional jobs or responsibilities*
- *For improving pupils, who need regular support and reminders for behaviour, they are put onto a ‘Behaviour Chart’. They collect Smileys to show improving behaviour and are rewarded at the end of a week.*
- *MiM tokens linked to “Making it Matter”, showing good work or attitude.*

What we believe about discipline

Good discipline is achieved through two principles:

- *the self-esteem of children is of prime importance*
- *there is consistency throughout the school*

Rights The rights of the child

Every child has the right to feel safe, secure and happy to achieve this we believe the child must:

- *have clearly defined boundaries within which to live*
- *feel valued, appreciated, and know people who will listen to them*
- *be fairly treated*
- *be spoken to with respect and courtesy*
- *have a learning environment of good quality that is conducive to learning*

Adults working in the school have a right to:

- *be treated with respect and courtesy*
- *feel valued, appreciated, and have access to a line manager*
- *receive appropriate training to enable them to carry out the roles expected of them*

Aims *This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is*

written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self-discipline
- To prevent bullying.

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LEA, governors, parents and carers and others in the community.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.

All the rules have been devised over a period of time after various discussions with the children, to hear their opinions. When these rules are reintroduced to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place.

Penalties

See Appendix 1

Exclusion

This is seen as a last resort and all other sanctions have failed. Only the Headteacher may exclude a child and this is always carried out in consultation with the parents. The Chair of Governors is informed and parents have right of appeal. The exclusion period is at the discretion of the Headteacher and may be from 0.5 day upwards, but will rarely exceed 1 day. The length of exclusion will be related to the misdemeanour and any previous exclusions.

Lunchtime rules & procedures

Lunchtimes are the most susceptible time in the school day for unfavourable behaviour to occur. We recognise this and have taken the following steps to alleviate the situation:

- Provided a play leader on the playground for break and lunch times, to provide games and activities for the children.
- Year 5 and 6 Playground Buddies play with younger children and support peers that are having any difficulties or who may need someone to play with.

Anti-Bullying Policy

Our Beliefs

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

Bullying can take many forms. The 3 main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting or racist remarks
 - indirect - spreading unpleasant stories about someone, excluding someone from social groups

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

Our Aims

- we aim to prevent bullying at Ashford Oaks Primary School
- we aim to give our children skills to deal with conflict
- we aim to raise pupils awareness of bullying behaviour and the school's anti-bullying policy
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- we aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised

Reasons for being a victim may be:

- race/sex/background
- new child in school
- child with family crisis
- disability
- timid children who may be on the edge or outside a group

Bullies make life miserable for many children.

Reasons for being a bully may be:

- victim of violence
- bullied at home
- enjoyment of power/creating fear
- not allowed to show feelings
- copying behaviour at home or on TV
- unhappy
- insecure (coward at heart)
- self-hating.

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and adults.

General statements about bullying:

- boys often bully younger children of both sexes
- girls often use verbal abuse and ostracise from peer group - usually to other girls
- some victims are also bullies
- some victims are treated as culprits
- onlookers are condoning bullying and becoming part of bullying

Early signs of distress:

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting
- cry themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

Sanctions for bullying

- Bullying should be treated in-line with other violent incidents, but additionally other sanctions may be used e.g. keeping the child off of the playground, preventing bully access to the victim.

Our Anti-Bullying Campaign

Prevention is better than cure so at Ashford Oaks Primary School we will:

- be vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

Each class teacher should:

Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with 'bullying'.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to

talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

A record of the incident must be kept in SIMS including - date - time - place - names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.

Serious incidents must be reported to the head teacher or a member of the Senior Management Team.

Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded.

Circle time Circle time is class discussion on a more formal basis when the teacher may ensure that all children have an opportunity to speak and that their contribution is valued. How circle time is organised in every class is left to the teacher's discretion but it is important to have circle times regularly (i.e. at least once a week) and to limit the time available for discussion to ensure that participants don't ramble on! Issues can be raised naturally but also there is room for set topics to be discussed at a given time e.g. behaviour at play-time.

Circle time has an obvious role to play in the National Curriculum as an opportunity for speaking and listening, and as fulfilling an essential part of the spiritual and moral development of young people.

Getting Along Together

In Success for All schools, decision-making and conflict-resolution strategies are taught at the beginning of the year, in all year groups and reinforced through co-operative learning and PSHCE activities. This unit is called 'Getting Along Together' and enables children to learn social problem-solving strategies in all curriculum areas.



During the first couple of weeks of school, the reading curriculum will cover two special units in problem solving. The first unit addresses listening skills; the second unit focuses on conflict-resolution skills.

The social problem-solving curriculum consists of three components.

- 1) **Direct Instruction:** Children being guided by class teacher in how to solve problems.
- 2) **Application:** Children begin to "self-talk" their way through problems using a consistent decision-making model.
- 3) **Practice:** Children frequently practise their problem-solving skills.

After the children have successfully completed the 'Getting Along Together unit'. They move into their Literacy groups. This will either be a Read Write Inc group or a Wings group.

Adults supervising playtimes should:

- Ensure all pupils are supervised at playtimes and lunchtimes.
- Patrol secluded areas such as toilets, corridors, sheds and doorways.

- Observe pupils' play patterns and relationships - note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
 - Encourage children to use the play equipment and quiet areas around the school.

Parents Parents of both the victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents at an early stage is essential. The family of the bullied pupil may wish to involve the police in charging the bullying pupil(s) with assault. This is their right.

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement - e.g. behaviour support service. Parents will be kept informed at all stages.

This policy should be seen as part of the school behaviour policy.

It will be reviewed regularly and where necessary in the light of any changing circumstances.

Restorative Justice Policy

Restorative justice is about REPAIR not BLAME.

At Ashford Oaks we have developed a simple system to help children identify what happened and how to put things right again. There may not be a need to run the process at all if the incident doesn't warrant it, e.g. picking up stones. However, if the incident involves another person (child or adult) it should be used.

We all need to use the same language around dealing with the incident so children know what to expect.

For simple playground incidents there will be no paperwork and the process will be completed from a prompt card that staff have with them on the playground, containing the following questions:

1. What happened?
2. What went wrong? (Did you make a mistake? – if child volunteers information that you can use to help them identify their role in the incident)
3. Who is affected?
4. What do you think should happen?
5. Consequence given (child may not agree at this point)
6. Escalated to PST or SLT if necessary, who will get the child to fill in a further thinking sheet as a record

RJ Prompt Card

Ashford Oaks	
Restorative Questions	
What happened? What were you thinking at the time? (Did you make a mistake?) Who has been affected by what happened? What do you think needs to happen to make things right? Consequence (yellow card/time out/apology) Or escalation to PST/SLT	

Ashford Oaks	
Side 2	
Respect – listening to other opinions and learning to value them Responsibility – taking responsibility for your own actions Repair – discussing how to repair harm Re-integration – working through a process that solves the problem but allows young people to remain in mainstream education	

Below is the further thinking sheet used when the procedure is escalated to PST/SLT level.

Ashford Oaks Primary school

Restorative Justice

This sheet is to be used if the RJ is completed with a member of PST or SLT. Please return the sheet to the Phase PST.

Child's name _____ Child's class _____ Date _____

Other's involved _____

1. Can you say what happened?	
2. What went wrong?	
3. What can you do to make things better?	✓ When completed
a.	
b.	
4. What I have learned from this....	
Parent(s) informed?	



Rewards and Sanctions

😊 Rewards for good behaviour, effort or achievement

Every child starts the day on the rainbow

The rainbow is the expected behaviour

If a child goes beyond expectation their learning behaviour they are moved the sun

Beyond expectation

Children can share good work with adults in the school to develop self esteem

Pupil of the week certificate & celebrated on newsletter

☹️ Sanctions for bad behaviour

Warning

Name is moved to the cloud

Children can move clearly up and down the rainbow, if the behaviour improves a child can move off the cloud and back to the rainbow and even the sun (if learning behaviour is beyond).

Timeout / move within class (length of timeout dependant on age of child/ movement in class dependant on age)

Sent to another class- via Phase Leader- could be to them or placed somewhere else.

Yellow card (PST aware, miss 5 minutes of play)

Red card (miss whole playtime & sent to SLT member or PST, contact parent)

Behaviour contract

Internal Seclusion

Exclusion

Rewards and Sanctions in the EYFS

Rewards for good behaviour, effort or achievement

Every child starts the day on the rainbow

The rainbow is the expected behaviour

If a child goes beyond expectation their learning behaviour they are moved the sun.

Beyond expectation

Children can share good work with adults in the school to develop self esteem

Sanctions for bad behaviour

Verbal Warning

Name is moved to the cloud

Children can move clearly up and down the rainbow, if the behaviour improves a child can move off the cloud and back to the rainbow and even the sun (if learning behaviour is beyond).

Name is moved to thunder cloud

Child is put into time out.

Yellow Card Incidents

Low level disruption

Refusal

Early stages of inappropriate behaviour – spitting,

Red Card Incidents

Behaviour which affects the learning of others

Repeated refusal

Violence

Vandalism

Leaving the classroom

Directed swearing

Abusive language

Presentation of our work- KS1

- *Only our teacher writes on the front of our books.*
- *The date is written at the top of our work (short date for Science and Numeracy).*
- *In Year Two we will start to use a ruler to draw straight lines.*
- *We always use a sharp pencil.*
- *We always form our letters correctly.*
- *In Numeracy we write one number or one symbol in each square.*
- *If I make a mistake I will draw one line through it.*
- *By the end of Year Two we will write the WALT.*



How to present our work in Maths

Draw a margin of **2 squares**

Count **9 squares** in and draw a double margin

Write your date on the **top line**—**UNDERLINE**

Write your **WALT underneath your date**—
UNDERLINE

No : after WALT

Leave **a line** after your WALT

Write your question number in the margin with a .

Write **1 digit** in each box

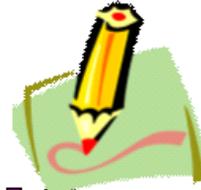
Rule off **under** your last piece of work

If you make a mistake just cross through your **answer**



ALWAYS WRITE IN PENCIL!!





How to present our writing

In SFA, Science, Whizzy Writers, History
and
Geography

Write your date on the **top line**

Write your WALT **underneath** your date

Underline both with a ruler

No : after WALT

Leave **a line** after your WALT

Remember **NOT** to join capital letters

Use your neatest joined handwriting at all times

ALWAYS UNDERLINE WITH A PENCIL!!



Ashford Oaks Community Primary School **Handwriting Policy**

At Ashford Oaks Community Primary School we believe that neat, well formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we are adopting the fully cursive method of handwriting.

There are four main purposes to this policy:

- ☺ To establish an entitlement for all pupils;
- ☺ To establish expectations for teachers of this subject;
- ☺ To promote continuity and coherence across the school;
- ☺ To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

Background

Why is a handwriting policy important for a primary school?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff. Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Suzanne Tiburtius of the National Handwriting Association

Aims:

- ☺ To raise standards in writing across the school.
- ☺ To have a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- ☺ To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

For pupils to:

- ☺ Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- ☺ Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside Literacy lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher:

- ☺ To follow the school policy to help each child develop legible and fluent handwriting.
- ☺ To provide direct teaching and accurate modelling.
- ☺ To provide resources and an environment which promotes good handwriting.
- ☺ To observe pupils, monitor progress and determine targets for development.

Continuity and Progression

Across the school handwriting will be taught discreetly a minimum of twice a week. Where classes need more, more sessions are provided.

Foundation Stage

In Foundation Stage the children develop their gross and fine motor skills through a variety of activities. The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

When practitioners feel children are ready, they will introduce the children to letter formation, with the expectation that all letters start on the line and have a lead in- see appendix for example letters.

Key Stage 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use full cursive handwriting. This is dependent on ability of the child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. The class teachers in Year 1 will model cursive on the board teach skills through discrete class lessons. Correct letter orientation, formation and

proportion are taught in line with the school's agreed handwriting style. In Year 2 the teachers continue modelling and teaching full cursive.

Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style, or specialist handwriting books.
- Children in Year Three, Year Four and Year Five will write with pencils until SLT assess that they are joining competently and consistently. They will then be given a handwriting pen (blue).
- In Year Six children most children will use a handwriting pen.
- Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.
- Pencils will be used in Numeracy or for drawing and completion of diagrams.
- All children in Key Stage Two will practise their letter formation when copying their weekly spellings.

Resources

- Loopy a programme used on Kent Grid for Learning is used to help model the flow of writing.
- RWinc rhymes are used in Reception and Year 1 to reinforce the formation of letters.
- In KS2 handwriting is linked to high frequency spellings and weekly spellings.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the Inclusion leader. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills. Children who are struggling with fine or gross motor skills should be receiving extra support through the programme 'Clever Hands'.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The role of parents and carers

The Foundation Stage teachers play an important role in communicating this at an early

stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality.

All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

Monitoring and Evaluation

- This will be undertaken by the class teacher and will also be assessed as part of each term's literacy writing assessments.
- When undertaking scrutiny co-ordinators will monitor all subjects for neat presentation and the use of cursive writing.

Appendix 1 letter examples



- Each letter starts on the line.
- Each letter is written in one continuous movement.
- Capitals remain the same and are unjoined.

Appendix 8- To be updated further

Ashford Oaks CP School: Foundation Subjects Planning Sheet

Term Beginning:

Class Teacher:

Lead subject		Vocabulary			Sub subject objectives	
Lesson one- ICT research skills on laptops. Recording answers to questions in full sentences. SP&L focus working with others and listening to others.		War Prime minister Germany Axis Allies				
	Whole Class Shared and Guided Work	Differentiated learning			Plenary	Resources
		Group LA	Group AA	Group MA		
Lesson One WALT: to be able to plan an introduction. or pictures relevant WILF: To find answers to questions and write the answers into an introduction.	CT to explain unit of work and expectations. Explain they need to decide how they are going to put the project together - in a folder, book bound or stapled. Show children booklet already made as an example. CT explains we need to know how non fiction books are laid out in order to be able to make one. Look at a range of Non Fiction books not only ones relating to WW2 to see how they are laid out, recap on key features of non fiction books and writing. Tell children they are going to plan their introduction, discuss which things need to be included. Look at PowerPoint - When and where	<i>Ch to work in mixed ability pairs where appropriate to help find key information?</i> Ch. to research/plan their introduction ensuring they cover the key questions. <ul style="list-style-type: none"> - When did the war start? - Who was The British Prime Minister when war broke out? - Who became Prime Minister after that? - Who lead Germany in the war? - Who were our allies/axis? - When did the war end? May want to include map showing allies/axis. CT and TA to move around pairs offering support and gathering SP&L evidence.	Ch. to research/plan their introduction ensuring they cover the key questions. <ul style="list-style-type: none"> - When did the war start? - Who was The British Prime Minister when war broke out? - Who became Prime Minister after that? - Who lead Germany in the war? - Who were our allies/axis? - When did the war end? 	CT to go back to key questions, can children answer them from their notes? CT to model how to write an introduction including the key information they have found out. Children to write a draft of their introduction. CT to support focus group. LA to work with TA. To be given pictures of answers and to stick them in and write underneath what they mean.	Laptops IWB Non fiction WW2 books PowerPoint Pictures of key events.	

Lesson Two WALT: WILF:						
		Key questions	Key questions	Key questions		
Lesson Three WALT: WILF:						
		Key questions	Key questions	Key questions		
Lesson Four WALT: WILF:						
		Key questions	Key questions	Key questions		
Lesson Five WALT: WILF:						
		Key questions	Key questions	Key questions		

<p><i>Website information for any interactive resources- even though links may be in notebook.</i></p> <p><u>Big Maths info/ or separate sheet:</u></p> <p><u>Maths Coverage Objectives - Year ?:</u></p> <p>✓</p>		<p><u>Key Vocabulary</u></p>		<p>Group info- PP children highlighted in red</p> <p>Group A</p>	<p>Group info- PP children highlighted in red</p> <p>Group B</p>	<p>Group info- PP children highlighted in red</p> <p>Group C</p>
	<p>Whole Class Shared and Guided Work</p>	<p>Differentiated Learning</p>			<p>Plenary</p>	<p>Resources</p>
		<p>Group A</p>	<p>Group B</p>	<p>Group C</p>		
<p>Monday</p> <p><u>WALT:</u></p> <p><u>WILF:</u></p>	<p>Big Maths:</p> <p>Learn-its:</p> <p>-----</p> <p><u>Input:</u></p>					
	<p>Key Questions:</p>	<p>Key Questions/ Mastery focus:</p>	<p>Key Questions:</p>	<p>Key Questions:</p>		
		<p><i>How are the children working? With TA, CT, IN</i></p>	<p><i>How are the children working? With TA, CT, IN</i></p>	<p><i>How are the children working? With TA, CT, IN</i></p>		
<p>Tuesday</p> <p>WALT</p> <p><u>WILF:</u></p>	<p>Big Maths:</p> <p>Learn-its:</p> <p>-----</p> <p><u>Input:</u></p>					
	<p>Key Questions:</p>	<p>Key Questions/ Mastery focus:</p>	<p>Key Questions:</p>	<p>Key Questions:</p>		
		<p><i>How are the children working? With TA, CT, IN</i></p>	<p><i>How are the children working? With TA, CT, IN</i></p>	<p><i>How are the children working? With TA, CT, IN</i></p>		

Wednesday WALT <u>WILF:</u>	Big Maths: Learn-its: ----- <u>Input:</u>					
	Key Questions:	Key Questions/ Mastery focus:	Key Questions:	Key Questions:		
		<i>How are the children working? With TA, CT, IN</i>	<i>How are the children working? With TA, CT, IN</i>	<i>How are the children working? With TA, CT, IN</i>		
Thursday WALT <u>WILF:</u>	Big Maths: Learn-its: ----- <u>Input:</u>					
	Key Questions:	Key Questions/ Mastery focus:	Key Questions:	Key Questions:		
		<i>How are the children working? With TA, CT, IN</i>	<i>How are the children working? With TA, CT, IN</i>	<i>How are the children working? With TA, CT, IN</i>		
Friday WALT <u>WILF:</u>	Big Maths: Learn-its: ----- <u>Input:</u>					
	Key Questions:	Key Questions/ Mastery focus:	Key Questions:	Key Questions:		
		<i>How are the children working? With TA, CT, IN</i>	<i>How are the children working? With TA, CT, IN</i>	<i>How are the children working? With TA, CT, IN</i>		

	Monday	Tuesday	Wednesday	Thursday	Friday
Pupils not attaining learning objectives/ children who need catch up or pre-teaching:					

Timetable

	Mon		Tues- Thurs		Friday
8:40-8:50	Handwriting	8:40-9:00	Handwriting	8:40-9:00	Handwriting
8:50-9:20	M&G	9:00-9:10	M&G	9:00-9:20	Assembly
	Mindfulness	9:10-10:10	Session 1	9:20-9:30	M&G
9:20-10:20	Session 1	10:10-10:30	Assembly	9:30-10:30	Session 1
10:20-10:35	Break	10:30-10:45	Break	10:30-10:45	Break
10:35-11:00	Session 2	10:45-11:10	Session 2	10:35-11:00	Session 2/KS2 French
11:00-11:10	Brain Break	11:00-11:10	Brain Break	11:00-11:10	Brain Break
11:10-12/12:30	Session 3	11:10-12/12:30	Session 3	11:10-12/12:30	Session 3
12/12:30-1/1:15	Lunch	12/12:30-1/1:15	Lunch	12/12:30-1/1:15	Lunch
1/1:15-1:15/1:30	Quiet Reading	1/1:15-1:15/1:30	Quiet Reading	1/1:15-1:15/1:30	Quiet Reading
1:15/1:30-2:15	Session 4	1:15/1:30-2:15	Session 4	1:15/1:30-2:15	Session 4
2:15-2:50	SFA/RWI	2:15-2:50	SFA/RWI	2:15-2:50	SFA/RWI
03:00	End of Day	03:00	End of Day	03:00	End of Day

Blocking

Week starting	4 th Sept*	11 th Sept	18 th Sept	25 th Sept	2 nd Oct	9 th Oct	16 th Oct	Half Term	30 th Oct	6 th Nov	13 th Nov	20 th Nov	27 th Nov	4 th Dec	11 th Dec	18 th Dec*
	Getting along together Listening skills	Art 2 Weeks		Science 3 Weeks			British Values Harvest		Music 2 Weeks	History 3 Weeks				PSHE Friendship	RE 2 Weeks	
							RE Day Mon 16 th									

RE- 5 days needed

Week starting	4th Jan*	8th Jan	15th Jan	22nd Jan	29th Jan	5th Feb	Half Term	19th Feb	26th Feb	5th March	13th March	20th March	27th march
	Geography 2 weeks		Science 2 Weeks		Music 1 Week	DT 2 Weeks		DT	Music 1 Week	Book Week 7th- book fair	Science 2 Weeks		Dance 1 Week
		Sport Day Friday 12th Jan	RE Day- Friday 2nd Feb			ICT E-safety day 06/02/2016				RE Day Monday 5th			

Week starting	16th Apr	23rd Apr	30th April	7th May	14th May SATs	21st May	Half Term	4th June	11th June	18th June	25th June	2nd July	9th July	16th July*
	History 2 Weeks		Art & DT 3 Weeks			Science 2 Weeks			Geography 2 Week		PSHE (Sex Ed) Village Days	Science 3 Weeks		
			Sport Day Friday 18th			RE Day Mon 21st			RE Day Fri 22nd		Sports Day	RE Day Mon 3rd	Sport Day Mon 9th	

Ashford Oaks Primary School

Observation Form

Observee:					Date:
Obs Duration:		Observer:			
Strengths					
Development					
Name & RAG	Name & RAG	Name & RAG	Name & RAG	Name & RAG	Name & RAG



Phase Leader please come and see me for details <input type="checkbox"/>	Discussion with observee to take place within two days and form passed to Ellie
Comments from discussio]	
Please sign to acknowledge the discussion with observee/s	



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Working document updated termly	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
LESSON OBSERVATIONS	Drop in lessons- completing classroom audit All teachers observed by SLT. Monitoring of RWinc groups/ tutoring	All teachers observed by SLT. Drop ins to lessons. Monitoring of RWinc groups/tutoring and SFA	Drop ins to lessons- completing classroom audit All teachers observed by SLT. Monitoring of RWinc groups/tutoring and SFA	All teachers observed by SLT. Drop ins to lessons. Monitoring of RWinc groups/tutoring and SFA	All teachers observed by SLT. Drop ins to lessons. Monitoring of RWinc groups/tutoring and SFA	Drop ins to lessons- completing classroom audit All teachers observed by SLT. Monitoring of RWinc groups/tutoring and SFA
INFORMATION FROM CHILDREN	Pupil voice- settled into new class		Pupil voice- attitudes to school	Pupil interviews- targets/behaviour Pupil interviews- Attitudes to writing	Pupil interviews- attitudes to maths	
SLT MONITORING	Sharing Drop In observations on teams Learning walk check against classroom set up Performance management prep Maths - boys+ PP books and planning Curriculum books variety of abilities and planning Working Walls Term 1 review Target setting	Pupil Progress Performance management Drop ins Environment check- using T&L list /Review of curriculum SFA Books Curriculum planning + Books focus on writing Curriculum Books review against last look- same children Maths planning Maths Books- Look at a variety of abilities.	Drop ins Pupil Premium Maths vs NPP Maths Same step- names to be picked randomly. Last year's books Pupil Premium Literacy vs NPP Literacy Same step- names to be picked randomly. Last year's books Environment walk SEN Maths book and planning. Comparing SBL and Non SBL. SEN Literacy book and planning. Comparing SBL and Non SBL.	Pupil Progress Drop ins SEN Curriculum book and planning. Comparing SBL and Non SBL. Boys Writing PP Review Writing moderation Curriculum planning Maths Moderation	Look at small steps progress-evidence. Maths planning sweep + 3 books to match planning Curriculum planning sweep + 3 books to match planning Reviewing data and action plans SFA book sweep	Maths Books- Marking/progress Boys Writing Curriculum planning + 3 books to support planning SEN small steps progress SFA Books- marking / progress Pupil Progress with Phase Leaders looking at data and planning. Action plan reviews
PHASE LEADERS	Action plans to be written and agreed Following vulnerable groups in lessons- key children Joint drops in with SLT Performance management	Meeting focus- science planning Internet safety day Meeting focus- British values Maths planning Data analysis	Writing exemplar folder NQT focuses- SFA, Behaviour management, Marking, Environment walk Afternoon Observations Data	Pupil Progress Drop ins Book sweep with teams on new marking policy NQT Obs	Drop ins Afternoon Drop ins	Pupil Progress Drop ins NQT Obs Book Sweeps
ACTION PLAN REVIEWS	Phase Leader	Action plans to be written and agreed Maths and Literacy to also be completed	Literacy and Maths Phase Leader	Phase Leader	Literacy and Maths Phase Leader	Phase Leader
SFA OFF WEEKS		23/11/15	25/1/16	16/5/16		4/7/16
TARGETS-CLASS LEVEL	Targets set Pupil check are they given, so they know them, are they challenging?)	Pupil check are they given, so they know them, are they challenging?)	Pupil check are they given, so they know them, are they challenging?)	Pupil check are they given, so they know them, are they challenging?)	Pupil check are they given, so they know them, are they challenging?)	
TARGETS- WHOLE SCHOOL	Performance management for teaching staff Target setting	Pupil Progress Meetings	Performance management interim review for teaching staff (before Feb Half Term).	Pupil Progress Meetings	Pupil Progress Meetings	Performance management review for teaching staff (July). Pupil Progress Meetings
REVIEW RESOURCES				Review staffing Subject bids		
BEHAVIOUR	Lunchtime/break time	Mind sets	Pupil voice- see information from children		Classroom	
CLASSROOM ORGANISATION & MANAGEMENT	Learning walk- displays Classroom audits		Whole school- SLT Classroom audits		Whole school- SLT Classroom audits	
SCHOOL ENVIRONMENT	Health and safety check		Health and safety check		Health and safety check	
ATTENDANCE	Attendance policy EWO meetings					➔
NON TEACHING STAFF	Performance management	Intervention programmes- RWinc/tutoring	Intervention programmes- RWinc/tutoring	Intervention programmes- RWinc/tutoring	Intervention programmes- RWinc/tutoring	Intervention programmes- RWinc/tutoring
PARENTS/CARERS	Parents evening	Interim reports	Parents evening		Interim reports	Reports

GOVERNORS	School Plan- visits	Raise online School Plan- visits	School Plan- visits	School Plan- visits	School Plan- visits	School Plan- visits
SEF/SIP		SEF review Raise online Progress and Impact 1		SEF review Progress and Impact 2		SEF review SATs analysis Progress and Impact 3
Monitoring and evaluation is an on-going process and should be used to inform and shape school policies and development. This is a formal and an informal process. A written report is part of the formal monitoring process. Other informal monitoring observation should also inform decision making.						

Working together at Ashford Oaks

Introduction

This document is written to develop our ideas together about building and working in teams at Ashford Oaks. As this is a key objective for the year that will feature in everybody's performance management we want to try and be as explicit as we can be so that we all have a common understanding. This document will be modified by staff as part of our Teaching and Learning policy and the final copy presented as part of our School Plan to governors

How staff work together

We are arranged in 'Year Group Teams'. These consist of 4 or 5 teachers and TAs working together with up to 60 children. All members of the team have responsibility for all children *everyone else* both academically and pastorally. They should therefore aim to :

- Plan for the needs of the children together. Make sure groups are formed according to ability spanning the whole year group. *Go across both classes*
- Ensure adults rotate around the groups so they get to know all the children
- Group the children in different ways for different lessons – e.g. PE and science
- Adults actually take each other's classes for appropriate lessons
- Collaborate with other year group teams – sharing 'Smarts' by uploading onto the network, assessment and pupil information
- Take responsibility for the discipline of the whole group. Your team of adults should manage the first stages of the discipline policy
- Mark year group books together – to show we are working as a team rather than classes
- Use informal times e.g. all adults take turns at both registers, line up with each other's classes from time to time, sharing a book at the end of the day (different adults within the team).

What will be seen to demonstrate this is working well?

- In pupil progress meetings it will be clear that teachers know about all children
- Planning & Lesson observations will show the children working across the whole year group
- Teachers will be aware that TAs have knowledge of the whole class
- TAs will be observed by the Inclusion Leader and be able to demonstrate good knowledge of all children in the year group.
- TAs will be able to demonstrate during their performance management that they know the children and have an overview of the needs of the whole year group.

Appendix 13

What should be in a Middle / Curriculum Leader's File

Leaders need to feel confident about talking to other professionals including Ofsted inspectors about their area of responsibility. A well organised and up to date file will aid this process significantly. Below is a list of documents which should be included.

1. A copy of the school's current subject policy – dated, with review data.
2. Copy of school plan, highlight relevant subject / phase area.
3. The relevant subject part of the latest Ofsted report.
4. Scheme of work, topic overview showing when the units will be delivered in the year and how these link to the year group objectives.
5. Leader's action plan with appropriate time scales.
6. Most recent audit of resources and current budget allocation.
7. List of pupils in receipt of pupil premium.
8. Data – both progress and attainment. Trend data for the last 3 years. Analysis if ROL/MFSFT. What is the data telling us and what are we doing about it?
9. Evidence of any monitoring – planning, work, scrutiny, lesson observations.
10. Minutes of any meetings.
11. Details on any CPD for yourself/other staff and how this has impacted on provision and outcomes.

Phase Leader Contents Page

- School Action Plan
- Data: All year groups, Trends, Target Setting Data
- Pupil Progress Meetings: Data, Key Issues/Actions, Impact
- Provision Reviews: Data, Book Scrutiny, Observations, Actions
- Pupil Premium Children: All year groups, Provision map for phase
- Other: Master copies, KS meeting notes, orders, CPD

Aspect of management and co-ordination	Current situation
<p>1.Ensuring National Curriculum Coverage.</p> <ul style="list-style-type: none"> • Is there a scheme of work? • Does the scheme of work cover the programmes of study? • Does teachers' planning reflect the requirements of the scheme of work? 	<p style="text-align: center;"><i>Helpful Hints</i></p> <p><i>Is the QCA scheme of work used or is there a scheme of work developed by the school?</i></p> <p><i>Refer to the PoS. QCA SoW teacher guides contain a useful appendix relating elements of the PoS to units of work. Completing a more detailed, school specific checklist is a useful exercise. (See Appendix 2 .)</i></p> <p><i>Monitor medium-term planning.</i></p>
<p>2. Ensuring balance and breadth of curriculum.</p> <ul style="list-style-type: none"> • Is there a whole-school curriculum plan/map showing when each unit/topic is to be taught? • Is implementation of the curriculum map monitored? How and by whom? • Is there a subject specific matter relating to balance and breadth that needs to be monitored? • Is there some way for teachers to show what has been taught rather than just what has been planned? 	<p><i>Do teachers have clear guidelines as to which year and term each unit or topic is to be taught? Does this curriculum map link with units/topics planned for other subjects?</i></p> <p><i>Does medium-term planning show that staff are delivering the units/topics in the terms directed by the curriculum map?</i></p> <p><i>Consider if there are areas of your subject that you need to monitor. These areas may have been identified by an OFSTED inspection, be an issue for development in the school development plan or common areas of weakness (e.g. SC1, RE AT2 learning from Religion or using a range of sources for Historical enquiry).</i></p> <p><i>Can staff report back on how a unit/topic went? A short unit/topic evaluation completed at the end of the work by the class teacher can keep the subject co-ordinator informed about what went well, what needs to change for next year etc. (See section 'Supporting teacher's planning', for further guidance)</i></p>
<p>3. Ensuring consistency of practice.</p> <ul style="list-style-type: none"> • Is there a policy? • Are teacher assessments moderated? • Are there regular staff discussions to share good practice? • Are there opportunities for developing consistent classroom practice? • Are there opportunities to sample children's work? 	<p><i>Is the policy up to-date? Have new members of staff received a copy? Does the policy refer to teaching and assessment approaches?</i></p> <p><i>Consider developing an assessment portfolio with staff to support consistency within school.</i></p> <p><i>For example observing colleagues, working alongside colleagues, demonstration lessons.</i></p> <p><i>Monitoring of children's work provides a useful in sight into delivery of the subject and standards of attainment.</i></p>

<p>4. Ensuring availability and deployment of resources.</p> <ul style="list-style-type: none"> • Are there efficient and effective ways for communicating resource needs and allocating funding? • Is there a suitable quality and quantity of resources? • Are resources available and accessible? • Is storage well organised? 	<p><i>Are there ways of 'booking' certain resources? Is there a system for staff to record when consumables have been used? Does the system ensure there will not be unnecessary duplication of resources?</i></p> <p><i>The resource section on the QCA units of work provides a quick checklist of what staff will require each term. A resource audit is a useful tool for subject co-ordinators planning future purchases and can be used to inform staff of the resources available.</i></p> <p><i>Is there a system for recording who has taken out resources?</i></p>
<p>5. Keeping up-to-date with developments.</p> <ul style="list-style-type: none"> • How is information about DATA and LIN courses made available? • Is the allocation of INSET places based on clear and declared criteria? • Is there an expectation that dissemination takes place after INSET? • Is there a staff library and are the books/periodicals up-to-date? • Are there associations relevant to your subject that would be valuable to join? 	<p><i>How are you informed of available courses?</i></p> <p><i>How can you obtain a place on a course? How can you encourage and arrange for staff to take up courses in areas related to your subject? Is allocation of courses identified by issues for development in the school development plan?</i></p> <p><i>Is this planned e.g. time given routinely during staff meetings?</i></p> <p><i>How are staff made aware of new purchases? How do staff see the LEA subject newsletters?</i></p>
<p>6. Monitoring attainment and progress.</p> <ul style="list-style-type: none"> • Are there clear procedures for assessing attainment? • Does the school have strategies for monitoring attainment and progress? • Where appropriate, are SATs results analysed to identify areas of weakness in the scheme of work? 	<p><i>Do staff know the procedures for recording attainment? At the end of a unit of work? At the end of the year? How is this recorded and passed on to the next teacher? (See Appendix 3 detailing Progression in knowledge, skills and understanding.)</i></p> <p><i>For example, scrutiny of pupil's work, school portfolio, use of teacher assessment results to identify progress, SATs analysis.</i></p> <p><i>Where common misconceptions or problems are identified is this related back to the curriculum provision?</i></p>



Ashford Oaks Primary School Foundation Subjects Policy

Last review: _____ 2018
Next review: _____ 2019

Roles & Responsibilities

The subject leader is responsible for constantly reviewing the long term plans and ensuring that these are carried out in the classroom. Each class will undertake three units a year in accordance with the school topic overview and this will be ensured by the subject leader.

The subject leader's job description can be found in the subject files.

Teaching and Learning

Foundation Subject teaching in our school focuses on enabling children to think with the principal aim to develop their knowledge, skills and understanding in the given subject. The school ensures children have opportunities to examine artefacts and primary sources, as well as visiting sites of significance. In addition, we encourage visitors to come into school and talk about their experiences. The school recognises and values the importance of stories in teaching and regard this as an important way of stimulating interest. We focus on helping children to understand that events can be interpreted in different ways and they should ask searching questions about information they are given.

Foundation Subjects are taught by the class teacher, who is responsible for the planning and teaching of the subject within their class. Each class teacher, in conjunction with the Subject Co-ordinator, will ensure that the relevant areas of study are covered. This will provide opportunities to consolidate learning and to teach new skills through the Key Stages. The school uses a variety of teaching and learning styles in lessons and teachers will use a balance of teacher prepared materials, published resources, practical tasks, educational visits, occasional homework tasks and internet resources. Teachers ensure that the children apply their knowledge and understanding through a mixture of whole-class teaching, group work or individual activities. Within lessons, children have the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

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

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty where not all children complete all tasks
- providing a range of challenges through the provision of different resources
- using additional adults to support the work of individual children or small groups

Each Coordinator knows where their subject contributes to the Early Learning Goals of development for Foundation Stage.

Foundation Subjects and Inclusion

At our school we teach Foundation Subjects to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. The school strives 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. We also strive to be respectful and sensitive to children's religious and cultural beliefs. To ensure we provide an inclusive environment, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching styles and differentiation, so that we take some additional or different action to enable children learn more effectively:

- **SEN** Foundation Subjects will engage the children in a broad range of activities which involve a variety of methods of communication, e.g. speaking, drama, drawing, making, writing and using ICT. Through the

very nature of these activities all children are included whatever their age or abilities. They can all achieve good results by working to the best of their abilities and aided by careful differentiation and planning by the class teacher.

- **Gifted and Talented** All activities will be taught to stretch the able and support the less able.
- **Gender** Boys and girls must be given equal opportunity in all activities in every lesson. Teachers may, at their discretion, have single gender groups to prevent one gender capitalizing on the learning outcomes.
- **Accessibility** At present Ashford Oaks has few disabled children on its role however they are supported with teaching and learning aids, such as special tools and work places.
- **Ethnicity** Teachers must be sensitive to historical events or key people in history linked to ethnicity and religion. A wide range of cultural images and contexts should be used in lessons, as deemed appropriate.
- **EAL** Children with English as an additional language must be given equal opportunity to access all activities. If vocabulary or understanding becomes a problem, teachers will use picture word cues to help support.

Cross-Curricular Opportunities

Foundation Subjects draw upon and develops skills, knowledge and understanding from across the curriculum areas. It is imperative that care is taken to ensure that activities lead to mutual enrichment rather than mutual distortion. These subjects can make a major contribution to cross-curricular elements in the development of key concepts, skills, values and attitudes. Within our whole school curriculum, strong links can be made with:

- **English** All subjects contribute to the teaching of English by actively promoting reading, writing, speaking and listening (enhancing children's oracy skills through discussion, debate, questioning and drama).
- **Maths** All subjects contribute to the teaching of maths in a variety of ways. Children may enhance their number skills when developing a sense of chronology eg time lines and sequencing events in own lives. Also, children learn to interpret information presented in graphical and diagrammatic forms.
- **ICT** enhances our teaching of Foundation Subjects in a variety of ways: internet, word processing, presentation software, digital camera and video. ICT is used where appropriate to apply and support the development skills in research and recording.
- **PSHE & Citizenship** Children develop self-confidence by having opportunities to explain their views.
- **Spiritual, Moral, Social and Cultural Development** In our teaching of Foundation Subjects we contribute where possible to the spiritual development.

Appropriate Foundation Stage experiences for children pre-National Curriculum will be planned to develop areas.

Equal Opportunities

In rare cases some pupils may be disapplied from aspects of the curriculum. In the majority of cases emphasis will be placed on enabling pupils to access the curriculum through modified teaching styles and in some cases the use of teaching assistants.

Health and Safety

The general and legal requirements for Health and Safety are covered in the school's Health and Safety policy document. School visits relating to Foundation Subjects are subject to risk assessment.

Success For All Book Guidance

1. Presentation in SFA is very important. Date and WALT should be present on all written pieces and on Treasure Hunts.
2. Everything in the books needs to be marked- follow marking policy. Feedback should be given- especially on reading activities if the child has got the question wrong. If verbal feedback is given this should be recorded.
3. If marking with the children get them to correct their work using a MiM pen.

GENERAL RISK ASSESSMENT

Location, activity, or issue being looked at:

Hazard (something with the potential to cause harm)	What could go wrong?	Who may be harmed?	What is done now, that helps control the risk?	Is the risk still high, medium or low?	What extra controls need to be put in place?	By when?	By whom?

Name of Assessor: _____

Date: _____

Review Date: _____

Job Title: _____

Sign here to confirm when all actions have been completed

Task Management Board

Lesson:

Date:

WALT:

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

TYPE OF ACTIVITY: School Trip

Event
(Please Tick)

ACTIVITY LEADER _____
(Name)

DATE OF ACTIVITY _____

YEAR GROUP/S _____ NUMBER OF CHILDREN _____ LOCATION/VENUE _____ TIMES (Depart/Return) _____

Activity Details: (please include any details you would like to include to parents)

COACH REQUIRED YES NO
(PLEASE INDICATE)

NUMBER OF STAFF REQUIRED _____

NUMBER OF VOLUNTEERS REQUIRED _____

Names of staff / volunteers requested/ confirmed			
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

LETTER TO PARENTS REQUIRED Yes No BUDGET _____ RISK ASSESSMENT REQUIRED Yes No DATE SUBMITTED _____
(PLEASE INDICATE) (If YES please see Educational Visit Coordinator)

OFFICE / SLT USE ONLY

SCHEDULED FOR SLT _____ AGREED AT SLT Yes No AUTHORISED BY _____ SLT COORDINATOR _____
(Date) (SLT Initials) (Name)

Names of staff agreed / authorised			
1.	2.	3.	4.
5.	6.	7.	8.

COVER REQUIRED Yes No

Details: _____

Costs: COACH £ _____ ACTIVITY £ _____ ADDITIONAL £ _____ TOTAL COST TO SCHOOL £ _____

Booked: _____ LETTER SENT TO PARENTS _____ ADDED TO SCHOOL CALENDAR Yes No
(Date) (Date) (Date)

DATE OF REVIEW WITH SLT COORDINATOR _____ SLT REVIEW WITH ACTIVITY LEADER _____

Trip Review Sheet

Did all go to plan? Please inc details of improvements / suggestions that could be made for future reference

