Teaching, Learning & Curriculum Policy

incl all subject areas

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Braywood CE First School
Oakley Green, Windsor, Berkshire
SL6 1UH
www.braywoodschool.co.uk
braywood@rbwm.org.uk

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Introduction

Aims

The curriculum, in its fullest sense, firmly underpins the vision and mission statements of Braywood CE First School, from which a culture and ethos is generated that supports the learning and achievement of all involved in the community. The school is committed to ensuring that the curriculum has breadth, engagement and depth, in order that the needs of all children are provided for, whatever their gifts and talents.

Our curriculum is designed to ensure three things:

- Our core subjects are taught with rigour, high expectations and the necessary support for all pupils to succeed.
- The foundation subjects are interconnected and encourage lively enquiring minds, a love of learning and a growing understanding and knowledge of the world in which they live.
- Our extra-curricular opportunities are wide and encourage leadership, value-based success and resilience.

We believe that all children should feel clever and experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing are valued, understood and prioritised by our careful consideration of curriculum design. As a result our pupils thrive.

Statutory Requirements

Our curriculum provides a global understanding of the world around them. Care has been taken to ensure that it is as board, balanced and rich in experiences from all walks of life throughout the world. Our pupils' backgrounds, out culture and our climate for learning provide the following drivers that underpin all areas of our curriculum:

- Possibilities - which helps pupils to build aspirations and know available possibilities for their future life.
- Initiative - which helps pupils to grow as independent thinkers and not dependent on adults to learn.
- Growth - which helps to instil in our pupils a mindset that they can continue to learn and grow in all areas of their lives.
- Mindfulness - which helps our pupils to concentrate, focus and to full experience their lives.

We believe that intelligence is multi-faceted, and children learn in different ways. The curriculum must support this through providing an exciting and stimulating learning environment to facilitate children's acquisition of knowledge, skills and specific qualities which will help them to develop into an independent, responsible, considerate and confident member of the community. We aim to ensure that religious education and spiritual, moral, cultural and social development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. In the daily life at Braywood, children are supported, through the curriculum, to understand more about religion and spirituality.

The curriculum aims to meet the needs of all children whatever their individual requirements. We cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties. We treat children in a dignified way. We enrich our curriculum with opportunities such as trips, visitors, concerts, tournaments and competitions in order to foster individual student's strengths and offer different role models or opportunities to learn.

We recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

International Primary Curriculum

Braywood is part of a learning community of schools across the world that uses the International Primary Curriculum as part of a planned topic-based curriculum. This unique curriculum has a strong element of internationalism built into learning.

'Great learning, great teaching, great fun'

For our children at Braywood we recognise the constraints on cultural provision in a rural area of the U.K. By adopting the IPC, we are central to a learning global community. The elements of the International Dimension for our children to:

- Recognise their own culture and have a sense of identity
- Be open-minded
- Be respectful of other cultures and beliefs (be sensitive to other cultures and beliefs)
- Be aware of and be able to celebrate diversity and commonality
- Have respect for and value other people and their ideas and opinions
- Be able to communicate (have good interpersonal skills)
- Be adaptable
- Be aware of, and have an interest in, global issues

Curriculum Content

Cross-curricular opportunities are given constantly to enhance children's knowledge and understanding and in our topic areas the curriculum is enriched through a whole manner of cross-curricular links. At Braywood we plan a 'learning journey' where the children can take a lead in the direction of their learning. The children will understand more about the learning process; interact with their parents about their work and become more independent learners. Key points are to:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives.
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others

Care is taken to broaden the curriculum. Our study support curriculum aims to broaden and enrich the curriculum out-of-school hours. Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs including Braywood EXtra
- Peripatetic music lessons
- Visits and inviting visitors into school
- Themed curriculum days and weeks
- Curriculum Enrichment Groups and links with other schools

Citizenship is both planned and spontaneous and is included as part of the PHSE and RE curriculum. All children follow the statutory requirements of the Foundation Key Stage, the New National Curriculum for Key Stage 1 & 2.

Key Contacts

Position	Subject leader with associated Governor
English/ Maths/PE	Helen Wakeman
Science/Technology	Tuss Ingram
ICT	Chris Clarke
RE	Jo Kilner
The Arts	Sarah Walker
Topic	All teachers are responsible in this area.

Leadership Roles and Responsibilities

All members of staff have a leadership role and are integral in moving the school forward in our curriculum design.

All Subject Leaders should...

- Have accurate knowledge of the school's and pupils' strengths and weaknesses
- Be knowledgeable in their subject and have authority and influence
- Have clear expectations for raising and maintaining standards
- Possess a range of monitoring and evaluating procedures to improve teaching and learning
- Have well established systems for collecting, analysing and using assessment data
- Develop a shared vision and collaboration between staff
- Be able to monitor the quality of teaching and learning
- Have an understanding of the data, particularly to focus support and intervention on the pupils who need it most.

The Governing Body ensures that the school...

- Supports the use of appropriate teaching strategies by allocating resources effectively;
- Makes optimum use of school buildings and premises so that they can best support successful teaching and learning;
- Monitors teaching strategies in the light of health and safety regulations;
- Monitors how effective teaching and learning strategies are in terms of raising pupil attainment;
- Has staff development and performance management policies which promote good quality teaching;
- Monitors the effectiveness of school teaching and learning policies through the self-review processes. These include reports from subject leads and the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

A dedicated Governor supports each Subject Leader and:

- Visits this teacher in school
- Explores the data, action plan and the impact this is having on the pupil progress
- Has an understanding of the principles, policies and the key areas of focus in their subject area
- Holds this teacher to account for all the above
- Reports back to the full Governing Body on progress.

Teaching and learning

Rationale

Children's learning is the central purpose of everything. Helping children learn - academically, socially, spiritually, emotionally, and physically - is the only real purpose of schools. Children's learning will respond to their current and future personal needs, their future career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

Learning is planned to be active, in the sense that children must engage with their own learning. For our children, this means that learning; relevant to the future is placed in a context that is meaningful to their present lives. Learning is constructed in such a way that children begin to see and experience the potential for taking responsibility for their own learning.

The curriculum design is influenced by two ideas. First, the key concepts of independence and interdependence which encourages children to have an international mind-set and, secondly, the skills learnt develop learning strategies for life.

The purpose of teaching is to facilitate children's learning in appropriate ways. Wherever possible, teaching is always planned to be enjoyable. The ownership of 'good' teaching is rooted more in the highly developed learning of children, than it is in highly enjoyable teaching or successful curriculum development. Teachers work closely with colleagues, support staff, parents and other members of the child's community.

Our curriculum begins with a set of standards of learning outcomes, which clearly defines what children should be capable of at certain important periods of their development. These standards are explicitly described in terms of the knowledge children should acquire, the skills they should be able to demonstrate and the understanding they should develop. Wherever possible knowledge and skills are revisited to allow a child to attain a deeper understanding and mastery a topic.

Effective Learning

At Braywood we have a reflective and adaptable curriculum where a variety of teaching methods and environments enable us to meet the needs of all our children. We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Psychologists identify seven main areas of intelligence: linguistic, visual/spatial, logical/mathematical, kinesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways.

These include:

- Investigation and problem solving; research and finding out;
- Group work; pair work; independent work; whole-class work
- Question work;
- Use of the computer;
- Fieldwork and visits to place of education interest;
- Creative activities;
- Watching television and responding to musical or tape-recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

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

Our Learning Environment

When teaching we focus on motivating the children and building on their skills, knowledge and understanding. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our primary focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability in order to remove any barriers to learning. When planning work for children with special educational needs we give due regard to information and targets contained in the children's individual learning plans (IEPs). We have high expectations of all children. *(See our SEN and Inclusion Policy)*

The children are aware of their learning progress and use targets to guide their next steps. These are constantly shared with their parents. We review the progress regularly through a range of marking and assessment strategies including peer evaluation.

We plan our lessons with clear learning objectives. We take these objectives from the New National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

All the teachers work hard to establish a good relationship with the children in their class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by doing; we help to build positive attitudes towards school and learning in general. *(See Behaviour for Learning Policy)*

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy classroom assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom and other areas reflect the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes high-quality work by the children. There are many opportunities to extend the children's learning outside the classroom and beyond school hours.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Planning

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. We ensure that the child's education has continuity and progression at a rate suitable for each individual's needs.

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. To do this we ensure that pupils don't merely cover the curriculum, but revisit over and over again so that the children have a deeper and more insightful understanding of the matters, skills and processes within subjects.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson or when revisiting this topic. We also keep this information as a record of the progress made by the class.

Children are aware of their targets and where they should be aiming for with their learning objective during a lesson. Each subject area suggests different methods how this can be achieved either through, 'I can' statements, learning questions or longer tern assessment through mind mapping, displays etc.

Planning for Assessment

At Braywood we believe that assessment is a natural part of teaching and learning. We use assessment to inform us about children's learning and believe that the monitoring and evaluating of pupil progress is vital in raising standards and ensuring all pupils fulfil their potential. Assessment is an integral part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future teaching and learning in response to a child's individual and/or group needs.

Aims

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

We believe that effective use of assessment will lead to:

Teachers who:

- Analyse pupils' oral and written responses so as to adjust the pace, content or methods of teaching.
- Review and track pupils' progress to inform teaching and target setting for the whole class, groups or individuals.
- Use evidence of pupils' progress to modify long term planning.
- Use assessments to aid the transition of children between year group and key stage and the planning of differentiated work for all ability levels.
- Are aware of children who are or are at risk of underachieving.

Pupils who:

- Are able to say what they think of their work and how this compares with what the teachers think.
- Are clear about the criteria used to assess their work.
- Understand comments made on their work, any targets set for them and how to go about reaching them.
- Know that making mistakes is inevitable and that they can learn from sorting them out.
- Understand how well they are doing and what steps they need to take to help them improve.

Parents who:

- Have a clear understanding of the progress their child is making.
- Know how well their child is doing compared with others of the same age.
- Feel confident in approaching the school to discuss any concerns they might have about their child's learning and know what they can do to support their child in their learning.

Governors and outside agencies who:

- Are more informed about the school and therefore can advise the Headteacher and staff on areas to be improved.
- Can help set the school's targets and review progress.

Marking and Feedback

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve their future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We often employ a system of red/amber/green or thumbs or smiley faces to record whether they feel that they have understood the content of the lesson. This gives the teacher immediate feedback as to the general feel of the lesson.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Effective marking should:

- Give feedback to children and to inform them of their achievements and the next steps in their learning
- Show that work is valued
- Demonstrate an appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents to understand the strengths and areas to develop in their children's work

Marking will focus on what the children are learning and trying to improve so that the feedback encourages development of the learning, rather than on application of learning objectives, such as writing a whole story or designing an experiment, where summary feedback is more appropriate. Marking is only of value if comments are read and/or responded to/ regarded. Ideally marking should become a part of the developing dialogue resulting in pupil progress and we build in 'fix it' time where pupils can review the teacher's comments.

Marking Procedures

- Teachers writing to be neat and legible. Any colour pen can be used so long as it is in contrast to the pupil's writing implement
- All marking will be informative and constructive and feedback will be on what children were asked to pay attention to.

- Maths and other closed tasks should be marked with a tick and a ? put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out. Any calculations, sentences etc that need to be corrected should be indicated in the comment.
- Modelling. e.g. spelling/punctuation corrections should be limited to the words the child should know and a maximum of 6 spelling mistakes will be underlined and written correctly in the margin.

The methodology of marking children's work

Oral Feedback - It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Summative Feedback - This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative feedback - Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Pieces of work not marked in detail should be acknowledged and relate to the learning intention.

Quality Marking - The expectation is that all work is marked and as many pieces of work as possible are marked, in detail. Marking should reflect whether the learning intention has been met but other corrections should be made such as spellings, punctuation, grammar, presentation etc.

- Read the entire piece of work.
- Marking against the learning intention. Highlight examples of where the child has met the learning intention and indicate clearly a focused comment linked to this.
- Marking codes - Marking codes should be used as shorthand when marking and pupils need to be clear about what the symbols represent. Highlighters are used for mistakes in Years 2, 3 and 4 and up to six spelling mistakes are targeted in any one piece of work.
- Next Steps/ Modelling marking. A comment should be made to help the child improve and take the next step in their learning. Teachers should model how to use this next step and set an example/ challenge for them to do. Success criteria are outlined in the lesson and often in the child's book.

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

Children's response to the comments

Children should be given time at the start of a lesson, (or during 'fix it' time) to read and consider the written feedback the teacher has provided. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should also be clear about how to take the next steps in their learning.

Children should be encouraged to respond to the written feedback verbally and by writing a reply. The older pupils are given specific pens to carry out this task. All children should be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. This may be referred to as 'Three Stars and a Wish'. Younger children may use traffic lights or smiley faces as an alternative method. Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Assessment Procedures

Planning for Assessment

We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work. It is important that formative and summative assessments are incorporated into the planning process.

We use our schemes of work (such as Abacus, Big Write and Read, Write Inc.) together with the National Curriculum and International Primary Curriculum to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives – the learning question. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class. We have a comprehensive 'catch up and keep up' groups to ensure that these children do not fall behind. Similarly there are support activities to extend high achievers but usually our lessons are set high to stretch able pupils naturally.

Target Setting

We set targets in all subjects for all our children during each academic year. We regularly discuss individual targets and communicate these to parents at every opportunity. We review continually the progress of each child during the year and set revised targets. Parent/child consultations are structured opportunity where teachers can focus on targets with children and their parents three times a year.

It is important to use a range of assessment strategies and techniques in order to ascertain the knowledge, skills and understanding of all our children.

These may include:

- Focused observation, general impressions, questioning and listening.
- Marking, practical tasks, short informal tests and pupil self or peer assessment.
- Core subject assessments and observations, ICT framework,
- Targets for all subjects which follow the children through the school, Children's Learning Log.
- Foundation Stage Profile, Year 2 SATS (2015), Optional Year 3/4 tests,
- Diagnostic assessment with EP, Optional Year 3/4 tests
- Work scrutiny and monitoring children work
- Target setting and grids all colour coordinated and O'track data etc
- Whole school moderation

Assessment opportunities are planned for in our Schemes of Work, long and short term plans and Personal Education Plans.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We focus on recording information that affects future learning. Children have a special book, 'Wow books and target books which record a child's progress throughout their time at Braywood. Parents have access to this documentation so that they are fully informed of their child's progress.

We take the objectives for individual lessons 'the leavening question' from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables teachers to make a judgment

about the work of each child in relation to their attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

Formal Assessment Procedures

- Benchmark at the beginning of a child's schooling.
- Foundation Stage profile at the end of Reception Year.
- Targets will be projected for these children at the end of Year 2
- End of Year 1 teacher assessments in all curriculum and phonics test.
- End of Year 2 SATs teacher assessments (2015) and Tests plus assessments in all curriculum areas.
- End of Year 3 & 4 optional tests plus assessment in all curriculum areas.
- Science termly assessment.
- Information to Middle School.
- Maths, Reading, Writing booklets and Speaking & Listening presentation. Grids are available for recording progress of all non-core subjects.
- Writing, Mathematics, ICT and Science one or two assessments a term.
- Results are stored on O'track. These report on attainment and progress for the children as a cohort or individually.
- Each child's Learning Log
- Results from data will be analysed and shares with staff, governors and parents, alongside the Raise-on-line and LEA Attainment Analysis

Assessment of Non-Core Subjects

All subjects have a benchmark grid that reflects the New National Curriculum levels and ultimately informs the next steps in our planning. Non-core subjects are no different. The teacher has the level descriptors and progress is formally recorded twice a year. A child has a record of their progress that alongside their target book is colour coordinated so teachers can see at a glance where the child is, where their next targets are and where they are in relation to national standards. This is also very clear to parents.

In Appendix 1 there is a summary of how we record and assess all our subjects.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets with the children attending these meetings in KS2. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year. Reviews are conducted with a child's target books that track their progress throughout their time at Braywood.

Each of our teachers gives parents an opportunity to attend a class meeting, which identifies the main areas of study for that particular class and any issues of importance. In this update the teacher identifies how parents can support any elements of the work during the term. The first meeting is part of our 'Mums and Dads into School Day'. There are also support sessions after our family assemblies where teachers, governors, professionals and senior leaders offer training in areas such as reading, phonics, behaviour and wellbeing.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

We offer parents of pupils in Foundation the opportunity to discuss the results of their Foundation Stage Profile and targets summaries.

Formal and Informal Assessment Procedures

Informal Assessment Procedures

Each Class teacher has an 'Assessment Folder'. This records any Teacher assessment/evaluation individually or as a cohort. They also have a special book and Wow book that records their progress from Foundation to Year 4. There are also digital records of all of the children's achievements. Children take their main books home but the school keep a high/middle/low sample of work

Pupils Records of Achievement are in the Green folders. These are kept in staff room. They contain the foundation Stage Profile, The KS1National Test and Phonic Test results, a personal profile and copies of the school reports. A Special Needs folder is held separately for each child on the Special Needs register that contains assessment details - Aston Index, TASS Reports, IEPS, and notes on Parent/Review meetings.

Formal Assessment Procedures

Early Years Foundation Stage Baseline and end of Year assessment

Children are informally assessed during the first few weeks at school using a very straightforward baseline gauge. The adults in the class regularly review progress against the Early Learning Goals. Progress is recorded on O'track and reported to parents every term.

Phonics Test

Children in Year 1 take the National Phonics test in June and their scores are attached to the child's end of year report. If the child does not reach the required standards they have to take the test again in Year 2.

End of Key Stage 1 Assessment

This is usually completed by the end of the Summer Term. The Year 2 children complete the Statutory National Tests in May. The results of these are sent to the RBWM via Assessment Manager. A copy of the printout is put in their folder. Parents are given the results and an accompanying leaflet to explain them.

SAT material, Assessment papers and exemplification booklets are available to confirm teacher assessment during the Key Stage 1 and to help support the assessment of Science, Writing and Maths.

Staff have produced a portfolio of Writing at Key Stage 1 and 2 showing levels working towards W-4, using level descriptors. New examples of work will be added each year. Annotation sheets are attached. A similar portfolio for Science, RE and ICT is also in preparation.

Transfer between classes

Class Teachers should meet at the end of the Summer Term and discuss Strengths/Weaknesses and abilities of each child. New class teachers should be familiar with 'test' results, as this will obviously inform future planning. Teaching staff have access to records of all children in the school.

Transfer to Middle Schools

Prior to transfer in Years 3 and 4 children will complete the Mid Key Stage 2 tests in Maths/English. The results of these are sent on a 'Transfer Document' and discussed at the transfer meetings with the relevant Middle School, with summative records, Key Stage 1 SATs results and examples of work (as required) plus results of an 'Internal test for Science'. Pupils with specific SEN needs with have a specific dedicated meeting and initiatives to support transition. These are all available for parents to see and discuss at the Parents' Evening held in July.

Moderation

Monitoring can be done by gathering evidence through teacher's planning, lesson observations of teaching or children's learning, work scrutiny and LEA monitoring processes.

The purpose of monitoring is to enable Braywood to:

- Identify trends
- Diagnose needs
- Check progress
- Ensure implementation
- Make informed decisions

I**nternal** - Moderation is carried out through regular staff meetings to agree and monitor levels in core and none core subjects, lesson observation by subject leaders and head teacher, work scrutiny, compilation of moderation files for writing and science and work with other schools.

External - The school takes part in the LEA monitoring exercises, our Foundation and Year 2 class is monitored every 2-3 years and subject leaders attend regular training exercises to share good practice.

Monitoring of the standards of children's work and of the quality of teaching in our curriculum is the responsibility of all teachers. The Headteacher supports colleagues in the teaching of these areas; being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school through our school development plan. There is allocated time to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Assessment a Braywood goes hand-in-hand with monitoring and reviewing. Our Headteacher is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The whole staff use this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

Governors are kept informed of this process through the Governing Body meetings. We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Whole school moderation comes in two forms:

Subject Leaders

The staff and subject leaders will monitor children's workbooks, where feedback is delivered immediately. Children interviews shall also be conducted as part of monitoring cycle. Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

All subject leaders' share examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples kept of children's work reflect the full range of ability within each subject. Our subject leaders also obtain examples of work from our LEA, as we believe there should be a common understanding of standards right through the education process.

Our Curriculum

Foundation Stage Policy

Aims

- To provide a suitable learning environment.
- To plan for, observe, assess and record the children's progress.
- To share knowledge with other practitioners and parents.
- To ensure that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- To adhere to the safeguarding and welfare requirements as specified in the EYFS statutory framework.

To ensure the children ….

- Feel secure and valued.
- Initiate their own learning pace and style.
- Have time to explore their ideas/ interests and make links.
- Learn from each other, as well as from adults.

Rationale

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. In the Foundation Stage how the children learn is as important as what they learn. The children learn through planned play activities and are encouraged to experience a wide range of resources, both inside and outdoors that will help them acquire the skills necessary for the early stages of reading, writing and mathematics. At Braywood we believe that there should be a transitional phase between Year 1 and the Foundation Stage because children develop in these key areas at different rates. This differentiation is reflected in the day-to-day planning of activities across the curriculum. Those children who need extensions to progress their knowledge and abilities are catered for as equally as those who are struggling to achieve expected outcomes on the scale points of the EYFS profile. The planning is reviewed and amended on a daily basis according to the children's suggestions and areas of interest. At all times it is ensured that all areas of the curriculum are covered and all interests are catered for.

The Curriculum

The curriculum we follow is The Early Years Foundation Stage Framework. There are seven areas of learning and development. Children should develop the first three prime areas first. These are:

- Communication and language
- Physical development and
- Personal, social and emotional development

As children grow, the prime areas will help them develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the world and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities.

Expectations

At Braywood we expect all the children to have experienced, and many to have progressed through, the majority of the Early Learning Goals and to be ready for the Year 1 curriculum. Transition through this stage is carefully and sensitively monitored, as there are children in Year 1 who are not ready to embark on the full National Curriculum and need to reinforce their learning with the Foundation Stage children to ensure a smooth and positive transition between the two key stages. Through regular termly meetings, a presentation on the Foundation Stage and an 'open house' philosophy, parents are encouraged to support this process through understanding their child's needs and anxieties. Children are invited into school for a visit in the term prior to starting school.

To achieve these expectations the staff will:

- Work in partnership with parents and carers
- Conduct visits to each child's setting prior to their start, in order to gain information about each individual child.
- Promote children's learning through planned experiences and activities that are challenging and achievable
- Teach skills and knowledge.
- Understand that children learn in different ways and at a different pace to each other.
- Use rich and varied language to help children develop linguistic structures or thinking.
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.

Inclusion

Planning will meet the needs of all. It is our intention to provide a safe and secure learning environment in which all children are valued; a wide range of opportunities to motivate, support and develop learning and carefully planned activities that will build upon and extend children's knowledge.

Intimate Care

There are times when a child may require a change of clothes whilst at school. The purpose of this policy is to provide clear guidelines and procedures for providing the intimate care of all of these children, including procedures for staff changing or supporting the changing of children in these circumstances.

These guidelines and procedures apply to changing a child in a range of circumstances, for example:

- When a child has wet or soiled themselves due to having not reached continence as part of a specific medical condition or global developmental delay
- When a child has vomited on or wet or soiled themselves
- When a child has become dirty or wet from involvement in particular play activities e.g. painting, water play
- When a child requires support and assistance changing for physical activities.

Organisation

The learning environments both indoors and outdoors will be planned effectively to meet the requirements of all areas of learning. Teachers use the children's interests as the basis for a weekly theme and ensure that activities and resources provided encompass the breadth of the prime and specific areas of the Foundation Stage 'Development Matters'. Spontaneous child initiated learning opportunities are embraced and recorded on the weekly planning sheet accordingly. Children are autonomous in accessing the resources within the indoor and outdoor classroom. They can make informed choices, select resources independently and engage in purposeful, challenging activities with or without the presence of an adult.

These areas include:

- An attractive, quiet and comfortable place to read (the 'library loft').
- Sand, dry or wet with a variety of equipment.
- Water with equipment.
- Mathematical equipment and regular science displays.
- A writing area with a variety of paper and tools.
- Imaginative and constructive play areas inside and outside.
- A creativity area with various resources.
- An outside area for exploration, play and a specific natural environment area with pond. A forest area to encourage calculated risk taking and a trim trail to develop gross motor skills.
- Access to kitchen facilities on a regular basis
- A role-play area.

Assessment

Children come to Braywood from a wide array of establishments and with a diverse range of educational needs. Assessment strategies are used to ensure that the next step in the children's learning is appropriately planned to maintain progress. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Assessment forms part of the school's target setting and allows teachers to reflect on the 'value' Braywood added from the child's entry to school to the Key Stage 1 SATs.

Assessment includes:-

- Skillful, well-trained and planned observations of the children, which are recorded in the child's individual profile records and learning journeys ('Wow! Book'). Observations from parents and carers are included in these learning journeys and parents/ carers are actively encouraged in this respect.
- Working in partnership with the parents; regular verbal and written communications and exchanges about the curriculum and provision and matters pertaining to individual children's needs, interests and learning styles.
- Ongoing evaluation of the quality of provision and practitioners' training needs.
- Ensuring that the initial assessment of the child is informed by observation, discussion and baseline assessments in literacy and mathematics in the first few weeks at school, and through liaison with the child's previous setting.
- Ensuring that the Early Learning Goals are continually assessed and the child's Foundation Stage Profile is completed at the end of their Reception year.
- Ensuring that the Year 1 teacher are given a copy of the Profile record together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (playing and exploring/active learning/ creating and thinking critically).

These should inform the Year 1 teacher about each child's stage of development and earning needs and assist with the planning of activities in Year 1. A child's progress is discussed formally at parents' evenings and at a presentation of the Foundation Stage profile. Informal discussions happen on a daily basis before and after school.

English

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Braywood School we aim for every child to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

In Key Stages 1 and 2 we follow the 2014 National Literacy Curriculum. In the Foundation Stage the 'Development Matters 2012 ' curriculum is followed.

Children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3 and 4), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject Organisation

The English Curriculum is delivered using the National Curriculum. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

- In KS1, we follow the read, write inc scheme written by Ruth Miskin. Children are taught in small ability groups. These groups are closely monitored and termly assessments identify the need to change where necessary. All staff has been trained in phonics and pure sounds.
- This scheme is reinforced in later years using The ' Big Write' written by Roz Wilson, together with the teachers knowledge of Pie Corbett's 'Talk for Writing' through a specific writing genre and writing adventure. All teaching staff has been trained by Pie Corbett and inspire the children through talk, role play, drama, modelling before the children write.

Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

In both key stages children prepare a 2 to 3 minute talk (according to age) which is presented to the class. During either year 3 or year 4 children get the opportunity to take the English Speaking Board Exam that includes presenting a talk, reading allowed, reciting a poem, listening and responding. The children prepare for this exam in class and then it is externally assessed.

Approaches to Reading

Shared reading

Each child will take part in partner shared reading at least three times weekly using the Ruth Miskin books. In KS2 each child will take part in partner shared reading at the beginning of the study of a new genre.

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole. Within this context it is essential that our approach to teaching phonics and reading is adaptable to a range of experiences and abilities. It must be easily accessible to those learners with low-level English skills, enabling them to make accelerated progress.

Read Write Inc is a literacy programme that helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

Guided reading

Children in take part in guided reading three times a week. The children are grouped according to reading ability. Independent reading is encouraged daily the children may read independently from a huge range of books in each classroom.

Phonics

Pure phonics is taught from Foundation stage three times weekly. In KS2 the teaching of phonics is continued using Read Write Inc 'Get Spelling' scheme.

Home Readers

All our reading books are colour coded with the Cliff Moon code. Children work through the colours according to their ability. A reading book is taken home each evening by each child, together with a reading record book. Parents are encouraged to listen to their child read and enjoy the book together. Communication between the teacher and parent is very important made through the reading record book.

Bug club, an on line progressive reading scheme including comprehension checks, can be shared at home and is allocated as homework each fortnight.

Wider reading

We have a very well stocked library at Braywood and pride ourselves with a dedicated member of staff as librarian. Each child visits the library each Thursday and is allowed to borrow a book for a week. All teachers and children also use the library. The literacy coordinator works closely with the librarian suggesting suitable titles to enhance TOPIC resources.

Approaches to Writing

Phonics and spelling

Phonics is taught rigorously in key stage 1 using the Ruth Miskin Scheme. We believe this is an important learning tool as the child begins to read and write. We also believe a sound phonic knowledge helps a child to spell correctly. We hold a phonic evening each year for parents when we teach them the different phonic sounds, we feel this is important when the child is reading at home and develops the home/ school partnership. There are spelling competencies that support this process.

Emergent writing

Emergent writing is the term used for learning to use the written form in useful situations. It is an integral part of Early Years Education at Braywood. The foundation classroom is set up so that writing can be a part of any

activity. This means writing materials are supplied in the art area, near the numeracy corner, in the role play area, so that the activity can be instigated by the child, rather than lead by the adult.

Shared Writing

The teachers at Braywood both in KS1 and KS2 shows how to write a particular sort of text or in a particular style, giving a running commentary on what he or she is doing, and why.

The teacher:

- rehearses each sentence orally before writing, discussing choices about vocabulary, word order, and so on - demonstrating that composition requires reflection
- writes the sentence, drawing attention to features such as punctuation and how they contribute to the effect
- reads back what she has written to check how it sounds - and perhaps amends the piece as it progresses.

Scribing

The teacher involves the pupils in word choices and composition. Using the same technique of rehearse-write-reread, she scribes their suggestions, and shares the running commentary with them. Once pupils have been given a thorough grounding in how to write through the shared writing lesson, they are ready to move on to independent writing.

Independent Writing

We use the Pie Corbett method for independent writing together stimulation provided by the 'Big Writing Adventures'. These include reading and discussing text, use of a Magpie Wall, 'box up' paragraphs and then active demonstrations through 'shared writing' to discuss and edit our work.

Ros Wilson identifies that there are two 'Whats' and two 'Hows' that are central to the writing challenges that children face. The 'Whats' are thoroughly covered by the literacy curriculum and children are exposed to many text types through their reading. The 'Hows' are critical to providing the child with tools and strategies to enable them to become confident writers able to write in different genre and to a range of stimulus. The Big Write focus's on proactively teaching children the strategies and steps they need to develop from embryonic writers into emerging writers and finally confident mature writers who can apply their skills.

The Whats:

1) Text type and characteristics
2) Purpose of writing / stimulus

The Hows:

1) Skills - grammar, handwriting, spelling and punctuation
2) The writing voice and use of VCOP

VCOP - Vocabulary, Connectives, Openers, Punctuation

By proactively teaching VCOP (Vocabulary, Connectives, Openers and Punctuation) this will equip the child with the understanding and skills to write increasingly sophisticated text.

At Braywood, all children should have opportunity to engage in a Big Write session most weeks. This will be up to each individual teacher to plan and decide when the sessions are appropriate. In KS2 the session should be long enough to allow a talk and planning session, a short break and then a timed writing session. A positive writing environment should be created for the children. This should involve the use of a focus candle or nightlights on tables. The children should not talk to each other and music can be played to enhance concentration - Ros Wilson advocates Mozart.

It is vital that children develop a 'writing voice' as well as their community voice. This is based on the principle that ' If a child can't say it, they can't write it' Ros Wilson stresses the importance of 'patterning' – repeated use of language to enable children to then transfer this and use it in their writing. Children will undertake a talk homework prior to the day of big write when children are asked to think about and discuss the topic that will be focus of the Big Write. This will be individual to each class and member of staff and used as a supportive technique when appropriate. An example of a letter given to parents can be seen in appendix A below.

Handwriting

Formal handwriting lessons are taught once a week both in KS1 and year 3. In year 4 the children work in a writing journal for first draft writing so best handwriting is practised when the pupil writes their final draft into their literacy books. Emphasis on best handwriting is made at this stage.

Cross Curricular Literacy Opportunities

Teachers at Braywood will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

Assessment and Target Setting

Work will be assessed in line with the Teaching and Learning Policy.

In addition to this:

- The children's reading is assessed using termly.
- All longer written tasks are now marked using two pens, pink for 'tickled pink' to show success and green pens for 'growth' to show areas for development. In addition, highlighter pens are used to identify errors requiring attention.
- The long written checklists now include child friendly 'I can....' statements each followed by a specific task to identify that they have achieved the necessary objective.
- 'Fix it' time is given at the beginning of the lesson when appropriate.
- We use class tracker for ongoing assessment and O track half termly.

All writing will be assessed using an assessment document, children will be given an 'emerging', 'expected' and 'exceeding' grade. Each member of staff should have photocopies of this scale in their writing assessment folder. Grades of writing should be discussed with the children so that grading becomes part of their normal vocabulary.

Children's writing has to be assessed at 'least 3 times within the year.' Many teachers will choose to undertake assessment of work more frequently so that they are very clear about the steps a child needs to do next to make progress. The assessments in December, April and June will form the basis for tracking children's progress through the year.

The writing assessment file will be passed on to the next class teacher in the following year group to provide a bank of evidence of the child's achievements. In September the child's last piece of work from the previous year should be revisited the child and the teacher to show the quality and success that has already been achieved and marks the foundation and expectation from which to work.

All children know what they need to do next in order to improve their writing. This may be as an individual target or a group target. Children should be able to talk about their writing with an adult.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. We teach in small Ruth Miskin groups in KS1 and children are monitored very closely. Each child will work in an appropriate ability group and moved when necessary. If we feel a child in years 3 or 4 would still benefit from continuing with our phonic scheme, they would be taught in their KS1 ability group during literacy.

Weekly booster clubs are run throughout the year for small groups of children in each year group requiring extra support in literacy.

Maths

A good mathematician at Braywood will.....

- Have a positive attitude towards mathematics and an awareness of the fascination of mathematics.
- Be able to identify mathematical relationships, spatial, numerical and logical, and see the relevance to everyday life.
- Be able to carry out practical activities involving measurement, estimation and calculation.
- Be able to use money in everyday situations.
- Have a growing ability to read and record mathematical statements using correct terminology and symbols.
- Have a growing ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Have a developing ability to use and apply mathematics across the curriculum and in real life.
- Have begun to have a developing understanding of mathematics through a process of enquiry and experiment.

Aims

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- To promote confidence and competence with numbers and the number system.
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shapes and space, and develop measuring skills in a range of contexts.
- To understand the importance of mathematics in everyday life.

Curriculum Development and Organisation

At Braywood, in Key Stages 1 and 2 we follow the 2014 National Curriculum. Teachers use Abacus and other materials at their discretion to support delivery. These include Numicon, Singapore Maths and New curriculum Mastery documents.

In the Foundation Stage the curriculum is the Development Matters Framework 2012 that has links to Learning Objectives in the 2014 National Curriculum. Concrete apparatus, including Numicon, is used to support planning and delivery.

Teaching and Learning

Children at Braywood have two mathematics lessons four times a week to ensure excellent coverage.

As a basis for teaching mathematics we use the Abacus Scheme of Work. This offers structured and progressive lesson plans, workbooks (for the younger children) and a huge bank of teaching tools. Our teachers are very experienced and draw from their own knowledge of the children to tailor suitable lessons. The scheme offers reinforcing home activities that can be printed out or sent home in the form of a fun, electronic game.

To complement this scheme (and in the additional lesson) we adopt the 'Singapore' method of teaching mathematics. This approach is based upon a progression from explaining a concept using a concrete materials first, then visual methods in order to rehearse the new idea and then eventually attaining an abstract understanding of key mathematical process. This method is very important to ensure that children fully understand basic concepts before they move onto more complex problems. The work is highly structured and relational, number problems are variable but the teaching takes a spiral approach, deepening the learning.

To ensure that pupils have a strong foundation in number we use maths competencies to ensure that the key facts are leant well and can be recalled at speed. Number bonds and times tables are especially important.

Teaching Mathematics to Children of all needs

It is part of the school curriculum policy to provide a broad and balanced education.

In all classes children are taught in ability groups and work is differentiated in order to give appropriate levels of work to each group. The teaching of mathematics at Braywood provides opportunities for group work, paired work, whole class teaching and individual work. Fortnightly mental maths alternated with online Abacus activities support and consolidates classroom learning.

We teach mathematics to all children, whatever their ability Provisional mapping is used to highlight needs. We provide learning opportunities that are matched to the abilities of children with special needs. This can be by joining the child to a suitable year group as well as through differentiated activities. Weekly booster clubs are run throughout the year for small groups of children in each year group requiring extra support in maths. Children identified with a talent are invited to join similar children from other schools in a mastery challenge day at a local school.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the teacher to assess all of the pupils in their class. In our school we continually assess our pupils, allowing us to match the correct level of work to the needs of the pupil, thus benefiting the child and ensuring progress. We use class tracker for ongoing assessment for all classes including foundation stage and O'track half termly to closely monitor children's progress throughout the school and allow teachers and the subject leader to assess attainment. SATs in Year 2 and teacher assessment provide a benchmark to compare our standards against those of other schools. Information for assessment will be gathered in various ways: by talking to the children, observing work, marking work etc. Times tables are monitored through weekly testing in Key Stage 2.

The children's written work is marked using two pens, pink for 'tickled pink' to show success and green pens for 'growth' to show areas for development. Written checklists on each topic now include child friendly 'I can....' statements each followed by a specific task to identify that the children have achieved the necessary objective. 'Fix it' time is given at the beginning of the lesson when appropriate.

The foundation stage profile is entered onto the computer during the child's time in reception and progress can be shown through graphs. A tracking system is used

Home / school links

We see the relationship with parents as very important in supporting their children's mathematical skills. We involve the parents in their children's learning by:

- Providing regular parents' evenings, which give them verbal and written information on their child's progress.
- Holding a parents information session at the beginning of each term.
- Holding an annual session for parents to provide information on the teaching of the basic mathematical skills.
- Providing an end of year report, which outlines progress and attainment.
- Sending home maths games and additional work when appropriate.

A wide range of equipment is available to support the teaching of mathematics, including ICT software in each classroom suitable to the children's needs.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in mathematics is the Subject Leaders responsibility. These include: looking at pupils' work; observing lessons; looking at teachers' planning; talking with pupils; discussing with all stakeholders and analysing a range of data and records.

Science

Rationale

Science is a body of knowledge which is built up through experimental testing of ideas and which is organised so that children at Braywood learn about the world around them in a structured and scientific way.

Science is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "Science in the National Curriculum" where they are categorized into four attainment targets.

1. Scientific investigation
2. Life and living processes
3. Materials and their properties
4. Physical processes

We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Aims

Our aims in teaching science are that all children at Braywood will:

- Retain and develop their natural sense of curiosity about the world around them.
- Develop a set of attitudes, which will promote scientific ways of thinking, including open-mindedness, perseverance, objectivity and a recognition of the importance of working cooperatively.
- Come to understand the nature of 'scientific method' involving: careful observation, the making and testing of ideas, the design of fair and controlled experiments, the drawing of meaningful conclusions based on the evidence.
- Develop scientific language and begin to build up a body of scientific knowledge and understanding which will be a foundation for future learning.

Teaching

- Teaching science in ways that are imaginative, purposeful, well managed and enjoyable.
- Giving clear and accurate teacher explanations and offering skillful questioning.
- Making links between science and other subjects.

Science is a core subject, has four attainment targets (see Our Rationale above) and a statement of breadth of study. The breadth of study statement in the National Curriculum is concerned with issues such as the use of ICT, scientific language and health & safety.

Our role is to teach scientific enquiry through the contexts of the three key stage areas. Children in the Foundation stage are taught the science elements of the foundation stage document through the Early-Learning Curriculum: Understanding the World.

Strategies for teaching Science at Braywood

Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of the National Curriculum. Science teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances of our school.

- KS1 children receive the equivalent of a minimum of one hour of science teaching per week, taught as a block each term.
- KS2 children receive the equivalent of a minimum of one and a half hours of science teaching per week, taught as a block each term.

Science work is integrated into a yearly programme of IPC and discrete National Curriculum topics for each year group, wherever possible. These are taught alongside similar topics in other areas of the curriculum.

Children are often taught by means of co-operative group work, but where appropriate individual work and class teaching are all used.

Approach to Science

All teachers follow the IPC and NC objectives.

- Class teachers teach the subject and classroom assistants are often used to support group activities and to provide extra help for children with special needs.
- ICT is used to enhance learning, to investigate and communicate ideas.
- Resources include DVDs, Internet and specialised outside agencies. We have a specific ICT teaching tool, which helps us deliver exciting and relevant lessons with a robust assessment procedure.
- All scientific equipment is centrally resourced. The school combines these secondary sources with first-hand scientific enquiries, building children's science skills.
- We actively teach science skills, and reinforce learning with selected enquiry simulations.
- We encourage children to ask and answer questions as far as practical.
- Children complete at least one enquiry per term, taking increasing responsibility for their planning, carrying them out and recording/interpreting the results.
- We use homework to support activities.
- We use cross-curricula links to science with for example, design and technology units.
- We develop science informally through school visits, science weeks, outside visitors and other out-of-school activities.

Equal Opportunities in Science

Science is taught within the guidelines of the school's equal opportunities policy. We ensure all children have the opportunity to gain science knowledge and understanding regardless of gender, race, and class, physical or intellectual ability. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, and linguistic or gender bias. We aim to teach science in a broad global and historical context, using the widest possible perspective. We value science as a vehicle for the development of language skills and we encourage our children to talk constructively about their science experiences.
·In our teaching, science is closely linked with literacy and mathematics.

We recognise the particular importance of first-hand experience for motivating children with learning difficulties. We recognise that science may strongly engage our gifted and talented children, and we aim to challenge and extend them.

Assessment and Recording

We use assessment to inform and develop our teaching.

- Topics commonly begin with an assessment of what children already know.
- Children are involved in the process of self-assessment, recognising their achievements and acknowledging where they could improve.
- We mark each piece of work positively.
- Work is levelled by the Science Leader.
- We have an assessment summative system to track children's progress. The science coordinator monitors progress through the school by sampling children's work at intervals throughout the year
- Continual assessment is equally important, much of which is informal. This assessment is used to inform teaching throughout the school.
- Reports to parents are made verbally each term, and written once a year, describing each child's attitude to science, his/her progress in scientific enquiry and understanding of the content of science.

Computing and Online Safety

ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners. Our vision is: to equip all learners with the experiences and skills of ICT that they will use in a rapidly changing technological world, learners in our environment will be confident and independent in their use of ICT to solve problems across the curriculum.
Learners understand how technology works

ICT is a tool for teachers to make teaching and learning relevant, immediate and fun.
It is a vehicle through which each curriculum area is delivered, a means of communication and a support mechanism for teachers. The aims of ICT are to enable children:

- To develop ICT capability in finding, selecting and using information;
- To use ICT for effective and appropriate communication;
- To monitor and control events both real and imaginary;
- To apply hardware and software to creative and appropriate uses of information;
- To apply their ICT skills and knowledge to their learning in other areas;
- To use their ICT skills to develop their language and communication skills;
- To explore their attitudes towards ICT and its value to them and society in general.

Teaching and learning style

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. Children are formally given instruction on how to use hardware or software in 'skills' lessons. These skills are then put into practice through lessons throughout the curriculum where subject matter dictates the tasks. We encourage the children to explore ways in which the use of ICT can improve their work. Both the children and staff use ICT to support teaching across the curriculum.

We recognise that all classes have children with widely differing ICT abilities This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. Our long-term ICT plan shows how teaching units are distributed throughout the year highlighting the progression of skills and knowledge.

Our medium-term plans, which we have adapted from the national scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The class teacher is responsible for implementing the short-term plans with the ICT component of each lesson. These plans take account of the learning objectives and skills required at the end of a half termly session.

Foundation Stage

We teach ICT in reception classes as an integral part of the topics covered during the year. The reception class follow the EYFS Development Matters framework. This encompasses studying and visiting everyday technology in the world around us. The children have the opportunity to use the interactive whiteboard, computers, programmable toys and a digital camera. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Teaching ICT to children with special needs

At our school, we teach ICT to all children, whatever their ability. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

Assessment and recording

Teachers assess children's work in ICT all the time by making informal judgments as they observe them during lessons. Pupils' progress is formally monitored at the end of each term; each pupil will be leveled for the strand of ICT, which has been studied through an electronic assessment program. This software will monitor the child's progress throughout their time in school and present a NC level together with a detailed skills report. This form of self-assessment is designed to give children more ownership of their learning.

When appropriate, pupils print out or save work and this is kept in their workbooks, although children can also save their work onto their own files The ICT subject leader keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school and helps teachers assess children's work.

Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader and the Leadership Team. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Use of the Internet

The purpose of internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems. It allows us access to worldwide educational establishments, cultural exchanges between pupils from all areas and access to experts in many fields for both pupils and staff. The Government has set targets for networked internet use in all schools by 2002 through the National Grid for Learning (NGfL) initiative, which we have achieved.

The Acceptable Use Policy applies to all members of the school community: governors, teachers and teaching assistants, parents and pupils. The policy is regularly circulated and a copy of the policy and the rules for using the Internet are displayed in the necessary areas. In the wider community, the ICT Co-ordinator ensures that care is taken to uphold any legislation concerning computers and software correctly. Materials that are downloaded are from acknowledged sources and our technician maintains and regularly updates the virus protection software. Our Internet Service Provider (Atomwide) prevents a large majority of unsuitable material from entering our network as it provides a filtered and protected service, but we cannot guarantee 100% safety from inappropriate material. This is why we adopt other measures to reduce any risk. The pupils are explained the rules of using the internet, they are displayed in the ICT Suite and all parents and their children are asked to sign a consent form declaring that they understand these rules. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Iinternet content, it is not possible to guarantee that unsuitable material will never appear on a school computer.

We adopt the traffic light system (recommended by Becta) to show the children some of the more acceptable practices when using this medium. Developing good practice in Internet use as a tool for teaching and learning is clearly essential. Pupils are taught what is acceptable and what is not acceptable and given clear objectives for internet use. We all aim to be SMART learners.

Internet access is planned to enrich and extend learning activities, sites are researched before use and access levels are appropriate and reflect the curriculum requirements and age of pupils. Children are not allowed to surf the net indiscriminately or for purposes other than schoolwork. Safety is ensured because we believe vigilance is essential and regulation the most important strategy. Children are coached in the rules of using the

Internet, allowed to explore the medium in safe areas (www.gridclub.com/cybercafe) and are constantly supervised. Children finding unsuitable sites must report this to their teacher immediately and the Service Provider will be notified. Any breaches of these rules would be reported to the relevant staff immediately. Abuse of these rules by any adult using the school's resources would be reported to the Headteacher and action would be taken depending on the severity of the crime. We realise the importance of copyright and that procession of unsuitable material can lead to a prosecution by the police.

The RBWM have provided email addresses for all the children in school with addresses that are not immediately recognisable to protect the identity of the child. Pupils may only use approved email accounts on the school system. In the case of a child receiving an offensive email they must immediately tell a teacher. Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone in email communication. Whole-class or group email addresses should be used at Key Stage 2 and below if we are communicating outside the school's immediate environment. Access in school to external personal email will not be allowed. Internet access and email facilities at Braywood are provided for all classes, gender, ability and culture. All children will receive equality of access. To ensure that this happens class teachers always provide activities for the whole class, everyone has a 'First class' address.

Children who do not have a computer at home have the opportunity to use our facilities after school or borrow one of our laptops, which are put aside for this purpose. Children with special education needs have support to ensure they have equality of access. A partnership approach with parents will be encouraged so they are kept fully informed. This could include demonstrations, practical sessions and suggestions for safe Internet use at home. Our website is an area where a risk assessment has been undertaken and it has been decided that the point of contact on the website should be the school address, school email and telephone number. Staff or pupils' home information will not be published. Website photographs that include pupils will be selected carefully and will not enable individual pupils to be identified. Pupils' full names will not be used anywhere on the website, particularly associated with photographs. Written permission from parents or carers will be obtained before photographs of pupils are published on the school website. The Headteacher and ICT Co-ordinator will take overall editorial responsibility and ensure content is accurate and appropriate. The school must hold the copyright of all material and hyperlinks are only made to suitable educational web sites.

The steps we have taken to provide a safe environment.

- We provide a filtered Internet Service, which is regulated and is safe.
- Children will be supervised at all time when on the internet.
- Sites to be visited will be carefully vetted by the teacher beforehand.
- Children will not be allowed to leave any personal details on the web and no child is to be named on our website.
- Children are taught to adopt a critical style of thinking when looking at sites on the internet.
- Suitable websites are contained in a resource book to assist teachers.
- Pupils will not be allowed access to public or unregulated chat rooms.
- These recommendations are to be respected when the children are writing their own web pages or visiting our school web site.
- When using email, children will only be corresponding to local schools or known persons. If communicating outside school, class email addresses are to be used.
- Pupils and staff will not reveal their personal details (home address or telephone address) on the web or with dialogue with other internet uses.
- No photographs of individual children will be published on our website. We will respect the law of copyright. Downloading of files is strictly restricted to staff.
- Any pupils finding themselves uncomfortable or upset by anything they discover will report it to a teacher immediately.

Our internet rules are displayed in the ICT Suite and all children have signed a consent form before being allowed to use the facility. Other Sources of information
www.parentsonline.gov.uk www. gridclub.com/cybercafé www.safety.ngfl.gov.uk/schools/index www.thinkuknow.co.uk, www.disrespectnobody.co.uk, www.saferinternet.org.uk,

Religious Education

Religious Education will enable all children to explore religious beliefs and practices, some of which are located in the local community. Pupils will be encouraged to explore the fundamental questions of life raised by human experiences.

Religious Education will foster mutual understanding between children of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

At Braywood we aim to help all pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Extend their thinking and analytical skills and their creative, imaginative and emotional development;
- Develop the ability to make reasoned and informed judgements about religions and moral issues;
- Enhance their spiritual, moral, social and cultural development;
- Develop a positive attitude to all people, respecting their right to hold different beliefs and towards living in a diverse society.

Our Christian values shape everything we do at Braywood and form the bedrock of our success. They are evident in our planning of RE and are understood by parents, staff and pupil alike.

TRUST, FAITH, LOVE, SELF-DISCIPLINE, FORGIVENESS, DETERMINATION, COURAGE, AMBITION, FRIENDSHIP, FAMILY, RESPECT, RESILIENCE.

The legal framework

In accordance with the 1988 Education Reform Act we provide religious education for all pupils (except those withdrawn at the request of their parents)

- Key Stage 1 - 36 hours per year
- Key Stage 2 - 45 hours per year

At Braywood both key stages have 5% of their curriculum time devoted to RE. Religious Education is taught with equal standing in relation to National Curriculum subjects, but in accordance with the local RBWM. Agreed Syllabus.

While we reflect that religious traditions in Great Britain are mainly Christian, we take account of the teaching and practices of the other principal religions represented in the country, without emphasising one more than another

Scheme of Work

Braywood uses the RBWM. Agreed Syllabus to plan most of the RE in school. It is based on two Attainment Targets:

- Learning about religion
- Learning from religion

Core and optional study units are planned and taught in accordance with these three strands of each Key Stage. These cover the core religions of Christianity, Sikhism, Hinduism and Judaism.

Key Stage 1 Ways of living, Learning about Believing, Sharing Faith
Key Stage 2 Lifestyles, What people believe, Expressions of Faith

For pupils in the Early Years there is a separate but similar curriculum statement more suited to their needs using the Early Learning Goals highlighted in the Foundation Stage Documents. There is clear guidance on the teaching of RE and the RBWM's Sacre has given schools as an additional supportive document together with a RE syllabus specific to Windsor Schools.

NB. Following consultation between the Windsor First and Middle Schools concerning the RE curriculum content, there is a more prescriptive overview of the curriculum with regards the content at KS2.

Teaching and learning

Teaching methods are stimulating and engaging, providing all children with access to Religious education. Consideration is paid to different learning styles and the differing abilities of students so that all students make progress in their learning. A range of teaching and learning strategies that are effective for inclusive teaching of religious education includes:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork, pictures and images.
- The use of art and craft to enable students to express their ideas and cookery.
- The use of drama, role play, gesture or dance
- The use of music to create an atmosphere or for expression of ideas and emotions.
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites etc.

There is a wide selection of resources available for teachers to use which covers Christianity Buddhism, Judaism, Sikhism and Islam. Children will have the opportunities to learn about religion from a variety of resources. RE is approached through stories, drama, cross-curricular themes, RE topics, festivals, whole school topics, discussion on specific ideas and spontaneous enquiries.

Teaching can be in the form of (or part of) regular timetabled lessons or as a whole day workshop. It can be part of an ongoing topic i.e. India and Hinduism or moral stories and PSHE. It is inextricable linked to other areas of the curriculum and as such benefits from enrichments days or visits. We endeavour to invite religious leaders and experts into school to enhance the teaching of RE.

Other areas include Circle time, PSHE, Collective Worship, SMSC Policy, ECM, Equality and Inclusion and all Healthy Schools Policies.

Assessment and Record Keeping

The RE planning each half term identifies opportunities for assessment. Teachers will keep ongoing records of these assessments and also of observations regularly. Formal records of the children's achievements are documented in their end of year reports and in their 'special book'. In order to improve the consistency and effectiveness of assessment in RE this syllabus includes the 8 level scale of achievement. This is a statutory criterion for assessment in the R.B.W.M. syllabus.

The staff discusses RE in our regular staff meetings and RE is reviewed in our 3 year cycle of the school development plan. Pupil achievement is recorded at the end of every year through a level 1-4 and parents are informed of pupil progress through their report and parents' evenings. The RE coordinator monitors trends in pupil data to further inform future planning.

Links

We are affiliated with the Oxford Diocese. We have developed links with local churches and ministers. In particular Church of the Good Shepherd, Dedworth All Saints Church, St Michael Bray Church, Church Army, Kings Church and Reading Synagogue.

Topic Subjects

The IPC curriculum structure is very specific and starts the topic with a 'knowledge harvest' (which determines where the children are with their learning) and a future plan/map/display of where the learning will progress. The unit starts with a 'Wow Day' that engages the learner and closes with an event or activity which parents are involved in, to engage families in the learning.

All curriculum areas taught within the International Primary Curriculum are 'blocked' together to allow children to move through the necessary learning process from basic understanding through advancing onto deep learning. This allows the child to build upon prior knowledge in order to secure the understanding and reduces the possibility of that learning getting lost over time. We assess children's work by making informal judgements as we observe them during each lesson. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

Statement of Intent for History

Aims and objectives

The aim of history teaching here at Braywood is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain, and by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution especially as we are a Victorian school. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

The aims of history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Statement of Intent for Geography

Aims and objectives

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of

research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:

- To enable children to gain knowledge and understanding of places in the world;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems at a local, regional and global level;
- **T**o encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.

We use a variety of teaching and learning styles in our geography lessons. We teach in key stages where team teaching incorporates whole-class and small group methods as well as individual enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

Statement of Intent for Art

Aims and objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are**:**

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To develop creativity and imagination through a range of complex activities;
- To improve the children's ability to control materials, tools and techniques;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To develop increasing confidence in the use of visual and tactile elements and materials;

- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Statement for Intent for Design and Technology

Aims and objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The aims of design and technology are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making.

The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene.

Physical Education

Braywood endeavours to provide stimulating, enjoyable and appropriate challenging learning experiences for every child irrespective of their age, gender, and cultural or ethnic background.

Pupils are encouraged to appreciate the importance of a healthy and fit body and develop a positive attitude towards a healthy lifestyle. The experiences and opportunities provided will enable the pupils to make informed choices about physical activity throughout their lives.

Curricular Aims

In line with the National curriculum Braywood's aims for Physical Education are to ensure that all pupils:

- Develop competence to succeed in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive activities.
- Lead healthy active lifestyles.

Underlying these are our aims that pupils:

- Enjoy being active
- Develop their creativity and problem solving skills.

The Curriculum

In Key Stage 1 children are taught to:

- Master basic movements including running, jumping, throwing and catching, as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

In Key Stage 2 children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games and to apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Staffing and Staff Development

All teachers are expected to teach Physical Education. All staff at Braywood take part in professional development through Inset, courses and dissemination to ensure secure current subject knowledge and awareness of health and safety procedures. Staff are supported by the subject leader and appropriate guidance and training is provided as required. Physical education is integrated into the whole school's planning.

Entitlement/ Continuity and Progression

Braywood endeavours to provide all pupils with a minimum of two hours of high quality Physical Education a week.

- All pupils are taught Gym, Dance, Games and Athletics and at Key Stage 2 also swimming and outdoor and adventurous activities.
- Indoor and outdoor space is allocated to different classes at different times dependent on the activity being taught. All timetabled Physical Education lessons are taught on the school premises with the exception of swimming that is taught at the Local Leisure Centre by their local staff.

- The Physical Education Leadership is responsible for ensuring that the curriculum is progressive and coherent and provides maximum learning opportunities for all pupils.
- All teachers are responsible for transferring all assessment and pupil information to the next staff member to ensure optimum continuity.

Adults Other Than Teachers (AOTTs)

All AOTTs that help within Physical Education lessons are appropriately trained and monitored by teachers. AOTTs are CRB checked and covered by insurance.

Safe Practice

All teachers at Braywood make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. We follow the 'Safe Practice in Physical Education' guidance provided by BAALPE. A copy of this manual is kept within school and available to all staff.

All pupils are taught how to handle and carry apparatus and resources appropriately. They are also taught how to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others at a level appropriate to their age and maturity.

Safety procedures whilst swimming at the local leisure pool are adhered to. Children are escorted on a coach to and from the Leisure Centre and are accompanied by an appropriate number of Teachers, Teaching Assistants and CRB checked adults. Changing is supervised by accompanying adults.

Children are made aware of personal safety issues e.g. the removal of jewellery and long hair tied back, and these are made clear from foundation stage upwards. An approved outside contractor checks all gymnastic equipment annually.

Equipment and resources

The resources are reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children and enhance learning.

Assessment and Recording

Pupils' progress will be monitored by the individual class teacher who will use these judgements to inform future planning. Gifted and Talented children are highlighted, encouraged to participate in onsite extracurricular activities and directed to external clubs that will extend their skills further.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of a unit of work, teachers make a judgement as to whether the children have met, exceeded or are working towards the expected outcomes of the unit. They record this and use it to plan future work. At the end of the academic year teachers make an annual assessment of the progress for each child. This is passed to the next teacher to assist with their future planning. It also forms the basis of a comment on the child's progress in the child's annual report to parents.

Pupil Leadership

Whole School Sports Leaders are selected and trained from Year 3 and 4 children to support and mentor younger peers and to assist in the organisation of PE lessons and events.

Monitoring and Evaluating the Subject

The Physical Education Leadership observes other staff members teaching PE and monitors progress by scrutiny of plans and liaison with colleagues. Formal feedback is given to help improve teaching and learning within Physical Education.

Music

'Music is the universal language of mankind.'
Henry Wadsworth Longfellow

At Braywood First School we value music highly because it is a powerful and unique form of communication that can change the way pupils feel, think and act. We believe music is central to the development of the whole child. Above all it is essentially a practical subject that should be enjoyed by all.

Aims:

- To develop transferable skills through music, such as listening, concentrating, focusing and performing.
- To use Music to develop personal skills, building self-esteem, self-confidence and self-awareness. Also to increase self-discipline and creativity, aesthetic sensitivity and fulfilment.
- To be able to work well in a team, developing the ability to work well as a team member as well as experience leading a team.
- To develop specific skills including listening, composing, performing and appraising.
- To make Braywood a singing school, where singing is a part of everyday life at the school, an activity that is enjoyed by all. Singing takes place both formally and informally, with singing in every assembly and at monthly Family Assemblies and regular concerts and productions. On an informal basis, singing leaders from Year 4 regularly visit KS1 classes to teach them a song each day of the week, and there is a 'Singing Stop' in the playground to encourage children to sing during breaks and lunchtimes.
- To enable children to experience a wide range of styles from a variety of different cultures.
- To give children lots of opportunities to perform.
- To use ICT to enhance children's learning where appropriate.
- To value music's contribution to the rest of the curriculum, and link it wherever possible to other areas of the curriculum e.g. links to Topic work (eg KS2 'Airports' projects - Year 4 children had to write their own round based on airports theme to teach to younger children; links also to Dance, PE, Geography (songs from other countries), History (Tudor music), Science (Sound), Numeracy (using songs such as 'Chocoholics' song), Literacy (writing songs).
- To make provision for Gifted and Talented pupils, through Berkshire Maestros who come in to teach violin, cello and guitar, and through piano lessons provided by the Music Leadership.
- To work with the local community. The Christmas concert takes place at the local church, enabling local community members to see the school perform.

Performing skills

Children are taught to sing a wide variety of songs and to use their voices expressively. Braywood offers a choir for all Year 3 and 4 pupils that are timetabled every week, and there is a KS1 singing practise every week at which they learn wide variety of repertoire including French songs.

Children also have the opportunity to play tuned and untuned instruments with increasing control and rehearse and perform with others, with an awareness of audience. There are monthly family assemblies which include the performance of two or more songs or hymns, together with Harvest Festival, Christmas, Easter and Summer concerts and productions which give every child in the school the opportunity to perform to an audience.

Composing skills

Children are shown how to explore different musical ideas, and taught how to select and organise musical ideas, recording these in a variety of ways (e.g. pictorial score, by means of a tape recorder or video or using notation). Every child has a regular class music lesson.

Appraising skills

Children are given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form and silence.

Assessment and record keeping

Assessment is an ongoing process brought about by:

- Observation of children working
- Discussion with children before and after working
- Looking at/marking children's work, including planning sheets which reflect on assessment criteria and identify opportunities for assessment
- Listening/assessing children's performances
- Progress is reported to parents annually.

Resources

There are two music trolleys in the Music room that contain a wide selection of percussion instruments. In addition, there are a good range of tuned percussion instruments including glockenspiels and xylophones. There are also two pianos, one in the main hall and one in the music room. The school uses the 'Music Express' scheme of work, in combination with a range of other songbooks and music resources. The school has a Coomber sound system in the main hall, together with CD players in most classrooms and 'Easispeak' microphones to record performances. There is also an electronic keyboard that can easily be moved around the school.

Modern Foreign Languages (MFL)

Aims

The main aim of teaching MFL is to develop children's linguistic competence. Lessons are regular and frequent, so that previously learnt language can be reinforced and children can make good progress.

The teaching of MFL offers opportunities for children to :

- Become increasingly familiar with the sounds (and in KS2, the written form) of a new language;
- Develop linguistic skills, knowledge about language and language-learning skills;
- Understand and communicate new language;
- Make comparisons between a foreign language and English;
- Increase their cultural awareness by learning about different countries and comunities;
- Develop positive attitudes towards language learning;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- Form a sound basis for further study beyond Braywood.

Teaching and Learning

The teaching style that we adopt is as active and practical as possible. The methods used include:

- Audio support and videos to enable the children to listen to the correct accent
- Games to reinforce the lesson objectives
- Research on the internet
- Practicing MFL (with a focus on French) through song (especially for Early Years and KS1) Years 3 and 4 use Channel 4 'Chez Mimi' website to support their learning of French. The school plans regular themed language based activities, e.g. French breakfasts, making sushi, Lebanese breakfasts, exchange visits from Lebanese schools and regular correspondence between pupils in the Lebanon.

Exceptional achievement in French lessons and activities can be recognised through inclusion in the Golden book and the Star of the Week award.

Planning

MFL planning is adapted from various sources including the National Strategy and the IPC and the EYFS framework to suit the needs and interests of the Children/ School.

French in the Foundation Stage
The lessons are based on fun and games and songs. Language lessons to this age group are to familiarise the children with the sound of the language so that they can discriminate it from their own and start to be aware of simple words. The register is taken regularly in French and simple instructions and songs are an integral part of the foundation class routine.

French in KS1 and KS2
Lessons in KS1 and KS2 are similarly built on the premise of interactive activities. They incorporate more than acquiring new vocabulary and strive to develop a greater appreciation of other cultures. In general, these lessons start with carpet time using songs and games. The main teaching objective of the lesson is introduced and the main activity may be oral or recorded. Children in KS2 have their own French file.

The contribution of French to teaching in other curriculum areas

Learning French presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas, and vice versa. Where there are obvious links e.g., learning how to tell the time, maths can be supported in French lessons also.

Inclusion

French lessons are planned and delivered to all children in the school. Class activities are differentiated in order to cater for the various learning needs in the class. We provide learning opportunities that are matched to the needs of the children.

Teaching MFL to first language speakers
Parental guidance is taken when children are bilingual or have a first language other than English.
Children help model to the class, particularly with intonation. First language speakers are obviously fluent in speaking, but we give them opportunities for reading and writing.

Assessment and recording

The French teacher assesses children's work in French by making informal judgements as she observes them during lessons. Pupil's progress in French closely monitored by the French teachers and is reported upon in the school report.

Personal, Social, Health and Education (PSHE) including Citizenship and relationships

Aims

Personal, social and health education (PHSE) and citizenship enable children to become healthy, independent and responsible members of society. We encourage the children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. The children learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social, health and citizenship education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members for a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.
- To live by the principles of the classroom charters.

Teaching and learning style

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fund-raising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Circle time is used to explore issues as they occur and within the PSHE curriculum. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire workers and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. Social, Emotional Aspects of Learning (SEAL) forms a significant part of our programme. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.

Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore that is responsible for the maintenance and upkeep of local parts and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events, e.g. sports day, educational visits, performances, inter-schools sports competitions, joint schools music productions and school productions. There is a particular focus on developing pupils' self esteem and giving opportunities to develop leadership skills and positive group work.

Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and

citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

Health, Relationships and Wellbeing

At Braywood we aim to:

- Raise each pupil's self esteem and sense of unique value.
- Foster confidence and competence in pupil's decision-making skills.
- To provide a secure environment and to teach the skills to develop the knowledge and ability to gain information when necessary.
- Emphasise the schools focus upon personal safety and personal health.

At Key Stage 1 we aim to develop the pupil's basic skills to encourage them to live a healthy, safe life.

At Key Stage 2 we hope to prepare and equip them to make informed choices at school and throughout their lives, enabling them to appreciate their achievements in the life and society outside school.

We have a specific Relationships and Sex Education resource that follows the Government's recent changes to this curriculum area. The focus is on healthy relationships, wise choices and information about a child's body.

We value our physical health and aim to increase the activity levels of the whole school through the provision of a supportive environment and to promote a healthy lifestyle. A knowledge and participation in this area can greatly increase a child's mental wellbeing so we aim to:

- Strive for at least two hours of high quality physical activity within the curriculum for every child and to invite appropriately qualified professionals to contribute to the provision of out-of-hours activities including Wellbeing, confidence and self esteem groups.
- Develop the role of Sports Leaders in the school
- Increase pupil participation in high quality physical activity beyond the curriculum and organised by the school and additional sport and physical activity at clubs and in the community.
- Provide high quality physical activity opportunities both within and outside of curriculum time which:
    - Considers the needs and interests of all pupils
    - Promotes positive attitudes towards participation in physical activity
    - Enables pupils to develop a full range of basic movement skills
    - Increases pupils' knowledge and understanding of the importance of physical activity.

Forest School

We aim to give children a shared understanding of the ethos of a Forest School experience. This powerful approach enables young children to be independent, self-motivated, courageous, considerate and sets them up for life long learning. It particularly supports the development of self-esteem and self-confidence.

Principles
Through the 'Forest School' our children have the opportunity to:

- Build independence and self esteem,
- Take managed risks in a different environment,
- Combine freedom with responsibility,
- Experience the changing seasons and all weathers
- Discover their abilities without feat of failure.

The children who work in our outdoor classroom are in a learning environment where the rules are minimal and easy to understand, there is no right and wrong, learning is lifelong and there is risk-taking within a controlled environment. Children are encouraged to move away from adult interaction and to become more responsible for each other and themselves.

The benefits of a 'Forest School' experience include:

- Health and fitness - being active in an outdoor, natural classroom.
- Increased emotional well-being - exposure to nature providing a relaxing experience.
- Social development - communicating and negotiating with peers and adults to solve problems and share new experiences.
- Skills development - practicing fine and gross motor skills to increase coordination.
- Gaining knowledge and understanding - multi-sensory, real-life learning about the world around us.
- Individual learning - careful observation allows leaders to tailor support to children's own interests and stage of development.
- Curriculum links - forest school supports all areas of the 'Early Years Foundation Stage' framework, many areas of the National Curriculum and the International Primary Curriculum.

Health and Safety Considerations

The Forest School programme will support young children to develop responsibility for themselves and others. It will even encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others.

Children are expected to wear appropriate clothing such as Wellington boots, old clothes etc. to ensure their safety together with suitable protection against extreme hot and cold weather. Forest School Leaders and practitioners should regard their duty of care when working with young persons as extremely important. To ensure all individuals (children, workers, volunteers) are safe and protected we strongly recommend the following:

- Everyone involved in Forest School is fully briefed on health and safety, risk assessment of sites and activities. Staff and volunteers should be made aware of the relevant school policies and ensure that they adhere to the guidance contained in them
- Key members of staff will have Child Protection Training and will have an enhanced level CRB check. Any concerns about a child's physical or mental well being should be shared with the schools named Child Protection Person.
- We regard safety and good practice as extremely important and it is the responsibility of individual staff and volunteers to ensure general safety during working.
- Confidentiality should be maintained at all times.

Teaching PSHE and citizenship to children with special needs

We teach PSHE and citizenship to all children, regardless of their ability, culture, religion, gender and race. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Some children with IEPs may have specific targets relating to PSHE and citizenship.

Assessment and recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons and by assessing work, gauged against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage 1 and Year.4. Assessment should offer the children the opportunity to reflect on their own progress.
The children record some of their work and it is kept in a folder. Work is regularly displayed around the school.

Children's progress in PSHE is reported to parents in the end of year report in the general statement.

Monitoring and Review

The PHSE and citizenship co-ordinator together with the Headteacher, is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Extra Curricular Activities

At Braywood we recognise the importance of study support and the positive impact that it can have on a child. We will always seek to extend opportunity and provision for the benefit of all pupils.

The purpose of study support (Extra Curricular Activities)
The purpose of extra-curricular activities (study support) is to raise achievement by motivating our pupils to become more effective learners through activities, which enrich the curriculum, improve key skills and raise achievement. These activities take place out of school hours. Study support in our school is grounded in the belief that all our pupils can achieve success through three key ingredients:

- Opportunities to learn for all
- Sustained support for learning
- A challenge to succeed

At Braywood we provide a range of out-of-class study and leisure activities designed to encourage good study habits and promote the idea that learning can be fun. Children can extend their out of hours learning beyond the range of the normal curriculum or have further experiences with topics and activities they enjoy or are good at.

Study support is a choice and offers children a positive experience of school life and their local community. It helps raise achievement and equips children with the skills and knowledge to enrich their lives and achieve personal fulfilment.

It is a considerable achievement for such a small school to provide a wide variety of extended activities to maximise the use of the school day. The whole ethos/aims of our school are reflected through our study support programme.

At Braywood we offer:

- An opportunity to fulfil their potential by providing access to a rich, broad, balanced and relevant curriculum matched to their individual needs.
- An inclusive approach where all children can benefit from innovative out-of- school activities and are all encourage/targeted to participate.
- Opportunities for personal successes, which can be celebrated.
- An excellent range of experienced and trained tutors who can guide, help and support learning through a variety of initiatives.
- A wide range of opportunities to learn new skills and a range of sporting, music, creative, leisure activities including access to additional resources.
- Opportunities to foster new friendships and express themselves outside the constraints of school life.
- Empowered stakeholders; as the children lead our study support activities through choice.
- Extended school club - Braywood EXtra (including Breakfast club) facilities for parents
- Closer partnership with parents and improved links with the community

Activities include during the school year may look like this:

- One-to-one tuition with specialist HLTA
- Small group catch-up groups on Tuesdays with Class teacher
- Publishing club, writing club, ICT on a teacher/student availability basis
- Sport including Rugby, Football, Tennis, Judo, Bench ball, Netball, Karate. Multi-skills
- Creative including Art, Film Club, Sewing Club, Languages (French) depending upon demand
- Music lessons with class teacher
- Extended schools including Breakfast Club
- Residential trip and day trips
- Family learning including local community i.e. keep fit, cooking depending upon local demand

Guidelines for our Extra Curricular Agenda

Study support provision needs to be targeted in such way as to provide opportunities for the maximum number of children and to those that would benefit the most. It is part of our behaviour/ personal development strategy to offer activities that will be an incentive for pupil motivation and enjoyment.

These children include:

- Those that have limited opportunities outside of school;
- Those who would benefit from working within a more informal environment with familiar members of staff;
- Those who would gain from widening their social circle;
- Our SEN and gifted and talented cohort.

Code of Conduct for Study Support

This Code of Conduct outlines the standard of behaviour expected of all study support tutors at Braywood. It is designed to provide guidance for ethical dilemmas and conflicts of interest.

Our Primary Link Teacher or Headteacher interviews all tutors and study support providers as to the suitability of their service and to outline the issues below in our induction process. RBWM guidelines are adhered to at all times with the legal regulations i.e. DBS.

All Extra-Curricular Leaders should ...

- Consult with key stakeholders to find out what they want, what they can offer and what's needed;
- Ensure that the pupils who would most benefit from extended learning opportunities are encouraged to attend;
- Explore ways in which study support can enhance the school commitment to improve the quality of teaching and learning and areas f school improvement;
- Ensure that staff working in study support have the necessary skills and expertise to undertake the role, and that further opportunities to explore insights gained into teaching and learning are offered;
- Co-operate with pupils to explore ways in which pupils can take a full and active part in the planning, delivery and evaluation of study support;
- Liaise with the LEA, Sport's Partnership and with local and national funding and support organisations as necessary;
- Ensure that the achievements of the study support programme are celebrated and well publicised and its profile remains high.

General Conduct

An important part of tutorial assistance is encouraging a positive attitude towards the benefits of education. Active involvement in tutorial sessions, enthusiasm and behaviour appropriate to the children you are working with is a critical part of being a tutor.

This means that the tutor should:

- Remember that they are a role model for students;
- Attempt to engage students in the tutorial session; offer educational support and encouragement; and use language appropriate to the situation.
- Be open and treat all students equally;
- Remember basic child protection issues and avoid situations where they are alone with a student or unnecessary physical contact;

Tutors have a responsibility to treat all people with whom they have contact, with courtesy and sensitivity, and must conduct themselves with integrity, accountability and responsibility. They are in a position of trust with students, and while it is important to develop a rapport with students, sensitivity should be applied to ensure that student and tutor relationships are maintained on a professional basis. Tutors must also be aware of interpersonal situations that could influence professional judgements.

Health and Safety

Tutors should minimise the health and safety risk to all students they are tutoring or supervising. Tutors must take such measures as are reasonable in the circumstances to protect students from known hazards and/or harm which could arise, and are responsible for taking reasonable care to protect their own and students' health and safety.

This means that tutors should:

- Ensure that any equipment is safe for use;
- Not attend a session if they are unwell or have a contagious illness. Tutors should advise the student, parent/caregiver, or school (as appropriate) in advance if they cannot attend a session;
- (if a student becomes unwell or is injured): Assess the situation and contact the student's parent, medical services or classroom teacher as appropriate.
- Familiarise themselves with emergency procedures for evacuation.
- keep appropriate records in accordance with their contract to support monitoring, assessment and reporting requirements.
- avoid situations in which their personal or financial interests might reasonably be thought to conflict with their duties.

Management and Leadership

Our range of clubs is as wide and as varied as possible providing a broad base of experiences. Clubs are planned and considered from a whole school perspective and there are many opportunities for staff to share between them, expertise and knowledge. Each session should have a specific learning outcome linked to whole school aims and objectives.

All activities provided are well thought-out in advance taking into account any health and safety issues and a risk assessment carried out. At every session a register of the children attending is taken.

All clubs are planned to ensure that they are adequately resourced. Where appropriate, children should be encouraged as part of their activities to participate in events in the local community such as tournaments. In such cases the school's guidelines for taking children on school trips must be observed and followed. Out of school provision needs to be considered of equal importance to lessons and treated as such by both staff and children.

Members of staff for continuing professional development and qualifications can use study support. When considered appropriate we encourage the use of external expertise, including parents. These providers are subject to the same child protection procedures as all staff.

Monitor and Evaluation

All stakeholders to ensure that we are achieving our aims regularly evaluate all study support activities. Any changes implemented must reflect Braywood's desire to seek to extend opportunity and provision for the benefit of all pupils. Consultation with students and parents forms an integral part of our evaluation process. Portfolios of activities and display areas are used for record keeping of activities, progress and a celebration of achievement.

Alongside the study support coordinator, the member of staff providing the activity is responsible for assessing each activity and deciding on any changes that are deemed necessary. The class teacher, office and head teacher evaluate the program or trip, with suggestions from all key stakeholders being taken into consideration. The Governing Body is informed of our action plan for study support three times a year.

Sustainability

At Braywood we aim to ensure that our study support programme is sustainable both financial and staffing. The school maintains study support through a regular allocated budget and where possible extra funds through grants and donations are always being looked for. Tutors are constantly sought to widen our provision.

Appendix 1 – Code of Conduct for Extra Curricular Activities

This Code of Conduct outlines the standard of behaviour expected of all study support tutors at Braywood. It is designed to provide guidance for ethical dilemmas and conflicts of interest. **This code of conduct is given to all extra curricular teachers.**

General Conduct

An important part of tutorial assistance is encouraging a positive attitude towards the benefits of education. Active involvement in tutorial sessions, enthusiasm and behaviour appropriate to the children you are working with is a critical part of being a tutor.

This means that the tutor should:

- Remember that they are a role model for students;
- Attempt to engage students in the tutorial session; offer educational support and encouragement; and use language appropriate to the situation.
- Be open and treat all students equally;
- Remember basic child protection issues and avoid situations where they are alone with a student or unnecessary physical contact;

Health and Safety

Tutors should minimise the health and safety risk to all students they are tutoring or supervising. Tutors must take such measures as are reasonable in the circumstances to protect students from known hazards and/or harm which could arise, and are responsible for taking reasonable care to protect their own and students' health and safety.

Tutors are in a position of trust with students, and while it is important to develop a rapport with students, sensitivity should be applied to ensure that student and tutor relationships are maintained on a professional basis. Tutors must also be aware of interpersonal situations that could influence professional judgements.

Abuse

Tutors have a duty to report any suspicions that a student is being abused to the school ASAP. There are four main types of abuse are neglect, physical or sexual abuse and emotional abuse.

Student Behaviour

Students have a responsibility to treat tutors with respect and courtesy. Tutors should advise students if their behaviour is inappropriate or offensive. If unacceptable student behaviour continues, tutors should discuss with the parent/carer or teacher.

Gifts and Benefits

Tutors must not seek or accept favours or gifts for services performed in connection with their duties.

Confidentiality

Tutors must respect the absolute rights of clients' confidentiality as demonstrated in the school's confidentiality policy. Tutors are bound by the Information Privacy Principles which are included in the Conditions of Contract.

Delivery of Services

Tutors must aim to achieve value for money and avoid waste and extravagance in the use of public resources. Tutors should identify improvements to systems and procedures, where relevant, to achieve optimal effectiveness, efficiency and responsiveness.

Compliance with the Tutor Code of Conduct

If the tutor has breached this Code of Conduct, Braywood CE First School may undertake an investigation into the suspected breach. At the school's discretion, tuition arrangements may be suspended for the duration of the investigation and if we are not satisfied with the results then we will terminate the contract.

Appendix 2 - Off site Risk Assessment

At Braywood the importance of off-site activities is invaluable as a source of learning for the children. Off site activities enrich and broaden the curriculum in the widest possible way. They do, however carry a certain amount of risk as you are taking the children off the school site.

The aims of our off-site visits are to:

- Enhance curricular and recreational opportunities for our pupils;
- Provide a wider range of experiences for our pupils than could be provided on the school site alone;
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

Law

Common Law Duty, 'Duty of Care'

Those responsible for others have a duty of care for those individuals within their care, custody or control; they must take the same reasonable care that a reasonable, prudent and careful parent would take in the same circumstances. This applies inside and outside the school hours.

We aim to comply with the Offsite and Hazardous Activities Policy and Procedures as recommended by the LEA. The RBWM policy document is available in the office. In implementing this principle staff should:

- Provide for their safety
- Try to think as a parent might in similar circumstances
- Consider whether they would be able to justify what is proposed to professional colleagues whose judgement they respect
- Consider whether they would be able to justify what is proposed ultimately to the court of law. If in doubt, staff should not go ahead with an activity until they have sufficient further information and advice to remove the doubt.

Voluntary staff

The duty of care applies to all who take responsibility for the children of others but the law would be likely to expect a higher standard of care from professionals and those who hold qualifications because of their training and experience.

Parents volunteering would be acting as members of staff and must be CRB checked. Volunteers must be well briefed before a trip and given a copy of the school's guidelines for procedures on a school trip, a risk assessment of the trip and contact details.

Procedures

The party leader must discuss the trip with the Headteacher before booking and is responsible for preparing the Risk Assessments (see RBWM off-site and hazardous activities policy for generic risk assessments)

Non-Residential Activities

- Form OA 4 medical/consent forms need to be held for any off-site activity or the person cannot take part

Residential Activities

- Form OA 1 (off-site outline approval form) to be submitted if it is a new venture, or information is needed before planning, before information is given to parents.
- Form OA 2 (activity management plan) to be submitted 12 weeks before trip.
- Form OA 3 (information/insurance form) and OA 5 (record of participants) to be submitted 7 days before trip. (See RBWM Offsite and Hazardous Activities policy)

The party leader must research the background and implications of an off-site activity thoroughly. Whenever possible, staff should have visited any venues previously. The party leader may choose not to have a group to look after when on the trip, but must hold the Forms OA4 medical/consent for the whole group.

All adults who attend the trip are required to fill in the medical and consent form OA4. This could be held in an envelope to ensure confidentiality. All staff, parents and other volunteers must be fully briefed as to their roles and responsibilities. There is a meeting prior to the trip with all volunteers to discuss the risk assessment and its implications.

Each group leader should have with them, the Emergency Procedures information (purple document), a copy of the Risk Assessments, as well as any information relevant to the trip. Children are not allowed to take mobile phones on trips but all the adults have mobiles with a list of pre-arranged mobile numbers.

Staffing ratios are difficult to prescribe, as they will vary according to the activity, age, group, location and the efficient use of resources. All groups will have a minimum of 2 staff. There should be minimum of:

- 1 adult for every 3/4 pupils in Years F, 1 & 2
- 1 adult for every 5/6 pupils in Years 3 & 4

Not all situations need such manpower, but a walk by a river for example may need 1:2 for safety. For children with special needs staff need to ensure that an appropriate level of care and supervision is available, this includes children who have a predisposition for unpredictable behaviour. For a pupil in a wheelchair a ratio of 1:1 is required.

Safety

This must be a prime consideration in all planning and preparation. In particular, care should be taken to ensure that appropriate preparations are made to deal with emergencies First Aid facilities are available at all times. Frequent head counts must be made and policies for dealing with these emergencies are in line with those inside the school grounds.

Accidents

The record of an accident on a trip should be made on an on-site accident form, available from the office. Any School activity that takes students off-site must:

- Have parental permission.
- Have a medical/parental consent form for the activity.
- Carry the ORIGINAL medical/consent form (staff need to be able to prove that they have the right to be with the students under their care and if a student has to go to hospital the hospital has the right to refuse to carry out treatment if only a photocopy of the form is produced).
- Not travel in or use any minibus which does not have a Royal Borough Minibus Permit. (The minibus permit legislation states that it is the organising body of the trip etc. which has to have a permit not who owns the bus.)
- Not travel in vehicles which are not insured for business.
- Make sure the supervision of the students is appropriate for the activity.
- Be fully insured.
- A risk assessment must have been carried out to ensure the child's and adult's safety.

Private Vehicles

Any private vehicle driven for transporting pupils must be insured for business and the driver must be CRB checked. Children must wear seat belts and no child should travel in the front seat unless they are offspring of the driver. Any claims would in all probability have to be met through the driver's own insurance policy. It is the party leader's responsibility to ensure drivers sign Form OA 6 to ensure that insurance policies, full driving licences, MOT and road tax are current. Teachers can take individual children in their car provided a risk assessment has been undertaken.

There must be express permission from the parent that their child can travel in a specific car.

Coaches

These must have lap belts and, by law, must be worn. Entrances, exits and the driver's rear view should not be obstructed. Children should not sit next to emergency exits. Make sure the driver parks in a place which is safe for the children to enter and exit. If the coach breaks down on the motorway the leader will ring 999 immediately.

Young People with Disabilities /Special Needs and off-site Activities.

Staff must ensure that an appropriate level of care and supervision is available to meet the needs of all the individuals within the group. A risk assessment should be completed for each disabled/special needs pupil. The risk assessment should clearly identify the support needed by the disabled/special needs pupil and state how the school intends to provide that support.

Risk assessments must be site and travel specific as well as pupil specific. Consideration must be given to the level of supervision needed by pupils with behavioural problems, which may be exacerbated by an off-site activity. Usually parents are asked to attend the trip in these cases.

Procedures for approval of off-site, non-residential and non-hazardous activities

At the beginning of each year the form OA 8 is to be completed with the type of activities we will be conducting e.g. museum visits and submitted to the LEA Off-site Adviser for approval and insurance records.