



A Policy for Learning and Teaching in Our School

Signed Chair of Governors following approval by Governing Body:

S.P. Smil

Date: 11th October 2016

Date next review due: October 2019

Person/Committee responsible for review: Curriculum Committee

Learning and Teaching in Our School

“Primary education is a critical stage in children’s development, it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative, developing self-confidence as learners and maturing socially and emotionally.”

Excellence and Enjoyment ~ A strategy for Primary schools (summary), Department for Education 2003

This policy sets out the philosophy and processes behind the learning and teaching in our school. Children learn best when they are having fun, when they feel a sense of ownership about their learning, and when they are valued as individuals. It is our desire that each child develops in all areas of learning to the best of their ability. In partnership with their families, we are responsible for children at the most crucial stage of their development and we must ensure that we inspire a love of learning and that we teach and develop the skills and knowledge which will enable each child to be confident, curious, imaginative, thoughtful and kind. We must ensure that they know their strengths and the next steps needed for development and that they have the support they need in order to take those next steps.

Learning happens in an infinite number of contexts, not just in the classroom and so the learning environment, both indoors and outdoors, is very important and we work hard to ensure that the school is attractive and exciting, challenging yet supportive, inviting and welcoming. Resources, learning and play areas are set up in consultation with children so that they can access what they need independently. They are also jointly responsible for keeping these areas tidy and for replenishing stocks.

We ensure that we fulfil our statutory obligations by using the National Curriculum for the Foundation Stage and Key Stages 1 and 2 and the locally agreed syllabus in RE as a platform from which we build our work and play and on which we base our flexible, creative planning and teaching which reflect the children’s needs and interests and which takes account of our locality and our relationship to the wider community and beyond.

We believe that learning and teaching are about more than the curriculum and that learning can only take place if a person feels happy and safe. This policy therefore, includes other areas of our school life which have an impact on, or are part of our learning and teaching. It also sits alongside our Safeguarding and Well-being in our School policy. These two documents show our commitment to the belief that our children should enjoy their learning, feel a sense of achievement and make good progress; that they should be as safe and healthy as we can possibly make them; that they should develop the ability to communicate effectively, to solve problems, and to make wise choices so that they will be able to face an uncertain future with courage and confidence and will be able to play their part in making the world a better place.

We see our school as a learning community where children and adults learn, teach, grow and play together. Our expectations are high and we are proud of our achievements. We strive to improve and to keep moving forward in all areas.

The Curriculum

“Every teacher knows that truly effective learning and teaching focuses on individual children, their strengths and their needs, and on approaches which engage, motivate and inspire them.”

Excellence and Enjoyment ~ A strategy for Primary schools (p 39), Department for Education 2003

We have a rolling programme of topics which were chosen by staff and children to provide a focus for learning which is balanced across each year between different learning areas. For example, some topics have a historical theme whereas some are more science based whilst others highlight geography through, for example, local studies etc. We have developed a planning and assessment process which provides the rigour and structure beneath this rolling programme. All topics are intended to be cross curricular and all give excellent opportunities for developing and practising essential key skills in writing, reading and speaking and listening, aspects of maths, problem solving and reflection, resilience, relationship building and computing.

The topics are reviewed at the end of a four year cycle and any necessary adjustments made. We try to pose thought provoking questions at the beginning of each topic to encourage thinking beyond the obvious and the topic headings are deliberately broad so that the content can be varied according to need/interest each time, even though the skills to be taught may remain the same. The children also contribute to the overview planning stage at the start of each topic.

Key skills in mathematics, English and computing are planned for separately from the topics so that coverage is systematic and based on children's next steps with time given to practise these skills. We also make explicit links between key skills learning sessions and using the skills at other times in other areas of learning, eg. Learning about question marks in an English skills lesson, linked to writing a questionnaire as part of topic work, linked to data gathering in maths or investigating in a science based session.

Learning and teaching in RE and PE are also planned for separately from topics, unless there is an obvious link.

Mixed Age Teaching

This gives us fantastic opportunities to meet individual children's needs. Children can access learning at their own level regardless of their age. We are flexible about grouping, including across classes and we use the strengths of the adults in school for the benefit of all children.

Class 1 - Early Years (Nursery, Reception and Year 1)

We subscribe to the Early Years' principles, which have a high regard for enabling a feeling of ownership of learning in the children. They recognise the importance of using the children's interests and ideas when planning for learning and they also encourage exploration and independence. Above all, they highlight the importance of valuing the uniqueness of each individual.

Play is a child's work. It develops high level thinking, problem solving and communication and team building skills. Child initiated learning is vital for children and they spend the time working on their own plans, choosing activities and resources with access to the continual provision areas in the classroom. This is purposeful play and is nurtured and supported by the adults.

Adult led tasks provide a balance to these independent activities, as do adult structured play activities. 'Talk' is vital and adults also enhance the children's learning through play by

talking to them about their plans, ideas, problems, solutions, stories and outcomes and by joining in and modelling.

We have a fantastic outdoor area which is an extension to the classroom, with due regard to safeguarding in terms of staffing and equipment. Outdoor learning is planned for and children also choose their own activities. We provide open access to the outside learning areas, which are rich and varied. Children can explore and experience a range of exciting activities such as ride on vehicles, a wood with mud and dens, and an enclosed soft surface area with a large sand pit, a play house and space to take the inside out. We have invested in waterproof suits for all children and they have wellies at school so that the weather doesn't spoil our fun! Outdoor learning is a vital part of a child's development.

Year 1 are part of the Early Years classroom and continue develop their skills within a continuous provision setting with a greater proportion of their time being spent working on adult directed activities as they move through Year 1.

The National Curriculum subjects are approached in a way which allows the children to explore and experiment with materials, ideas and concepts within the integrated and continuous provision.

Class 2 (Years 2 and3) Class 3 (Years 4, 5, 6)

The Early Years' principles are just as crucial in Key Stages 1 and 2. Children need to use their senses, explore, experiment, find out, solve problems, build positive relationships, develop life skills and be proud of their achievements.

Our work with the older children is still rooted in these principles. We support the year 2 and Year 4 children as they make the transition to the next class and this transition is flexible depending on the child's needs in consultation with parents /carers.

We plan for and teach the skills and knowledge the children need in order to progress to the next steps in their learning. We also allow for their interests through regular child initiated sessions where they are responsible for planning, doing and reviewing their own activities. We involve the oldest children in real life enterprise activities which enable them to develop communication and business skills. This also develops the children's understanding of economic well-being. We have links with a number of local businesses and with SUMA, the cooperative food wholesalers. Year 6 children run the food cooperative through SUMA which is a fair trade organisation. We have strong links with our local community, including the church, where regular, valuable learning experiences take place.

Planning

Our long term plan is our Rolling Programme of Topics. The children helped to set this up and are involved in the planning and evaluation stages. This programme provides the vehicles for delivering the learning, both statutory and non-statutory, that the children need to experience or are interested in. We have developed a flexible 'curriculum coverage' map which shows which learning criteria will be taught under specific topic headings for non-core subjects, R.E and P.E.

As each topic arrives, the children help to enrich the planning and their interests and ideas are included. A topic mind map is usually drawn up with ideas for activities, questions, problems to solve and projects to do. Staff use these mind maps as guides for their discussions and planning.

The learning criteria to be taught within the Development Matters curriculum for the Early Years and the National Curriculum for Key Stages 1 and 2 are clearly identified in our subject based planning documents which staff use in order to plan the teaching of skills

and knowledge. We start from where the children are and move them on to the next steps in their learning. The ways used to do this are many and varied and staff will use the strategies which best enable the children to learn.

Once this medium term plan is in place we believe that short term plans should be extremely flexible. The recording of these is up to individual staff and should be short, helpful to them and changeable. This is important because our teaching must respond to the needs and progress of the children.

Assessments must influence this short term planning so that children make progress and get the help and support they need in order to do so.

If a child or group has not developed a particular skill, or is not confident about a piece of learning, or is finding it difficult to understand something, then staff will plan for further teaching, practise and explanation.

When a child or group understands a piece of learning, or has acquired a skill, staff then plan activities and opportunities for the child, or group to deepen and embed this learning or skill.

It is also vital that there is space, willingness and flexibility to follow children's interests or a current, significant happening within these plans. Staff are able to maximise these opportunities by including them in their plans, or by setting their plans aside in order to have a mini-topic whilst still working on the development of the learning and skills identified.

The life skills necessary in order to be good learners, effective communicators, careful listeners and positive citizens need to be taught alongside content and knowledge. We use the headings Resilience, Resourcefulness, Reflection, Relationships to group these life long skills when teaching them and use many opportunities across the curriculum, and beyond, in order to develop the children's ability to acquire these crucial skills so that they can be independent thinkers, problem solvers and to enable them to be good communicators, leaders, colleagues, friends, partners and ambassadors.

Subject Areas in the Curriculum

English:

The children have literacy sessions that are based on the development of Key Skills in speaking & listening, reading, writing, spelling and grammar. We use the Jolly Phonics materials and the National Curriculum year group requirements as a basis for our planning and teaching. These skills are then practised when we apply them to work in our topics or other subject areas, e.g. writing about minibeasts, researching, writing stories, poems, diaries, facts etc.

There are three main strands to this subject,

- Speaking and Listening

The children are taught and encouraged to speak and listen to each other and to adults in a variety of ways. Preparation for writing (oral rehearsal), Circle times, role play, Class and School Council sessions, Philosophy lessons and discussions about learning and achievements all provide opportunities for talking and listening.

There are also times when these skills are practised spontaneously in the playground, during lunch, and simply chatting and listening to each other.

Performances are a different element of speaking and listening where children need to consider their audience and speak in a particular way and where listening to each other can mean giving some helpful comments on improving performance!

Speaking and listening underpins the rest of our learning.

- Reading

Our aim is that every child will read for enjoyment and that this pleasure will last the whole of their life.

Children learn to read at very different rates. Initially, the children learn letter sounds and high frequency words which they will need in order to decode and read simple books. Shared and Guided reading sessions take place regularly as well as the reading that happens in other subject areas.

Shared texts can be based on our topic and lead to further learning. We also share quality books that have been chosen by the children or brought in from home or that are part of our planned work. Shared texts tend to be those which are beyond the independent reading level of children (particularly in younger classes).

Guided reading takes place with a member of staff in groups or individually and children also choose a book from within their colour band to take home and practise at home. This is an important part of their learning. These bands are in line with the national banding scheme.

Quality texts are a vital part of our teaching and learning – we love to read to the children for pleasure and do so regularly. We have reading areas in the classrooms and times set aside for children to browse and share and enjoy books independently. We also borrow from the library van – the children make the choices. Reading needs to be fun, relaxed and enjoyable.

- Writing

The children's own marks and writing are valued highly from the very start. Their development as a writer is related to the stage they are at and what their next step is. We believe that gaining confidence and feeling proud of their early attempts is crucial to this development. We use shared writing and guided writing sessions as well as writing workshops, scribing, ICT, different pens and paper as a way of encouraging children to write and to enjoy composing.

The more formal elements of writing such as phonics, spelling, punctuation, grammar and handwriting are taught as part of our literacy sessions or as separate sessions devoted to just that element of learning. "Write Dance", a music and movement based strategy for developing handwriting skills is also used in our school.

Spelling

We teach spelling both systematically and spontaneously. Our focus on correct spelling is in direct correlation to the child's confidence as a writer. When they begin their journey as a developing writer, using phonics to attempt to write words independently is encouraged and celebrated. As they learn the phoneme/grapheme correspondence (what a sound looks like) and become more confident as writers, we use our 'Get it Right!' phrase with words that have been taught alongside the phonics and spelling pattern teaching.

We believe that we must preserve the balance between accuracy and creativity. We believe that an too great a focus on can create anxiety and 'cramp the writer's style'.

Drafting and proofreading are powerful tools for allowing creativity to flow with the checking process built in afterwards. How extensive and how often these tools are used will depend upon the confidence and skill level of the writer.

Systematic teaching:

- ❖ hearing, saying, recognising phonemes (sounds).
- ❖ blending and segmenting those phonemes to spell (and read) words.
- ❖ Alternative spellings of phonemes, spelling patterns and exceptions (e.g. ai/ay/a_e)

- ❖ Spelling of high frequency (common/tricky) words – need to be learned as often not phonetically spelt (e.g. the, was, people etc.)
- ❖ Spelling of statutory words for Years 3&4 and 5&6 and Y1-6 spelling patterns as set out in the National Curriculum Appendix 1.
- ❖ ‘Get it Right!’ This is our phrase for the words which have to be learnt and checked. The children have sheets with these on in their try pads.
- ❖ Editing and drafting are skills are taught from Early Years in a simple way as the adult talks about checking ‘Get it Right’ words. This progresses towards independent editing.
- ❖ Try pads are used from Year 2 (unless a child is ready sooner). Children are taught and encouraged to use their try pad to try a spelling they are not sure of either whilst writing or when editing after finishing a piece.

We teach key skills sessions regularly and frequently. The learning from these sessions is practised throughout the curriculum and the necessity for remembering to check for the learnt spelling skills is made clear to the children (e.g. the importance of spelling words correctly/ checking spellings in a story or a piece of R.E. or Science work). Homework is also used as a means of children practising spellings.

Spontaneous teaching:

- ❖ This often happens when a child asks for a word they have written in their try pad
- ❖ New vocabulary in a book being read to, or by the children, is an excellent start for a spontaneous spelling talk. eg What might the root word be, do we know any similar words?
- ❖ Sessions from areas of the curriculum provide further chances to talk about some words which are of interest or which need to be learnt.

For children at all stages of writing development, oral rehearsal and the trying out of ideas is vital and writing cannot develop without it.

Maths:

There are four main areas of learning in the maths curriculum,

- ❖ Number

This includes:

- Number and place value
- Addition, subtraction, multiplication and division
The Mathematics National Curriculum requires us to teach formal column addition and subtraction as well as long multiplication and division which we do by focusing on why and how each method works and not just on the mechanics of completing the calculation.
- Fractions, decimals and percentages

We believe that the acquisition and use of basic number facts is essential for the children to develop as mathematicians and we teach the children to recall these facts rapidly using resources that range from egg boxes and cubes to our own “Just a Minute”.

- ❖ Measurement
Including:

- Knowledge and use of metric units for length/height, mass/weight and capacity/volume, converting between these units and appropriate imperial units
- Reading, writing and converting time between analogue and digital 12- and 24-hour clocks, and solving problems using time
- Perimeter, area and volume
- ❖ Geometry
 - Properties of shape
 - Position and direction
- ❖ Statistics

Children have the opportunity in all sessions to use concrete objects (things they can touch, feel and move) to help them understand what they are doing. They can then build on their use of concrete objects by using visual representations – drawings, pictures, photos. These representations can then be used to help them solve problems. With the foundations in place, children are able to move on to an abstract approach, using numbers and key concepts with confidence.

Each facet – Concrete, Visual, Abstract – is used in all classes. The children in Classes 2 and 3 are taught about their use and that they, as learners, are able to use whichever strategy they need to help them understand mathematical concepts. They are also taught that if they find the abstract representation hard, then they can use a visual one to help them. Equally, if the visual is not helping them they can use something concrete.

Our methodology is based on Singapore Maths and we are working to incorporate Teaching for Mastery pedagogy into our mathematics teaching.

We encourage the children to use their mathematical skills and knowledge in all areas of their learning, be it Geography or Planning Session and we use our outdoor maths resources to enable the children to be more active in their maths sessions.

Problem Solving

In addition problem solving is built into the above areas and is an important part of the children's learning. They need to begin to talk about what they have done and explain their answers. In the Early Years a lot of our maths teaching is based on practical activities so that this area of learning can be developed e.g. weighing and measuring toy dogs in a classroom vets or gathering and interpreting results for a science experiment.

Science:

In Science the children learn about Biology, Chemistry and Physics, as well as developing as scientists. The skills and knowledge are taught either as part of our topic work or in separate science sessions. The skills of Scientific Enquiry are central to much of this learning and the children are encouraged to develop these skills by designing and carrying out their own experiments and then analysing and presenting the results they obtain.

Computing:

The key skills for Computing are taught in a separate lesson for children in Key Stage 1 and are then used and planned for in our topic based learning across the curriculum. The children learn about giving instructions to Beebots and simple programming in KS1 and then continue to develop their programming skills using a range of resources in KS2. Our touch screens further develop the children's knowledge and understanding of ICT. Each class has excellent access to computers and we regularly update our resources. Children

confidently use ICT to support their learning and are developing their use of ICT as a communication tool – all of which is equipping them for the future.

RE:

The locally agreed syllabus is used as a basis for the planning of content for RE and a rolling programme of RE topics has been devised which ensures the study of aspects of Christianity and other world religions. The skills to do with learning from and about religions are taught and practised under these topics and assessments are made against these skills. Collective worship is part our work with children and we aim to develop their spirituality as well as their knowledge and understanding. We make it clear that we all have different beliefs and that these must be respected if they do not harm others. We encourage children who may not wish to join in with worship times, to use the time to think their own thoughts.

PE:

The focus for children in the Early Years Foundation Stage is on movement, spatial awareness, development of fine and gross motor control, confidence building and fun. Write Dance is used as part of PE provision as are other movement to music, basic skills with large and small apparatus and ride on toys. For children in Key Stage 1 and 2, each half term has a different focus for physical development and children have 2 lessons of one hour each per week.

Music:

The children learn about the basics of music such as rhythm, pattern, dynamics and simple composing in line with the requirements of the National Curriculum. They also learn to listen to, appreciate and move to a wide range of music, including that from other cultures. We are a singing school and performing and learning songs is something we love to do. We take every opportunity to experience live musical performances and we offer wider opportunities to Key stage 2 children in the form of ocarina lessons for Years 3 and 4 and ukulele lessons for Years 5 and 6. Hence, when children leave us, they have experienced both a wind and a string instrument. This offer is currently funded by school. We also offer private lessons through a skilled provider for parents who wish to pay for lessons for their child/ren.

Art and Design:

We develop Art and Design skills and talents through planning activities and projects which enable the children to learn about and practise different techniques, media, styles and forms. The work of famous artists and art from other cultures is looked at, appreciated and reviewed and we also enjoy having visiting artists to work with and inspire us.

PSHE: (including drug awareness and sex and relationship education.

Our work in this area is based upon discussions and learning about keeping safe and healthy, this includes education about making healthy, wise choices both now and in the future such as simple drug awareness for the older children. We teach the children about expressing views and preferences and expecting these to be respected by others, just as they should respect the views of others.

British values are built in to our teaching and we learn about democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths, beliefs and for those without faith through and with areas of the PSHE curriculum and other areas of learning when appropriate.

We also learn about the skills involved in making positive relationships. At an early level this is about family and friends and about similarities and differences and tolerance and

respect. For older children this also includes age appropriate sessions on bodily changes, sex and relationships for Years 5 and 6. These sessions are currently delivered by one of the specially trained school nurses and parents are given the option for their child not to take part in these sessions. The children also think about themselves, about their goals and achievements, about positive and negative peer pressure, about the effects of bullying in all its forms, about how to be brave and strong and about using the channels open to them if they need help. We use assembly/collective worship times for some of this learning as well as suitable topics.

Design and Technology:

We develop D&T skills through planning activities and projects which enable the children to learn about and practise different techniques. The children are given a design brief and then develop their own designs, make the products and review the process and product in relation to the original brief.

History:

History skills are developed through our History-based topics which enable the children to learn about events and practise the skills of being a historian. We also use local and global events when remembering the past and we consider how a variety of things have changed over time.

Geography:

Geography skills are developed in a similar way to History, through topic work which enables the children to learn about local, national and international geography, both physical and human. We try to incorporate field work wherever possible and use 'digi maps' etc. so that the children can do virtual studies.

Modern Foreign Language:

Class 2 and 3 have regular French lessons from a French teacher who comes to school to deliver these sessions. They are very much based on conversation and fun with lots of French songs and games

Assessment Process

Assessment is a crucial part of learning and improving. It must not limit children, nor must it make them feel demoralised. We believe that assessment targets are a guide, that they should be challenging but realistic and that they must be closely connected with where the children are at a given time.

The following notes need to be read in conjunction with our Feedback and Marking policy. They form a brief guide to the two pronged approach to assessment that we use in our school. Assessment is a vital part of the learning process and its most important role is to enable improvement.

Formative – assessment for learning (informs short term planning)

Next Steps – footprints

- To be used when working with the children or when marking their work.
- Sometimes from children, usually from teachers
- Stamp to be used on the children's work with annotation detailing the next step
- Targets to be more immediate, shorter term and focussed
- Flexible usage but more frequent than old next steps and reviewable with the children
- Not on final piece of work etc.

- Shared with children only – must give them time to read and refer to their own next steps

“Things to work on”

- Set by teachers, shared with (and possibly added to by) children and parents
 - In February: set for Feb – July
 - In July: set for Sept – Feb (in report and then on proforma so review can take place)
- Reviewed twice a year in February and July with the children using traffic lights and additional comments
- Using ‘Things to Work On’ proforma
- Targets to be longer term and linked more to skills needed to improve learning and objectives that take longer to improve.

Summative – assessment of learning

Reading, Writing, Maths and Science (Core subjects)

- Twice a year – February and July
- Using Assessment grids to highlight criteria met.
- Complete the “Date” and “Colour” at the bottom of each page.
- Transfer attainment to class sheet and hand to Simon who will enter data, set targets for each child and return the sheet.
- Mid-year (Feb) assessments and targets will be shared with parents/carers at Open Evening along with “Things to work on”.
- The end of year assessments for these subjects will be included with the child’s report to parents/carers as a separate attainment and progress document which will be added to year-on-year.
- Other subjects will have a comment on the report which reflects attitude and skill progress.

Assessing Attainment

We have tried very hard to be more creative in the way we come to a decision about summarising a child’s attainment. We do not want to replace the old system of measuring attainment in levels with something which does the same under a different name. We will not place limits on a child’s development by preventing them from accessing learning from a different year group. This applies to children whose grasp of a concept within their year group’s criteria may be embedded and to children who are still needing to develop skills and knowledge from the previous year group’s criteria.

Consequently, we will take a more holistic approach by:

- Looking at the proportion of highlighted criteria when coming to a decision about whether a child is Beginning, Developing or Secure.
- The proportions are roughly up to one third, between one third and two thirds, over two thirds. Staff must use their professional judgement and knowledge of the child when making their decision in conjunction with discussions with other staff which may include moderation.
- A criterion on the Assessment grids should be highlighted when a child is secure in the learning. This means that they have shown an understanding of the concept.
- Some criteria contain more than one concept. Consequently, part of the criteria may be highlighted and will contribute to the overall proportion when coming to a decision about whether a child is Beginning, Developing or Secure.

- When a child is able to move beyond basic understanding of a criterion and can use their knowledge at a deeper level in a variety of contexts, they will be assessed at being Embedded in that criterion. This will be recorded by writing an “E” next to the relevant criterion.
- When appropriate and necessary, a child will be assessed using criteria from a year group above or below their own and this information will be used to show their progress. However, end of year attainment will be reported against the child’s actual year group. If a child’s end of year attainment is within a lower year group criteria, this will also be reported.
- Children who are on the SEND register are assessed outside of this process using P scores and national guidance.

Special Education Needs and Disability – Inclusion SEND

Equality of regard and opportunity is everyone’s right and we have a responsibility to make sure that, in our school, this equality is reality.

Our offer can be found on the Cumbria County Council website.

We believe that all children have particular needs and that, by knowing individual children well we are able to meet those needs by tailoring work and differentiating activities to suit individuals and by making learning appropriate and accessible. Our duty is to ensure that children who need extra help or specific support programmes, are able to access learning and extra-curricular activities at their level and with the support they need to the best of our ability. This includes children who are more able, gifted or talented.

We understand SEND as applying to anyone who finds it difficult to access the learning/curriculum either through medical, physical, behavioural or development needs or who is unable to access information, or the areas of the building or grounds which they need to access.

We follow the SEND Code of practice and ensure that we work closely with parents and outside agencies so that we can do our best for the children.

The staff and governors will do anything in their power to enable access to the curriculum, the building and the outdoor area. This may involve individual programmes for learning, extra support, outside school professional advice/support, changes to the school building or outdoor area, organisation or timetabling. We also ask people to let us know if they require information in different formats.

The school’s SEND co-ordinator works closely with other staff, parents, external agencies and children where this is appropriate in order to plan, develop, monitor and evaluate support programmes. Some of these programmes are internal to school and some involve advice from external agencies in the form of recommendations or specific programmes to follow. The SENDCO devises programmes to support individual children with the staff responsible for delivery and including advice from any external agencies. Records are kept so that progress can be tracked and support can be modified if necessary. Small next steps, positive reinforcement, praise and self-assessment are used as well as close tracking and monitoring. We also strongly believe that our approach to supporting children with SEND has to be based on inclusion and flexibility. If something isn’t working or is making the child unhappy, then we will change what we do and try something else.

Regular ‘team around the family’ meetings are held for children receiving support from outside agencies. These meetings involve everyone working with that child, home/school/external and new targets and outcomes are set and shared for the individual

education plan (IEP). This ensures that both school and home are working together and both benefit from support.

Children receiving in-school only support are set Next Step targets in line with their needs and these are reviewed and the outcomes and new targets are shared with their parents/carers each term (or more often if necessary). These next steps form the school support plan. We also discuss with parents any support strategies that they can do at home. If a child does not make sufficient progress towards their own next steps and the need for further support becomes evident, then a more detailed individual plan (IEP) is drawn up, including the support programme. These IEPs are shared with parents/carers and any support for them to use at home is also discussed.

Staff delivering these programmes, or those who are responsible for implementing other support measures such as a medical plan, will receive suitable training eg staff delivering 1:1 sessions with children with delayed speech and language development have been trained in this area.

These individual plans would also be designed in order to support children with behaviour, medical or other needs.

Pupil Premium

Pupil premium is used to support and enable the children who receive it. Details of the planning and impact of strategies used under this funding can be found on our website in the Pupil Premium report.

Homework

The homework that we set is intended to enable the children to practise key skills, mostly in maths and English. Sometimes it will be something to do with the topic. Regular reading, sharing of books, talking and listening and playing are all part of children's learning and are vital to their development and these are the things that adults and children should have as a priority.

We tell parents and children not to worry if they have a busy week and the homework doesn't get done. It is our belief that, when children are young, parents should choose whether homework is done or not.

However, we have decided that for Year 5 and 6 children, as part of their preparation for high school, homework needs to be done. If they don't manage to do it at home, and they should be responsible for this themselves, we will run a homework "club" on Friday playtime so that they can get it finished. This is not to be seen as a punishment but as an incentive to remember and a chance to catch up. We have spoken to the children and they think that this is fair.

Class 1 homework:

This is usually given on Fridays as well as reading etc, to be handed in by the following Thursday. The phonics and words practise sheets that come home with Reception children are kept by parents/carers in order to practise at home.

Class 2 and 3 Homework:

This is usually given on Mondays as well as regular reading, to be handed in by the Friday of the same week. The children voted for this so that they could have homework-free weekends!!

Extended Services

We believe that out of hours activities are a valuable service to parents and that they enhance children's learning and confidence by encouraging them to try different opportunities. We regularly ask for feedback and ideas to improve what we offer. Our Breakfast Club provides a valuable experience for children to be independent and it contributes to our work on teaching children about making healthy choices.

Behaviour

Behaviour management is part of our learning and teaching. We expect high standards of behaviour, politeness and respect for others and the environment and we expect people to be ready and willing to play and learn alongside and with others.

At the core of our behaviour policy is our Golden Rules, which apply to the whole school community. They were drawn up by the children and adults. The document which details the consequences of breaking the Golden Rules was also written by the children. These are revisited every year and undergo a major review every three years along with the School Development Plan. The documents are also sent home to every new child in order that they can sign, along with their adults and the Head teacher, the home/school agreement.

Teaching, modelling and reminding are at the core of our behaviour management and we encourage children to tell us about what has happened or what they have seen or heard. We always listen to all involved in any situation and discuss carefully what has happened, how people are feeling, what should have happened and what will happen if there is a next time.

Transition

Our school works with our local High schools on preparing for transition at the end of Year 6. We also take every opportunity to enable our children to meet Y6 children from other schools. Our skills assessment grids are shared with the relevant High school and we arrange for staff from those schools to visit the children in Year 5 and 6. The school belongs to the Penrith Hub which is a group of schools which meet in different ways regularly. This benefits children and staff.

Leadership

There is a strong vision and ethos in our school community and this is due, in part, to the sharing of leadership among the staff and the strong leadership team of the Head and Governors. Staff lead on their strengths and teach some of them across the school. The School Development Plan is based on our jointly agreed strategic intentions and we evaluate and learn about how our school is doing through analysis and feedback.

We also encourage the children to be leaders. Even very young children are asked to act as models and mentors for younger children. Older children are expected to lead on good behaviour and on caring for others.

We encourage children to be experts, to lead workshops, to have apprentices, to take an active part in the School Council and, in some cases to stand for election as leader.

Partnerships

Working with parents, other agencies, other schools, the community where we live and beyond is an important part of our work. Partnerships enrich and support what happens in school.

Parents/carers: We pride ourselves on our very positive relationship with the families of our children. We know them well and we work hard to make sure that communication is

strong. We have regular meetings with parents to discuss the children's progress and their development towards their Next steps. We welcome parents/carers in the morning and at the end of the day and are happy to talk to them or to make an appointment if they need a longer time. We involve them in writing or reviewing important documents and value their opinions every year when we ask 'what we do well?' and ' what do we need to improve?'

Other schools: we have a variety of links with other schools which enable the children to meet with people they may meet when they go to high school or to other outside activities. Staff also benefit from these links as they can share ideas and develop support networks.

Local and wider community: the school has close links with the local community and includes learning about respect, tolerance and understanding of others in terms of similarities and differences between people. This learning includes elements of people's lives to do with faith, socio-economic background and ethnicity and it celebrates the diversity and richness of the world. Children are the world's future, as such they need to know about their local, national and global community in a way that allays prejudice and promotes a sense of equality and responsibility.

Culgaith CE School Topic Programme - including RE (in purple)

	Year A	Year B	Year C	Year D
Autumn	<p>ALL CREATURES GREAT & SMALL Creation</p> <p>CHRISTMAS Story through art</p>	<p>OURSELVES Jesus, teacher and storyteller</p> <p>CHRISTMAS Festivals of Light</p>	<p>WHERE WE LIVE Christian signs & symbols</p> <p>CHRISTMAS What is Christmas all about?</p>	<p>AMAZING PEOPLE Saints, their beliefs and lives</p> <p>CHRISTMAS</p>
Spring	<p>KINGS & QUEENS Belonging</p> <p>EASTER Spring Festivals</p>	<p>IN THE AIR Jesus' Life</p> <p>EASTER As part of Jesus' Life</p>	<p>WHEN GIANTS WALKED THE EARTH Exploring Values</p> <p>EASTER Story through art</p>	<p>WATER & WEATHER Water</p> <p>EASTER</p>
Summer	<p>CHANGE & GROWTH Christian Rites of Passage</p> <p>PATTERN Class 1 Stories to Help Us Class 2 Buddhism</p>	<p>TRADITIONAL STORIES</p> <p>OLYMPICS Judaism</p>	<p>HABITATS AND LANDSCAPES</p> <p>MACHINES & INVENTIONS Class 1 Thinking about God Class 2 Islam</p>	<p>TRAVELLING AND SETTLING</p> <p>ISLANDS Special Journeys</p>