

# Bramingham Primary School's Learning Policy

This document is fundamental to the success of everyone at  
Bramingham Primary School.

Within this document you will find what we believe exemplifies  
high quality learning and teaching. This is what everyone  
strives for. Examples are given throughout the document.

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# School Aims

**Understand** the needs of everyone associated with the school

*Meeting individual needs,*



Develop **confidence** and **independence** through the effective delivery of a **broad, balanced** and **creative** curriculum making full use of technologies available within our budgetary constraints



Provide a **positive** learning environment with **mutual respect** between all members of the school



Maintain an **inclusive** environment in which children and staff feel **safe** and **secure**, able to take risks and where **high standards** are expected at all times

*to the best of our ability*



## **Rationale:**

Time spent in primary school is a vital stage in a child's development, laying down foundations for life. As well as providing the child with academic achievement it should be a positive, rich experience for all children. Children should be motivated, happy and feel secure in our school. At Bramingham Primary School we are committed to ensuring that all children experience success whatever their background or previous achievements. The children at our school will be engaged in learning that develops and challenges them and excites their imagination.

We believe that learning is a continuous process, it involves the incremental acquisition of knowledge, skills and concepts, and the development of positive attitudes. Effective learning is achieved through a variety of experiences both inside and outside of classrooms, provided by teachers and other adults. We recognise that the learning process is affected by the child's experiences, what the school provides, the influence of parents/carers and the influence of the community.

## **Inclusion**

**'All people should be equally valued whatever their race, religion, gender or ability'**

This belief is embedded in all we do. Much of what we do and what we decide to do as a staff is not written in policy. There are few decisions which can be made without knowing the child. It is by learning about the child and their needs that we can then begin to address them. The manner in which we do this is to make full use of all people who are in contact with the child, and the child themselves. It is our ethos that makes us committed to providing the best for each child. How this is done will depend on the available resources and the needs of the child, the child's peers and the child's teacher. Great emphasis is put on working with parents and outside agencies, support from the authority is always welcomed and has proved invaluable in the past.

A key to our success is having a committed staff who remain as flexible as is necessary. We have begun to employ staff who have in their job description that they may be involved in working with children who have physical and medical needs. We have a considerable number of teaching assistants who are learning how to deliver the necessary physiotherapy exercises and how to administer various medicines.

Monitoring of different minority groups has shown no trends in test results as yet, but we will continue to monitor and ensure that no one group of children receives less than their full entitlement to all that is on offer at Bramingham.

We have worked successfully with children with challenging behaviour. Strategies are always agreed for each individual child and may differ from child to child. Our discipline policy forms the basis for our strategies but remains flexible to cater for individuals with difficulties over and above the majority of children. Children may be withdrawn from their class to work if they are preventing other children from learning as a result of their behaviour. At all times we aim to be fair and ensure access to the National Curriculum is enjoyed by all. This has involved supporting children at home when they are unable to attend school, applying for additional funding to support children on school trips, allowing children to stay in with a friend instead of playing out on the playground.

Our aim for the future and Bramingham Primary, is that we continue to remain a school which is truly inclusive. We will meet new challenges but we aim to overcome them.

## **Aims of this policy-**

Through the implementation of this policy across the school we aim to offer high quality learning and teaching which raises levels of achievement for all children; enables all children to experience success; and fosters a positive attitude to lifelong learning by:

- Providing a curriculum that excites and motivates the children.
- Valuing the contributions of all learners and by having talk at the centre of learning.
- Providing a variety of learning opportunities and employing a wide range of teaching styles making learning enjoyable, vivid and real.
- Encouraging the children to make links between their learning and to be aware of their own needs as learners.
- Providing access to a balanced curriculum which makes natural links between areas of the curriculum and demonstrates continuity and progression through structured and creative planning, and which covers the programmes of study outlined in the National Curriculum.
- Providing positive role models for the children and enabling all staff to be reflective learners too.
- Stimulating interest and involvement in learning by providing a rich variety of active learning experiences within a high-quality learning environment, carefully chosen educational visits and extra-curricular activity.
- Encouraging high standards and involving children as partners in their learning.
- Meeting the needs of individual children, supporting and extending them through effective differentiation and deployment of resources.
- Encouraging and developing social and moral values, self-discipline and positive behaviour.
- Taking place in an environment in which all adults and children are valued and supported by each other.
- Ensuring equality of opportunity in relation to gender, class, race, special needs, and belief; and valuing and respecting all cultures.
- Working in partnership with parents/carers and the community surrounding Bramingham Primary School..

These aims are not hierarchical.

## Core Principles of Learning and Teaching

**Excellence and Enjoyment** sets out the following core learning and teaching principles in order for effective learning and teaching to take place

- **Set high expectations and give every learner confidence they can succeed.**

This includes

Demonstrating a commitment to every learner's success, making them feel included, valued and secure

Raising learners' aspirations and the effort they put into learning, engaging, where appropriate, the active support of parents or carers.

- **Establish what learners already know and build on it.**

This includes

Setting clear and appropriate learning goals, explaining them, and making every learning experience count

Creating secure foundations for subsequent learning.

- **Structure and pace the learning experience to make it enjoyable and challenging.**

This includes

Using teaching methods that reflect the material to be learned, matching the maturity of the learners and their learning preferences, and involving high levels of time on task

Making creative use of the range of learning opportunities available, within and beyond the classroom, including ICT.

- **Inspire learning through passion for the subject.**

This includes

Bringing the subject alive

Making it relevant to learners' wider goals and concerns.

- **Make individuals active partners in their learning.**

This includes

Building respectful teacher-learner relationships that take learners' views and experience into account, as well as data on their performance

Using assessment for learning to help learners assess their work, reflect on how they learn, and inform subsequent planning and practice.

- **Develop learning skills and personal qualities.**

This includes

Developing the ability to think systematically, manage information, learn from others and help others learn

Developing confidence, self-discipline and an understanding of the learning process.

(Taken from: . Developed from Excellence and Enjoyment: learning and teaching in the primary years )

## Guidelines:

To fulfil the aims of this policy the following guidelines describe how high quality learning and teaching will take place at Bramingham Primary School.

### Staff

All staff have to be exemplary role models and lead the learning within the school. Below are tables highlighting professional qualities and those of learning teachers. This is what all staff strive to be.

<b>Professional Qualities</b> (Hay McBer Report)	<b>Characterised by</b>
<b>Professionalism</b>	
Challenge and support	A commitment to providing all pupils with the opportunities to be successful.
Confidence	The belief in one's ability to be effective and to take on challenges.
Creating trust	Being consistent and fair.
Respect for others	The belief that all individuals matter and deserve respect.
<b>Thinking</b>	
Analytical and conceptual thinking	The ability to think logically, break things down, and recognize cause and effect. The ability to see patterns and links, even when there is a lot of detail.
<b>Planning and Setting High Expectations</b>	
Commitment to improvement	The ability to establish high expectations including a commitment to setting and meeting challenging and realistic targets, for pupils and the school.
Information seeking	The ability to reflect on and evaluate learning and teaching, to be self critical and to keep abreast of current developments.
Initiative	The ability to provide pupils with opportunities to become creative, innovative and enterprising.
<b>Leading Learning</b>	
Flexibility	The ability and willingness to adapt to the needs of a situation and change approach.
Inspiring pupils	The ability to provide direction to pupils, and to enthuse and motivate them to develop their learning. Ensuring that learning is relevant to pupils' wider interests and concerns. Raising pupils' aspirations and the effort they put into learning, engaging the active support of parents and carers.
Passion for learning	The drive and ability to support pupils in their learning, and help them to become confident and independent learners.
<b>Relating to Others</b>	
Impact and influence	The enthusiasm and ability to produce positive outcomes by collaborating with and influencing others.
Team working	The ability to work with others accepting shared responsibility and accountability.
Understanding others	The drive and ability to understand others and communicate with them sensitively. Empathy and the acknowledgement of the views of others.

## Characteristics of learning teachers

Learning teachers	Explanation
... have a lifelong commitment to learning and change	This commitment is evidenced in teachers' willingness to take risks and promote new ideas. There is concern to seek out ways to improve professional growth, including evidence of a system for continuous, inquiry and complex decision-making. They keep up with professional knowledge and new conceptions; they grow personally as well as professionally.
... collaborate with young people and colleagues	Learning teachers create collaborative working relationships with pupils and colleagues. They are able to maintain collegial support groups and manage the classroom in collaboration with pupils. They are able to demonstrate reciprocity, self-disclosure and mutual respect.
... have a commitment to increasing the effectiveness of teaching and learning	This commitment is exhibited in their strong motivation to be involved in things they care about, their ways of creating more adaptive ways of teaching and learning and in their ability to reflect and understand assumptions, beliefs and values. This commitment includes understanding and respecting the diversity of their pupils.
... have a holistic, multi-perspective view of teaching, young people and relationships	Taking a holistic view of teaching and learning requires seeing pupils as whole human beings. Understanding interactions and the impact of interactions upon one's self and others is important as is self-knowledge and the ability to think critically. Teachers who take a holistic view exhibit empathy, flexibility and high levels of humane and democratic values, appreciate multiple possibilities, multiple perspectives and interdependency of relationships. They encourage complex learning



## **Pedagogy: -**

- **Provide an environment in which all adults and children are valued and supported**
- **A wide range of teaching styles will be employed, and provide a variety of learning opportunities.**
- **Stimulate interest, enjoyment and involvement in learning within a high quality learning environment.**
- **Encourage high standards and involve children as partners in their learning .**
- **Provide access to a creative and balanced curriculum, ensuring continuity and progression through structured planning**
- **Meet the needs of individual children, supporting and extending them through the use of assessment and differentiation.**
- **Encourage and develop social and moral values, self discipline and positive behaviour.**
- **Ensure equality of opportunity in relation to gender, class, race, special needs and belief; and value and respect all cultures.**
- **Work in partnership with parents/ carers and the community around the school.**



**1. Provide an environment in which all adults and children are valued and supported by:**

- Developing a positive environment throughout the school.
- Welcoming all children into the classroom at the beginning of the day.
- Staff and other adults providing positive role models of relationships and behaviour (with each other and in the way they interact with children).
- Celebrating children's achievements in all aspects of school life (following agreed rewards and 'Swift' of the week etc), and achievements out of school (clubs etc).
- Making time to listen to parents and carers.
- Taking account of individual family circumstances and how these may impact on the children.
- Providing opportunities for children to voice their opinions (Circle Time, School Council).

Conditions for Learning	Minimum requirements for Effective Learning and Teaching	Requirements for Very Effective Learning and Teaching	Requirements for Highly Effective Learning and Teaching
<b>Ethos</b>			
	Teachers and other adults promote positive attitudes to children and to learning. Relationships are constructive and there is sensitivity to the needs of individuals and groups. Expectations are high for all pupils.	There is a culture of collaborative learning achieved through paired and group work, class discussion, and questioning. A "can do" culture is promoted through the use of positive language.	Children are motivated to be "the best that I can be" within a culture of collaborative learning. Self motivation is based on intrinsic rewards.

**2. A wide range of teaching styles will be employed, and provide a variety of learning opportunities through:**

- The organisation of appropriate groupings to match the purpose of the learning objective- e.g. whole class teaching, pair work, group work, individual activity, ability and mixed ability groupings.
- The use of active teaching methods including demonstration, modelling, practical activity, investigation and problem solving.
- Visual, auditory and kinaesthetic input to engage all children in their learning.
- The use of effective questioning techniques to challenge, consolidate, extend and verify what children know and understand.
- The effective use of technology and a variety of teaching resources.
- Using external speakers and agencies to support the delivery of aspects of the curriculum. (see guidelines)
- The effective deployment of support staff.
- The provision of opportunities for speaking in a range of contexts and for different purposes, such as discussing, hypothesising, agreeing and disagreeing, questioning and reflecting. This will also include the use of drama across the curriculum.
- The development of children's listening skills, including the evaluation of what has been heard, and asking questions to clarify meaning and intention.

Learning and Teaching	Minimum requirements for Effective Learning and Teaching	Requirements for Very Effective Learning and Teaching	Requirements for Highly Effective Learning and
<b>Subject Knowledge</b>	The degree to which teachers have a secure knowledge and understanding of the subject, curriculum areas and content. 		
<b>Range of Teaching Styles and Strategies</b>	Teaching is interesting and varied and involves pupils productively. Lessons begin purposefully and an appropriate pace is maintained throughout. There are appropriate groupings to match the purpose of the learning objective. Pupils are provided with a good model of appropriate speaking and listening, including as a supportive and probing listener. Pupils are given opportunities to develop their skills as speakers and listeners. Pupils are encouraged to talk about their learning and thinking.	Teaching is imaginative and leads to a high level of interest from most pupils. A range of active teaching methods including demonstration, modelling, practical activity, investigation and problem solving are used. Teaching supports the development of independent learning through direct, inductive and exploratory approaches. Pupils are given opportunities to contribute in a variety of ways, to adapt to different circumstances and context with independence and confidence. Pupils are taught the language they need to reflect on their learning.	Teaching is stimulating, enthusiastic and consistently challenging. Visual, auditory and kinaesthetic approaches are used effectively to engage all pupils in active learning and provide for a variety of learning styles. Pupils are encouraged to develop and sustain ideas in talk, to develop active listening strategies and critical skills of analysis, to engage in group discussion and interaction, taking different roles in groups, making a range of contributions and working collaboratively. Teachers consciously develop pupils capacity to learn.
<b>Effective Use of ICT to Support Teaching and Learning</b>	The teacher understands that ICT can enhance learning and teaching. ICT is included in planning and there is clarity about its appropriateness to achieve objectives. ICT is used to replace existing strategies.	The teacher is committed to the effective and appropriate use of ICT to transform their teaching strategies and is confident using a wide range of ICT applications. ICT is embedded into planning and focuses on the application of ICT in a meaningful context. Pupils are encouraged to transfer and apply knowledge, skills and understanding in different contexts to support learning across the curriculum. Teachers regularly assess the effectiveness of their ICT practice and use this to inform subsequent teaching.	Teachers use ICT to teach in a way that would not otherwise be possible. Pupils and teachers use ICT creatively to unlock otherwise hidden opportunities. ICT is used to challenge and inspire thinking by allowing pupils to take the initiative and make decisions about how ICT could be used to support their learning. Pupils use ICT to think in new ways using higher order skills of exploring, questioning, hypothesising and predicting. The use of ICT is tailored and adapted to suit individual abilities with clear targets for progression.
<b>Progression in Key Aspects of Learning</b>	The degree to which learners develop the key aspects of learning- learning and thinking skills (Communication; Application of Number; Information Technology; Working With Others; Improving Own Learning Performance; Problem Solving; Information Processing; Reasoning; Enquiry; Creative Thinking; Evaluation). 		
<b>Questioning</b>	Questioning involves all pupils. It is used to check on prior knowledge, to stimulate recall, check understanding and to focus thinking on key concepts and issues. Questioning reinforces and revisits the learning objective. It engages pupils in thinking for themselves.	Questioning is used to demonstrate connections between previous and new learning. Pupils are encouraged to ask as well as "receive" questions and are encouraged to listen and respond to each other as well as the teacher. Some key questions are planned in advance. Questions are used to lead pupils through a planned sequence that draws pupils to key understanding and increases the level of challenge for individuals and groups of pupils. Pupils' thinking is extended from the concrete and factual to the analytical and evaluative. Information gained from questioning is used in planning future learning. Pupils are given opportunities to respond in a variety of ways. (e.g. use of response partners, whiteboards etc) and are given adequate wait time before responding.	Questioning promotes justification and reasoning, problem solving, speculation, evaluation and the formulation of hypothesis. It promotes assessment for learning - pupils' thinking about the way they have learned.

### 3. Stimulate interest, enjoyment and involvement in learning within a high quality learning environment by:

- Organising and managing the classroom efficiently so that arrangement of furniture suits teaching styles, resources are relevant and accessible, displays are interactive, stimulating and/or reinforce learning.
- Making a brisk start to lessons and working at an appropriate pace.
- Providing sufficient challenge for all children.
- Providing learning experiences that use a variety of strategies that are matched to learning objectives and outcomes including the effective use of ICT.
- Providing opportunities to practise and consolidate skills.
- Teaching thinking skills.
- Using homework effectively to reinforce and/or extend what is learnt in school.

Conditions for Learning	Minimum requirements for Effective Learning and	Requirements for Very Effective Learning and Teaching	Requirements for Highly Effective Learning and Teaching
<b>Physical Environment</b>			
<b>Display</b>	Displays reflect the content and product of children's learning. Learning objectives are displayed.	Displays, posters etc are used to reinforce key questions, concepts, skills, success criteria, rules and routines. Displays include questions and statements. Diversity is visibly celebrated.	Displays are used as an integral part of the learning process, to demonstrate work in progress and the learning process, to stimulate curiosity and new learning. Questions, prompts and vocabulary support pupils' talking and thinking. Achievements are displayed and successes celebrated.
<b>Classroom organisation</b>	Classroom furniture is in good repair and is organised in such a way that all pupils can move around freely and safely.	The layout of the classroom supports interactive and inclusive teaching approaches. It may be varied to meet the requirements of the learning activities, the particular learning needs of the class or of the individuals within.	
<b>Resources</b>	The classroom and other areas in which resources are stored are clean, tidy and free of clutter.	Resources are appropriate, well maintained, labelled, accessible and organised in such a way to enable children to be as independent as possible. Pupils care for resources and where appropriate take responsibility for collecting and returning them. Appropriate learning resources are used to enhance pupils' learning. ICT based resources are organised in a way that promotes appropriate use by teacher and pupils.	Layout and provision of resources supports both independent and collaborative learning. Space is used efficiently to promote seamless working at and away from the computer or other ICT resources.

#### **4. Encourage high standards and involve children as partners in their learning by:**

- Sharing learning objectives, outcomes and success criteria with children.
- Setting targets for children (and with children).
- Providing activities matched to the differing previous achievements of the children.
- Giving clear time frames for completion of activities.
- Having high expectations of both achievement and behaviour.
- Displaying/ sharing examples of high quality work done by children.
- Giving meaningful feedback to children that enables them to know about their achievement and the next steps in their learning, using strategies from Assessment for Learning. (See Marking and Feedback Policy).
- Teaching children to use peer and self-evaluation strategies.
- Providing children with the opportunity to reflect on their learning.
- Giving children opportunities to present their work to each other.
- Providing children with choices in their learning, with opportunities for open ended enquiry and to explore their own ideas.
- Teaching children to work co-operatively and collaboratively (listening skills, taking turns, building on the ideas of others).
- Developing children's independence.

<b>Learning and Teaching</b>	<b>Minimum requirements for Effective Learning and Teaching</b>	<b>Requirements for Very Effective Learning and Teaching</b>	<b>Requirements for Highly Effective Learning and Teaching</b>
<b>Designing Opportunities for Learning for All</b>			
<b>Use of Curricular Targets</b>	Target statements/ key objectives are used to inform teacher expectations. This includes awareness of national expectations at the end of the Foundation Stage and each Key Stage.	Appropriate layered curricular targets are established, e.g. year group, class, group or individual. Pupils are aware of their targets. Teachers regularly review progress against the targets. Curricular targets are reflected in planning.	Pupils are helped to judge the success of their work and to set targets for improvement.
<b>Assessment For Learning</b>			
<b>Sharing Learning Objectives and Success Criteria</b>	Learning objectives are shared in child friendly language.  Success criteria are focussed on learning outcomes.	Learning objectives are displayed and discussed with pupils and reviewed in the plenary. Learning objectives are put into a context that allows pupils to see the "bigger picture" i.e. links are made with prior learning and/or an outline of the whole unit is shared with the pupils. Success criteria for meeting learning objectives are defined and made explicit to the pupils.	Pupils know and understand the learning objective and how they can be successful in achieving this. Learning objectives are embedded throughout the lesson and are referred to throughout questioning, feedback and in the plenary. Pupils may be involved in designing the success criteria linked to the learning objective.
<b>Feedback on Learning</b>	Oral and written feedback is provided to children on their progress. Work is marked regularly and pupils are aware of the overall quality of what they have done.	Marking is linked directly to the learning objective. Success is identified and children are shown where and how further improvements can be made.  The provision of written and oral feedback against success criteria is used to engage children in their learning and inform them of progress towards targets.  Marking gives teachers detailed information about pupils' knowledge and understanding and informs future planning.	Pupils are encouraged to evaluate and improve their work against the success criteria during a learning activity/ the lesson.  Pupils act on feedback from teachers/ practitioners and peers and improvements are evident in their work. Pupils' work receives well focussed diagnostic comments that help them to see how successful they have been in meeting the learning objective, where and how to improve and progress towards their targets.
<b>Peer/self assessment</b>	Pupils are aware of the success criteria and during the plenary begin to reflect on what and how they have learnt.	Pupils work individually or in groups to identify success against the learning objective. Pupils are encouraged to discuss what strategies they use in order to meet the objective. There are frequent and planned opportunities for pupils to reflect on their learning.	Pupils make sensible judgements about the strengths and weaknesses in their work and have ideas about what they need to do to improve. A range of peer/ self assessment strategies are planned and used successfully (traffic lighting, use of exemplar texts, modelling success, self evaluative questions etc).
<b>Conditions for Learning - Attitudes, Routines and Behaviour</b>	<b>Conditions for Learning - Attitudes, Routines and Behaviour</b>	<b>Conditions for Learning - Attitudes, Routines and Behaviour</b>	<b>Conditions for Learning - Attitudes, Routines and Behaviour</b>
<b>Rules and routines</b>	Rules and routines are established, understood and explicitly taught to pupils. They are revisited and reinforced.	Rules and routines are used consistently and provide a "road map" that helps pupils know what to expect.	Familiar routines and procedures are embedded and exploited to extend learning and create opportunities for creative thinking and learning.
<b>Behaviour management</b>	Pupils are on task and inappropriate behaviour is redirected. Pupils are explicitly taught positive behaviours.	Pupils are interested in or excited by their work, behaviour is generally good and pupils are courteous, trustworthy and show respect for property. Appropriate behaviour is promoted through praise. Consequences of inappropriate behaviour are clearly understood and applied consistently.	Pupils are enthusiastic and confident. They show initiative and are willing to take responsibility for their own learning and behaviour.

**5. Provide access to a creative and balanced curriculum, ensuring continuity and progression through structured planning by:**

- Keeping Long Term Plans reviewed and updated regularly and ensure that creative links are made and that ICT is clearly identified.
- Coordinators monitoring the curriculum to ensure coverage of the National Curriculum and continuity and progression throughout the school (some subjects use QCA schemes of work).
- Preparing Medium Term and Short Term Plans (following school's guidelines).
- Making effective use of planning and assessment information.
- Planning and preparing thoroughly and focussing on clearly defined learning objectives.
- Demonstrating good subject knowledge and understanding of the skills, knowledge and concepts that are being taught and developed.
- Keeping support staff fully informed so that they can support children effectively.
- Keeping records of children's achievements, in line with the agreed assessment procedures.
- Liaison between feeder schools, year groups and subsequent schools



Learning and Teaching	Minimum requirements for Effective Learning and Teaching	Requirements for Very Effective Learning and Teaching	Requirements for Highly Effective Learning and Teaching
<b>Designing Opportunities for Learning for All</b>			
Planning <i>Relating to a consistent whole school approach.</i>	Short and medium term planning is led by objectives and outcomes, not solely tasks, and targets are set for groups or individual pupils where appropriate. Activities and tasks are separate and distinct from lesson objectives, but are planned to allow pupils to fully achieve the objective. Appropriate objectives from national frameworks - P Levels, Foundation Stage Guidance, National Curriculum programmes of study and QCA guidance - are used to inform planning.	Success criteria are evident in planning. Planning is adapted and annotated as necessary in the light of ongoing assessment and reflects curricular targets and prior learning. Where appropriate, planning identifies opportunities to reinforce learning through cross-curricular links. Some key questions are planned in advance.	Planning for guided/ group work is explicitly linked to curricular targets for different groups.




**6. Meet the needs of individual children, supporting and extending them through the use of assessment and differentiation by:**

- Taking account of prior learning, matching content appropriately and providing support and extension materials.
- Monitoring individual children's progress through regular assessment and tracking systems.
- Using assessment information when planning the next steps in learning.
- Taking account of IEP objectives when planning for children.
- Identifying more able children and planning activities to extend their learning.
- Planning for the effective use of support staff.
- Monitoring the children within the class and being aware of those that are underattaining and underachieving. (Using target Tracker as a tool to highlight individuals and show individuals on level record forms)
- Assessing the children termly in maths, English and science.

Learning and	Minimum requirements for Effective Learning and Teaching	Requirements for Very Effective Learning and Teaching	Requirements for Highly Effective Learning and Teaching
<b>Designing Opportunities for Learning for All</b>			
<b>Differentiation/Meeting the Needs of all Pupils</b>	Planning recognises the range of learning needs within the class. Suitable learning objectives have been identified and learning activities are differentiated in order to ensure learning for all. Planning and delivery is utilised to include all children in the lesson.	Teaching is based upon thorough and accurate assessment that informs pupils how to improve, work is closely tailored to the full range of pupils' needs, so that all can succeed. The teacher uses a combination of setting suitable objectives, using a variety of teaching styles and employing strategies to overcome potential barriers to learning. Whole class teaching is inclusive and children are encouraged to utilise strategies that encourage independence. Resources are well matched to pupils needs.	
<b>Deployment of Teaching Assistants and Other Adults</b>	Teaching assistants are adequately managed and well informed. They are aware of the lesson objectives and the intended outcomes and are given clear guidance as to their role within the lesson.	The teaching assistant is deployed in order to ensure effective learning across the ability range. Effective feedback mechanisms are in place between the teacher and teaching assistant that inform future planning and teaching. The teaching assistant has had recent and relevant training.	Teacher and teaching assistant work in partnership and operate a shared approach to the teaching, assessment and learning. The teaching assistant utilises a wide range of strategies to reinforce and support learning while encouraging children to adopt independent strategies.

## 7. Encourage and develop social and moral values, self discipline and positive behaviour through - (ECM)

- The teaching of planned P.S.C.H.E. according to the school guidelines.
- Teachers considering the effects of teaching on emotional well-being and promotion of social and emotional skills.
- Teaching and rewarding positive behaviour consistently in accordance with the school behaviour policy.
- Encouraging children to choose appropriate behaviour in all situations and to become good citizens.
- Planned assemblies and acts of collective worship to develop spiritual, moral, social and cultural aspects of the children.

Learning and Teaching	Minimum requirements for Effective Learning and	Requirements for Very Effective Learning and	Requirements for Highly Effective
<b>Development of pupils' self-esteem</b>	The degree to which pupils feel emotionally supported and valued by the classroom ethos, so that they are willing to try new things and learn from mistakes. Pupils are taught to develop resilience and resourcefulness when they encounter difficulties. 		
<b>Safety</b>	The degree to which the classroom is a safe place, where pupils are not at risk from emotional bullying or other fear factors. They are encouraged and able to take risks in their learning and have a go at answering questions and talking in the classroom without fear of ridicule. 		
<b>Teaching of Social, Emotional and Behavioural Aspects of Learning</b>	The degree to which the teaching of social, emotional and behavioural skills is embedded in teaching. 		
<b>Development of Pupils' Social Skills</b>	Pupils are taught to listen to each other, the teacher and other adults. Pupils are supported to learn social skills, including the deliberate naming and coaching of "acceptable" social behaviour. The teacher models a broad range of social skills.	Children are encouraged to empathise and are directly taught a range of social skills to facilitate learning in different social groupings.	Children are self aware and are able to manage their feelings to ensure effective learning.

**8. Ensure equality of opportunity in relation to gender, class, race, special needs and belief; and value and respect all cultures by:**

- Ensuring that all children have access to the curriculum.
- Monitoring the achievements of different groups of children.
- Exploring and valuing other cultures.
- Encouraging children to bring their home culture, interests and languages into school.
- Encouraging parents/carers to share in school their cultures, interests and languages.
- Planned use of the wider community.

**9. Work in partnership with parents/ carers and the community around the school by:**

- Recognising the importance of the learning which takes place in the home environment, and outside school.
- Ensuring that parents/carers have regular opportunities to discuss the progress of their children with class teachers.
- Inviting parents/carers to spend half a day alongside their child.
- Being able to meet with parents when requests are made.
- Consulting parents/carers about the development of school policies.
- Encouraging parents, carers, governors and other volunteers into the classroom to participate in a variety of activities.
- Setting regular homework tasks.
- Providing information to parents about the learning that is taking place in their child's class (half termly).
- Inviting parents/ carers to special events, displays, assemblies, concerts etc
- Encouraging parents/carers to contribute any special skills.

## **Review, Monitoring and Evaluation**

This policy will be reviewed regularly by the S.L.T. and governors.

Curriculum coordinators will monitor the learning that takes place in their curriculum area. They will talk with children and scrutinize their work. The coordinators will monitor planning and keep examples of children's work. (see Coordinator files)

The headteacher and S.L.T. will monitor the implementation of this policy through an annual schedule of observation and be responsible for ensuring that the quality of learning and teaching throughout the school is high. They will regularly report to the Governing Body.

### **Appendices**

Sheet indicating coordinators' monitoring.

Subject specific information sheets relating to the learning and teaching in individual curriculum areas.

Marking Policy

Handwriting policy

To be added

- Planning guidelines
- Marking policy/guidelines (Be)
- Assessment policy (Be)
- Certain subject guidelines
- Agreed checklist/observation sheet?
- Guidelines for visitors
-

## **Music Guidelines**

### **Curriculum coverage**

- Bramingham follow the Music Express scheme of work from Year 1 to Year 6, this is based on the QCA for Music. Early years follow their own hand written scheme which was approved by the Luton Music service.
- Composition, performance and appraisal skills are covered by every year group throughout the year.
- Additional activities also take place during rehearsal times for whole class assemblies.
- Every child learns a musical instrument:
  - \* Year 4 learn to play the keyboard, they follow Luton scheme of work or keyboard
  - \* Year 5 learn to play the recorder, they follow Luton Scheme of work for recorder

### **Assessment**

- Each year group has an assessment box file containing assessment sheets, blank tapes and levelling criteria.
- Each class has 3 nominated children (top, middle and bottom) who must be assessed ½ term-ly using the given proforma.
- Compositions and performances must be recorded at least once a term for evidence.
- Any other music related evidence can also be placed in the box file.

### **Clubs**

- Choir takes place weekly for Years 1 – 6. The choir is involved in a number of outside event Festival of Voices and Local music service performances.

### **Peripatetic lessons**

- Staff from the Luton Music Service provide lessons for years 4 to 6 in:
  - Woodwind
  - Brass
  - Violin and viola
  - Cello and Double Bass
  - TablaSitar
  - Guitar

### **Assemblies**

- Each class performs their own assembly once a year. This is based on the work which has been covered throughout the term and usually includes several songs which can (but do not have to be) taken from the Music Express scheme of work. Children who take music lessons also get the chance to 'perform' the pieces they have learnt/studied in lessons.

### **Luton Music Service**

- From time to time, the Luton Music Service may take students to perform at festivals outside of school.



### **Art and Design Guidelines**

- Children will have opportunities to record responses including observations from the natural and man-made environment and use a range of techniques and materials including three dimensional media and ICT.
- Children will have the opportunity to work alongside artists and other creative adults.
- Full use will be made of the link with Icknield High School in terms of children attending workshops and artists coming to school to work with the children.
- Children will record work in a sketchbooks and produce a range of pieces of work which take a variety of forms.
- Teachers will choose three children to assess at the end of each unit of work following guidelines given to them from the co-ordinator. These children will then be monitored throughout their time in school to ensure progression.
- QCA and The Luton Scheme of work for Art are used for planning units of work.
- All children make a Best Book at the start of each academic year. This involves printing and book making techniques. Skills are developed over the 6 years. All children are encouraged to take pride in the mounting and presentation of their work.
- All children will create a 'Work of Art' which is framed and celebrated on a display for all to see. This can be purchased by parents.
- Long term plan has been developed for the creative curriculum. Objectives are included allowing teachers to plan creative and motivating activities.
- Work is celebrated on displays around the school and framed.

### **Primary Languages Guidelines**

- All children from the Foundation Stage to Year 6 will be introduced to a new language ( French) during class sessions and as part of everyday school routines
- Year 6 will have MFL taught by a Languages teacher from the High School.
- Each class will have a languages display which will incorporate vocabulary and intercultural understanding.
- Children will be encouraged to speak French throughout their school day.
- The aim is to embed languages into the curriculum.
- Children will have opportunity to join lunchtime French Club for Key Stage 2.
- Children will be able to listen to and learn about French Culture through native speaker visits.

### **EMAS Guidelines**

- The co-ordinator will ensure teachers assess EAL children every 6 months in the Stages of English Language Development
  - Data along with information from class teachers will be used to determine children requiring additional support with their learning.
- Where necessary children will be given additional support in small groups to ensure they can make progress this is currently taking place across the Key Stages.

### **Maths Guidelines**

- Pages in maths books are usually folded, unless it is inappropriate for the task in hand.
- All sessions contain a mental part.
- Children work in pencil
- Children should be taught appropriate to the adopted calculation guidelines (Primary Strategy)
- Abacus Evolve is the main scheme used but is adapted to meet the needs of individuals
- At least once a half term a 'Thinking by numbers' activity takes place (Y1 - Y6)
- Children are continually assessed and periodically APP tasks are carried out.
- Abacus, end of term tests are carried out
- Teacher assessments are submitted termly
- QCA assessments are carried out in June
- One day a week will be dedicated to using and applying and investigations - Wow Wednesdays
- The first week back after a holiday will be non Abacus
- I progress is used to set additional tasks for the children to complete - usually at home.

## **Guideline for English**

### **Handwriting:**

The handwriting policy, giving examples of correct formation is attached.

### **Written work should be set out in the following way:**

The long date should be written on the top line on the left hand side and underlined.

e.g. Monday 12<sup>th</sup> October

Then a line should be missed.

The title should then be written in the centre of the line and underlined.

One more line should be missed then the child should begin to write.

### **Spellings:**

Early years and KS1 teach phonics using Letters and Sounds.

Year 2 – 6 use Support for Spelling as well as the Sue Palmer ‘Spellits’ scheme and word bank.

Children are tested using Parallel spellings every 6 months (Sep and March) and a spelling age is given. The English coordinator, G & T coordinator and SENco analyse this data and report back any trends/issues to the Headteacher, SLT and the rest of the teaching staff.

Children in KS2 have a weekly spelling session followed by short ‘reminder’ sessions throughout the week.

Spelling errors in a child’s work is indicated by a ‘wiggly’ line under the error and ‘sp’ in the margin. Children are given time and expected to find and correct spelling errors. When a word is particularly difficult, the teacher will write the correction in the margin.

Grammatical errors are shown by a ‘wiggly’ line under the error and ‘gr’ in the margin. Children are encouraged to read over their writing to try to work out the error, although teacher/TA support may be needed.

### **Reading:**

#### **KS1**

Individual children will be heard at least once a week by an adult and at least once every fortnight by the class teacher.

Reading books will be taken home daily. Parents write in the reading record and sign to show when a book has been finished. Children can change their book once it is finished.

Guided reading will take place once a week.

Children are tested using ‘Schonell’ once every 6 months to establish a reading age. Children are grouped in terms of comprehension skills as well as reading age for guided reading.

#### **KS2**

In Year 3 and 4 individual children will be heard at least once every fortnight by the class teacher. In Year 5 and 6 individual children will be heard at least once every 2 – 3 weeks by the class teacher. Specific children will be heard more often as is necessary.

Reading books will be taken home daily. Parents write in the reading record and sign to show when a book has been finished. Children can change their book once it is finished.

Guided reading will take place once a week.

Children are tested using ‘Schonell’ once every 6 months to establish a reading age. Children are grouped in terms of comprehension skills as well as reading age for guided reading.

**Writing:**

Children are taught the various genres of writing as stated in the new framework for Literacy. Writing should have a clear purpose and wherever possible, be linked to the current topic.

Where possible lessons should include some sort of 'warm up'. The 'Jumpstart Writing' book by Pie Corbett has been provided to teachers as a resource to use for ideas.

Children should be given example of the text type, opportunities to deconstruct and annotate given examples. Teaching should include modeling, whole class, group (guided) and shared writing.

Children from Year 1 – 6 will be given a piece of independent writing linked to their topic to do every 2 weeks. This will be marked and leveled and inform teachers' planning with the intention of ensuring individual progress in writing.

Every half term children will be given a 'stand alone' assessment task to complete. This will take the form of a story and will also be leveled.

## **Special Educational Needs Guidelines**

Look through the SEN folder for each class. You should know who is identified as having SEN, what stage of the code of practice they are at, what their needs are and what strategies should be used.

Ensure all involved in the child's learning have access to the above information.

Individual Education Plans must be completed and reviewed by the due date. These can be written with the SENCo's support. All those involved in the child's learning should have access to these as well as parents.

When writing an IEP for a child with a statement, look at the objectives of the statement when focusing on the targets.

Use the teaching assistants effectively. Their support should help move the child's or children's learning forward. The work should still be differentiated appropriately.

Ensure all additional programs the child should be doing are carried out eg Toe by Toe, Wordshark etc.

Teaching assistants should be informed of the objective of the lesson. This can be done through discussion or through the timetable.

Work must be differentiated appropriately. For some children skills need to be broken into smaller steps and overlearned.

Keep the language appropriate to the child's level of understanding. For some children instructions need to be chunked.

Use as many visual clues, including gestures to help aid understanding. The Makaton signing system is useful.

Try and keep consistency in the classroom. Some children find change difficult and confusing. Try and pre warn children in advance if possible. Use the large visual timetables to help give the day some structure.

Homework must be differentiated. Ensure all children have recorded what they need to do. This can be done with the assistance of an adult.

Model the work and behaviour. For some children you have to be very explicit about your expectations.

Try and give oral feedback about the work. Bear in mind the level of literacy skills when writing comments in a child's book. Mark effort as well as content.

Check that any additional equipment is in place eg. sloping boards, laptops, rise and fall tables etc.

Think of the objective of the lesson and the range of ways children are able to record eg. mind mapping, drama, videoing, scribing.

## **PSCHE**

We have Healthy Schools status. We take part in:-

- Free fruit scheme for children in reception and Key Stage 1.
- Children in Key Stage 2 bring in a healthy snack.
- Water is available to drink in every classroom.
- Road safety week.
- National and International Walk to School weeks.
- Farmhouse Breakfast week.
- Children in need.
- Money raising events for the local Hospice.
- Health Week – Each year group has a planning pack to follow for the two weeks, although it is possible to change plans.

As part of the Sex and Relationship education we have close liaison with parents, who are invited in to school to view the resources used when teaching their child and discuss the lesson content. Parents have the option to have their child removed from lessons they feel inappropriate. Lessons with a pure scientific content are compulsory.

Per week classes should have:-

- 30 minutes PSCHE
- 30 minutes circle time.

In addition to this PSCHE and SEALS should be embedded in the class ethos.

### **A circle time session should include:-**

- Opportunities to develop class relationships, children's confidence and self-esteem.
- Circle time should give children the opportunity to express their feelings in a safe, familiar, confidential environment.

Each year group has a Long Term plan which can be used as a guide and should be adapted to meet the weekly needs of the children.

**PSCHE** is linked more closely to specific themes using current Long Term plans alongside SEALS resources.

At the end of each SEALS theme, children are asked to comment on areas of knowledge gained and their level of enjoyment for the theme. KS1 use smiley faces and thumbs up during question and answer sessions. KS2 make use of written evaluations ie: considering the positive, minus and interesting points of the theme. Skills are monitored and evaluated through observing children and through day to day teaching. Verbal progress is given to children.

As a whole school, each week we celebrate:-

- Class of the week
- Best Attendance
- Birthdays
- Stephanie Noakes Award for children who have shown outstanding personal performance.
- Best kept classroom
- Top Table for children who have had continued good behaviour.

Each class has criteria of rewards including:-

- Child(ren) of the week.
- Table points
- Individual stickers
- Y2 to Y6 merit points and certificates
- Fab writers
- Children are also sent to co-ordinators to celebrate their achievements

### **Religious Education Guidelines**

RE programme to be followed in accordance with the county Agreed Syllabus for Religious Education.

The programme should be delivered by means of recommended Study Units in the Agreed Syllabus using Core and Supplementary content.

Supplementary content is covered by including further examples in the Recommended Study Units and by the inclusion of Religious Festivals as they occur throughout the year.

Parents have the right to withdraw their children from RE lessons or collective worship (Education Reform Act 1988). Provision should be made for those children and alternative lessons planned.

Staff have the option of withdrawing from teaching RE.

The syllabus is based on the following minimum hours of teaching during the year:

KS1 36 hours

KS2 45 hours

This time does not include time for collective worship.

### **More Able/ Gifted/ Talented**

Children identified as being more able, gifted and or talented will need opportunities to:

- Work at an increased pace
  - Have an enriched curriculum
  - Extend and broaden their thinking, knowledge and skills
  - Have open-ended activities
  - Problem solve
  - Use and apply ideas
  - Access challenges
  - Have differentiated homework
  - Begin at different starting points
  - Have fewer prompts
  - Select from task menus
  - Be involved in the planning
  - Be independent in the way they approach and produce their work
  - Research
  - Devise own challenges
  - Record using different methods
  - Be creative
  - Have space and time to experiment ideas
  - Be questioned at a higher level (Bloom's Taxonomy)
  - Take risks in an organised way
  - Have access to more demanding texts/ICT for research
  - Investigate
  - Work in groups with their peers
  - Present/ display their efforts and outcomes
  - Evaluate their own performance
  - Access workshops, competitions or events outside of school
- Use ICT



### **Guidelines for marking and feedback**

Feedback will be given to pupils promptly and regularly. If the feedback is written it must be completed ready for the next time that the books are used.

Feedback will be written and/or oral as appropriate and will consist of a range of strategies including: individual, group, distance, face to face, summative or formative

Teachers will ensure that pupils understand the feedback and marking systems and that all written comments are clear and legible.

Learning objectives and the success criteria will be shared with pupils and embedded throughout the teaching and learning.

The plenary will provide opportunities for reflection on how well learning objectives have been met

Feedback will focus on the learning objective, criteria for success and / or individual group targets.

Feedback will indicate how well learning has progressed towards the learning objective and will provide information for the pupils on the next steps they need to take.

Opportunities will be given for shared (peer) marking which models the teacher's marking process and indicates the improvements necessary to meet the learning objective.

Pupils will be given opportunities to read and reflect on the feedback and make necessary improvements. Where possible, immediate feedback will be given. This is the most effective and will have greatest impact upon learning.

### **General Marking**

- Pupils will be made explicitly aware of the learning objective for the lesson. Learning objectives and success criteria will be displayed and shared with pupils at the beginning of the lesson
- Comments will refer to how well learning objectives; success criteria; individual targets and / or group targets have been met and will highlight the next steps for improvement
- Every piece of written work will be marked in some way to show that it has been seen. (eg a tick or adult's initials etc)
- All work should be dated. (Give details here about differences in presentation for different subjects, Key stages etc)
- All written comments should be legible and intelligible to the pupils
- All comments will be phrased in language appropriate to the pupils' understanding
- Spelling corrections should be appropriate to the child and their needs.
- Closed tasks (*such as some pieces of maths work, spelling tests etc*) may be neatly self marked, peer marked or marked as a class.
- Pupils will be given appropriate time to review their marked work and make any necessary improvements
- Pupils will be given opportunities to mark their own and others' work when appropriate. They may exchange their work with a critical friend for editing and/or proof reading

The Headteacher/SLT/subject co-ordinators will sample pupils' work to monitor consistency and effectiveness of marking and feedback to the pupils.

## **Display**

The whole classroom and indeed the school, should reflect a caring and thoughtful attitude. Display also encompasses the way in which children's materials and equipment are presented and stored e.g. paper, pencils and crayons. Children will treat their environment with respect if there is that awareness and sensitivity, throughout the classroom.

Displays have a number of functions. These are:-

- ◆ They can be the showcases for children's achievements, helping to heighten their expectations and efforts.
- ◆ They can provide models for children to emulate. In this way children learn high standards of layout and the skill of craftsman. They introduce children to ideas about design, harmony and balance.
- ◆ They can be specially arranged voyages of discovery for those that look at them. They can start the child thinking and asking questions, they can be a source of reference, they can tell a story, record events or merely give pleasure to the eye.
- ◆ They can help children to observe and appreciate, rather than to idly look. Observation in turn encourages the children to express themselves confidently and imaginatively in all areas of their lives.

Within the classroom it should be possible to identify the following areas:-

- ◆ A maths area
- ◆ Science area
- ◆ Reading area - this should be especially comfortable, inviting and attractive.

To create stimulating and thought provoking displays you do not have to be artistic. Simple guidelines can be followed and these can be found in the display policy. Please make full use of non-teaching staff. Teaching staff MUST consider 'is this good use of my time?'

## **Display Guidelines**

- All children's work which is displayed on the wall must be double mounted and clearly labelled with their name.
- Drawing pins must not be used.
- Mounts should be of equal width around the item to be displayed, and a narrow mount is most effective. (A slightly wider mount along the bottom is particularly pleasing to the eye).
- Select neutral coloured mounts as they mustn't be more powerful than the work.
- Small things can be mounted on one mount otherwise they look bitty.
- If there is a collection of drawings/pictures/collages etc. on a theme, the same colour of mount highlights the children work and the eye is not drawn to disparate mount colours.
- Large boards can look very effective with a decorative edge, either plain or patterned. Again it should not be so wide that what is to be displayed is overwhelmed.
- Position items to be displayed with drawings pins or loose staples so that several layouts can be experimented with, then use staples for the final display.
- Ensure that there are lines in common, and that the items to be displayed are framed within the board.
- Lettering should always be in a contrasting colour to the background and pen lettering does not show on dark coloured paper. If our aim is to increase children's awareness of words and print then the eye will be drawn to dark lettering on a light background. Cut out letters may be used if made from good quality paper.
- Names on children's work should not distract from the content and should be clearly visible to the child. They should be written in one corner in a neat, small standardised alphabet, as real artists sign their work.

## **Food Technology Guidelines**

### **Aims**

1. To ensure high standard of personal hygiene throughout every practical lesson
2. To support and feedback orally to students during practical lessons to develop their awareness and independence skills
3. To ensure students produce a high quality product through observation, practical and evaluation (tasting)
4. To use the correct terminology for the equipment and demonstrate the safe use of all equipment used
5. To ensure the food lessons are interactive, creative and fulfilling
6. To progress student skills from Reception to year 6, enabling them to transfer their practical skills into real life situations and beyond.

When participating in food technology we will follow the guidelines below.

### **Storage**

- Food will be stored appropriately, either in cupboards, refrigerators or freezers, according to the labels on the food.
- Food will be wrapped and kept according to the sell-by date.
- Food will not be left out in school unless it is in use of for a display (it must not be allowed to grow mould unless in a closed container).

### **Preparation**

- Children's records should be checked to ensure that they do not eat or handle food to which they are allergic or intolerant.
- Wash hands beforehand.
- Don't lick fingers whilst cooking.
- Ensure that equipment, tables and work surfaces are cleaned before use.
- Cooked foods must be kept separate from raw foods.
- Jewellery must be removed, long hair tied back and sleeves rolled up before cooking.

### **Cooking**

- Children must be supervised at all times.
- The correct temperatures must be used for cooking.
- Correct Health and Safety procedures and equipment must be used when handling hot food.
- Food or boiling liquids cooking on the hob must not be left unattended.
- Foods must be cooled quickly unless the recipe says otherwise.
- Should a fire start, you should evacuate the building immediately in an orderly fashion and go to the assembly point in the school playground.

**Cleaning up**

- Washing up must be done in the sinks in the cooking room.
- Any spillages will be cleaned immediately.
- All food rubbish must be put in black plastic sacks and tied up.
- Cookers must be cleaned after use.
- Tables and work surfaces must be cleaned thoroughly and floors swept after use.

**Eating the food or transporting it elsewhere**

- Food will be put in a clean container with a lid.
- Food will not be left out in school uncovered.
- Food that needs to be kept cool will be placed in a fridge until the appropriate time.

## **Physical Education Policy**

**Rationale:** At Bramingham we believe P.E. is essential to the development of the whole child, through the use of the body and its movement. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self esteem.

**Aims:** In order to offer every child the opportunity to gain confidence in physical activity and achieve their full potential through the teaching of P.E. It is the aim of the school to promote to the children the 10 national high quality outcomes:

- Show Commitment
  - Understand what you are doing in PE & school sport
  - Be active & healthy with PE & school sport
  - Think for yourself
  - Be confident
  - Develop your skills
  - Take part in different types of activities
  - Be keen to improve
  - Build up your strength, suppleness & stamina
- Enjoy PE & school support!

**Teaching and Learning:** At Bramingham P.E. is taught in mixed ability, mixed gender groups across both key stages, with teachers adopting a number of strategies in order to deliver the subject. Teachers and children must wear appropriate kit and children must remove **all** jewellery, with the exception of symbolic religious jewellery and studs which will be covered with surgical tape for the duration of the lesson.

We use a range of resources to support our teaching and learning. Tops, LCP and Val Sabin all contain activities run in accordance with National Curriculum. Teachers will allow for differentiation and equal access amongst pupils by:

Appropriate challenge and extension so each child can develop and utilise their own skills and knowledge

Breaking down tasks into simple progressive stages

Appropriate use of apparatus, resources, and group sizes

Expectation of outcome, including level of support

**Gifted & Talented:** Children that are demonstrating a higher level of understanding and control in aspects of PE will be identified to Mrs Zajac. These children will be encouraged to attend out of hours clubs internally and externally. On occasions they will be selected to represent the school in tournaments and competitions.

**Assessment and reporting:** Assessment of P.E. will take the form of tick sheets filled in by each teacher as each learning objective (linked to national curriculum) is covered and at the end of each module. Also noting progress as it takes place and acting on assessments when planning tasks. Photographs will form the basis of evidence. There will be the opportunity to report to parents during parent/teacher consultation evenings and in the annual written report.

**Monitoring and Evaluation:** The coordinator will monitor the planning of P.E. as well as the progression shown through both key stages by collecting in medium term plans and examples of weekly planning, termly. Also through annual auditing of staff knowledge, strengths and weaknesses and informal and formal observations of teaching, in line with the school's Monitoring and Evaluation Policy and Framework.

## **Health and Safety**

Children must wear appropriate kit-

- Shorts & t-shirt for indoor and work bare foot;
- Tracksuit & trainers/ plimsoles for outdoor;
- Jewellery must be removed or taped.

Staff must wear appropriate footwear for all PE activities.

Whilst working on apparatus individually, during gym sessions, children should be working silently. During partner work, children to use indoor whispering voices.

All working areas and equipment must be checked by staff to ensure there are no trip hazards or damage to equipment.

### **Resources and Facilities:**

P.E. resources are stored in the indoor P.E. cupboard situated in the hall and outdoor cupboard situated to the rear of the school.

Wall bars, gym mats and large gym equipment are located in the hall.

Netball court is marked on the playground.

Football/cricket/rounder pitches and athletics track are marked on the field when seasonally appropriate.

Equipment must only be moved under the supervision of a member of staff. Children must not enter the P.E. cupboards unsupervised.

**Extra-curricular activities:** A variety of extra-curricular, seasonal activities are run throughout the academic year including football, netball, tri-golf, multi-skills, hockey, cricket, athletics and tag - rugby. Tournament and league games will be played. Internal and external successes will be celebrated during celebration assembly on Mondays and in the school newsletter.

**PE Kit:** In the event of kit not being brought to school, the following procedure will apply –

- 1<sup>st</sup> time - child will borrow kit
- 2<sup>nd</sup> time - note to be sent home
- 3<sup>rd</sup> time - teacher to make contact with parent.
- If a child continues to not have PE kit in school, one of our assistant heads will contact the parents, offering to provide a kit should the parent find it difficult.

A small supply of PE kit can be acquired from Mrs Zajac.

**Time allocated for PE:** Children will partake in 1 hour of indoor and 1 hour of outdoor PE each week. Changing time is inclusive of this.

If weather is wet, the teacher should consider whether there is an indoor area that could be used for an adapted activity. If no other area is available an indoor class based activity should take place, e.g.

- Making up rules for a game;
- Setting targets to improve;
- Learning rules for a game.

### **Essential Information for Science**

- All staff should be aware of Health and Safety - See the "Be Safe booklet."
- Children should have an awareness of how to work safely and when appropriate how to leave an environment in the same way they found it.
- Science week.
- Each teacher should establish the knowledge base of the children at the start of each topic whether through formal assessment, initial mind maps or questions.
- Green science topic files should be for planning.
- Teachers may give pre- prepared parts of investigations in order that children can focus on key learning intention.

## **Geography**

Every year group follows a program of study for geography. This ties in with our topics under the creative curriculum and ensures coverage of the National Curriculum (all teachers have a copy of this and it is on the LearningPlatform).

The program builds upon work previously undertaken to ensure that skills, knowledge and understanding are developed accordingly.

Fieldwork skills are developed through these topics and a residential trip is undertaken in year 4 to further develop these.

Maps, atlases and globes are readily available in all classes for children to look at during periods other than geography.

Teachers and staff are encouraged to teach as much geography as possible outside, particularly field work skills.

A program of study is in place to utilise Bramingham Woods; each year group visits the woods to cover different aspects of geography.

Children are actively encouraged to ask questions about people, places and environments.

Links with ICT are encouraged.

The British Council's International Schools Award is currently being developed, forming links with Ghana, India and France. The first stage of this has already been awarded to the school. This ties in with our long term program of study so that each year group focuses on developing a different area and knowledge.

Recording of geography is undertaken in a variety of ways, including writing, pictures, maps, diagrams, photos for example.

The growing of fruit and vegetables is also planned in to the long term plan; each year group grows different things.

The school's chickens are cared for by year groups 1 – 6. A rota is provided to ensure each year group covers different areas of care.