

Sandy Lane Vision:

- Fulfilling potential
- Unlocking Opportunity
- No-one left behind



The Sandy Lane Way:

- Resilience
- Excellence
- Self-awareness
- Passion
- Empathy
- Communication
- Teamwork

Curriculum Policy Handbook

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Share with Staff	Yes

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Curriculum Policy Framework

1. Background and Rationale

In September 2019 having finished a successful year that saw the school transition to a good, well performing school¹, school leaders and governors embarked on a strategic mission to discover how our children learned. It was important for us to know what the barriers to learning were and what provision we could put in place to improve the life chances of all our pupils.

Our starting points was the development of a new vision statement with principles that we were determined to see run through all our policy frameworks like a golden thread.

2. Sandy Lane Primary School: Vision & Ethos:

Fulfilling potential

Unlocking opportunity

No-one left behind

Ethos:

Fulfilling Potential:

¹ Sandy Lane Primary School Ofsted: <https://reports.ofsted.gov.uk/provider/21/107219>

Our aim is to provide a school community which embraces excellence for all. Pupils, parents, staff and volunteers work together in order to recognise and achieve their highest aspirations; knowing that to achieve the greatest for oneself is the very foundation of fulfilling potential for all.

Unlocking Opportunity:

Our aim is to provide a clear pathway to everyone's highest aspiration. A wider world of opportunities introduced by the use of a creative curriculum design with imaginative use of resources and partners across the community. We will use the skills of resilience and self-awareness to instil a passion for new learning experiences. Using these crucial life skills to dissolve barriers and embrace a future of life-long learning and success in our chosen path.

No one left behind:

A school that truly understand and embodies an empathy for all who pass through its doors. Our actions reflect the needs of all our pupils, to be the people who they want to be, by providing the encouragement and resources to make the improvements that they need in order to make the best possible progress towards their life goals.

3. Barriers to pupil achievement:

School leaders began to unpick what were the main obstacles to pupils learning:

- Pupils had poor oracy skills because the curriculum did not allow time for pupils and teachers to talk to each other properly in a way that would develop their cultural capital². School leaders recognised that a prevalence of poor oracy skills was having a significant effect on children's achievement, was an issue of equality thus becoming an issue of social mobility.
- Due to a consistent narrowing of the curriculum, in the main, pupils artistic fine motor skills had been stunted to a KS1 level with age related Art and Design skills beyond the scope of many Year 6 pupils.³
- Schools 'paper based' Learning of Life curriculum⁴ had developed in line with Ofsted requirements, but lack of curriculum time for art or design skills which linked to the topics, fundamentally missed an opportunity to further deepen children's learning and capture their full engagement; thus broadening their acquisition of cultural capital.
- Pupils presented good and 'on task' behaviours within class, but lacked enthusiasm as they progressed through school. Pupils view of school was 'all maths', 'all English', 'a bit of science' and the bit they found interesting, which was Creative Curriculum, didn't feature nearly enough!
- Pupils displayed many positive behaviour and attitudes and it was apparent that school's attention to pupil personal development was also good, but for school to more deeply impact in the life chances of its pupils we were going to have to aim high. Only the development of policies towards an outstanding

² Cultural Capital: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' Sections 3.1 and 3.2, 'National curriculum in England: framework for key stages 1 to 4', Department for Education, December 2014;

³ Source: Project O; an oracy project conducted by EHT & HOS school with targeted Y6 pupils to improve oracy through a range of practical Art & Design based activities.

⁴ 'The Big Idea!' The Big Idea consists of questions about school's Learning for Life curriculum that deepens children's reasoning. Aim: To give children a purpose to their work- What's the point of it? Why are we doing this?

school would provide the children with the rich set of experiences across the curriculum which would inspire them to raise their aspiration, to be the person they were *learning* that they could be.

- School leaders & governors have set up designated sub groups to address the needs of pupils through the areas of: Quality of Education, Behaviour & Attitudes, Personal Development, Leadership & Management and Parental & Community involvement⁵.
- This policy framework sits within the remit of the Quality of Education link governor group.

4. Magic Mondays

- Once school leaders had established that pupils did not have enough time to develop themselves within a full and rounded curriculum, the decision was taken to re-align curriculum time to meet the needs of our learners. Numeracy & literacy would now be taught over four days in order to provide time for a rich and broad curriculum.
- Magic Mondays have been developed over the course of 19-20 & 20-21 in order to engage all pupil's more practically into their curriculum topics.
- School leaders were determined in their approach that there need be no conflict between teaching a broad, rich curriculum and achieving success. As such leaders intensified efforts to further develop a rich Learning for Life Curriculum.
- Magic Mondays now ensure there is a creative link to Reading, Writing, Maths and Science as well as other foundation subjects within the curriculum.
- 'Magic Mondays' create opportunities to develop art & design project based learning through school with meaningful links across the curriculum. These have been seen to lift and deepen pupil engagement across all subjects, improve participation in speaking and listening opportunities and has vastly improved pupils age related access to art and design through collaboration with artists an art consultant and our Kapow Design and Technology resources.
- Age related project tasks linked to the Learning for Life curriculum have been extended across half terms instead of single or double week activities.
- All phases use the whole of Monday morning to carryout art and design projects focused on that half terms 'Big Idea'.
- The aim is for children to have time to develop age related skills across the curriculum, improve their oracy skills, gain cultural capital and an understanding of what possibilities are available to them in the world of work.

⁵ PCI: Not part of the Ofsted inspection Framework but considered important to whole school development.

- Key Principles for Magic Mondays:
They must remain Magic!
They must produce quality age related and exciting outcomes linked to the rest of curriculum.

5. The Big Idea!



The Big Idea consists of questions to deepen children's reasoning.

Aim: To give children a purpose to their work- What's the point of it? Why are we doing this?

How will it work?

- We will plan Creative Curriculum (CC) in subject blocks (apart from Science, which will still be taught weekly).
- For each subject we will write a Big Idea question, e.g.: Science- How will I keep my plant alive? Did we land on the moon? These questions can often be googled according to your topic. The Big Idea is presented to the children at the start of the new unit – discussed and stuck in books. (use the pro-forma and icon in the CC folder on the teacher drive)
- After choosing the Big Idea we will then write 3 or 4 '*I Can*' statements – these can be taken from the key skills lists and should be the basis for the activities during the unit of work. These will be stuck in books at the start of the unit. (use the pro-forma in the CC folder)
- Big Idea questions will be on your CC wall and also added to corridor displays.
- Through the unit we will complete activities building up to the Big Idea – similar to the tasks which build up through a unit of English- we will be looking for the learning journey.
- At the end of each unit the children will answer the Big Idea question- this can be as a class and the conclusions written in their books, or younger children can come to a class or group conclusion to be typed and stuck in books.

- Use phrases like:

- I think because.....
- I noticed..... this means
- I believe..... because.....

The Big Idea Flow Chart.

Creative Curriculum Subject

The Big Idea



**Did we really land on the
moon?**



I Can statements



Activities linked to the I Can statements



Conclusion to the Big Idea.

NB: It is important to always put the subject as a heading in Learning for Life books and a subject heading for the Big Idea

6. Respect & Cojo:

- School leaders also identified that in order to provide the very best life chances for our children, then we would need to ensure that some basic life principles of RESPECT both in the literal sense and as an acronym. RESPECT⁶ was incorporated into every aspect of school life.
- To that end the RESPECT principles and the related COJO⁷ missions were introduced to school's curriculum. RESPECT is referred to throughout the school day and COJO missions take place with a children's class on a weekly basis.

7. Learning for Life Curriculum:

Curriculum Vision

At Sandy Lane Primary School, we aim to provide ALL our children with an engaging, purposeful curriculum that will Fulfill their potential, Unlock opportunities and No-one is left behind.- We believe that providing our pupils with key experiences will enhance their learning and personal development to help them become successful, confident learners.

Each year group has an engaging curriculum that provides our children with the opportunity to learn about a variety of inspiring topics in a number of different ways. We have carefully thought about the needs of our children at Sandy Lane Primary School, and have planned a series of themes that will provide excellent learning opportunities where our children can develop their basis skills, enjoy exciting real-life experiences and make good progress.

⁶ RESPECT – Resilience, Excellence, Self-Awareness, Passion, Empathy, Communication and Teamwork

⁷ COJO – Originally called Commando Joe but shortened to COJO to be more inclusive. A tailored indoor/outdoor package of 'missions' that allow children and young people to develop life skills, improve attendance, develop a growth mindset and build resilience.

It is our intention to provide our children with the best, first-hand experience that will engage their interests and drive their learning with a key purpose. All subjects with the exception of Maths and English are taught in Unit blocks planned through the Learning for Life Curriculum. Each unit is introduced with the Big Idea to encourage a sense of wonder and curiosity. This will give the children opportunities to develop their questioning and ability to hypothesise.

We have ensured that our school curriculum provides the best opportunity for all our children to thrive regardless of their abilities, whilst ensuring we have the best quality opportunities for cross curricular English and Maths across all our themes.

We are committed to ensuring that our children at Sandy Lane Primary School receive a curriculum that they can be proud of, which enables them to enjoy their learning and become successful, confident learners.

Recipe for an engaging curriculum

- A clear vision for the curriculum
- A whole school overview with exciting and engaging themes, that are relevant to and tailored for each individual class
- A carefully planned range of experiences and Big Ideas that provide engaging starts to units and a reason for learning
- Opportunities for the children to question and develop the ability to draw conclusions.
 - A set of key texts and films that each year will study in English and link to the theme.
 - A carefully planned set of Maths challenges that link to the theme and allow the children to use and apply their basic mathematical skills
 - Carefully planned themes that cover all of the NC , using the Learning Rivers and ensure application of basic skills in each subject.
 - Clear and concise skills lists for each year group to ensure progression and pitch and assess the children's progress.
 - Planned experiences to develop the children's personal and life skills
 - Time for staff to plan together to develop their skills and knowledge
 - Regular monitoring, feedback and reviews by the Learning for Life Curriculum.

Expectations for teachers when planning and delivering the curriculum

- Give children a reason and a purpose for their learning- The Big Idea – this will be an overall outcome to units within the topic, with I Can statements listing the key skills the children will learn.
- The Big Idea and the I Can statements will be shared with the class at the start of each unit.
- Subjects will be clearly identified in each lesson and in the Learning for Life books.
- All teachers will use the Big Idea flow chart to plan their short units for each subject.
- Each half-term phase meetings and staff meetings will be used to assess the children and then use the Learning Rivers to plan the next half-term.
- Each Term Class teachers will provide senior leaders with the curriculum data for each subject within the curriculum. E.G. What percentage of the children in the class are meeting Age expectations in History?
- This Curriculum Data will be fed into schools assessment systems and used to monitor the effectiveness of curriculum delivery and be available for external inspection.

- Subject leaders will monitor and review the coverage of all subjects to ensure progression through the school.
- Learning walks and book scrutinies are planned into the whole school monitoring dates.
- The Learning for Life Faculty will hold termly meetings to monitor and discuss next steps.
- French will be taught as part of the carousel afternoon in KS2 for 25 minutes.
- RE and RSHE will be taught on alternate half terms in all key stages. Teachers will follow the Learning Rivers and work will be recorded in the Big Class book.
- Music- Each KS2 class will be taught to play the Ukelele as part of their carousel afternoon. KS1 have a music lesson each week for 20 minutes.

Subject faculties

The Sandy Lane Faculty Model 2021-2022

Faculties	Lead	Team
Maths	Mark Hitchen	Kylie Creed (Deputy)
English	Claire Dunsire	Rachel Hunt (Deputy)
Learning for Life	Shabana Kauser	Declan Bull, Hayley Milburn, Daniel Poole, Kiran Zahoor, Samantha Linney

Rational

The role of the Faculty teams will be developing and improving the quality of provision for their respective area of teaching and learning across the school.

It will be the role of the faculty lead to work alongside their team and guide them through the yearly monitoring cycle. Working with colleagues to model and disseminate best practise of a subject and phase leader. This will in turn start to establish a culture within school of shared leadership where it is everyone's responsibility to ensure our children receive the best possible education. The skills needed to monitor and evaluate a subject or phase will be cascaded through the whole staff building a systemic leadership structure for the future.

Key Priorities

- Outline the progression of skills, knowledge and understanding of our subject by year group.
- Ensure coverage and appropriate progression is evident in planning and books.
- Provision within the classroom deepens thinking and leads the children having a greater understanding of further opportunities that their learning may led to.

Faculty Responsibilities

- Scan for the best practise, latest pedagogical approaches and WAGOLLS.
- Write the curriculum **intent** for their subject to be published on the school website.
- Audit resources and order new resources where needed.
- Plan and deliver appropriate training and INSET to staff.
- Plan a whole school project day.

Term	Lead	Team	All Faculties
Autumn 1	Look at the School Development Plan (SDP) and identify faculty needs.		Plan and carryout staff training where needed
	Phase Book Look across all subjects – Feed back to SLT and team.	Audit Resources and order new where needed.	
Autumn 2	Review the curriculum overview for their subject to be shared with whole staff and published on the school website.		
Spring 1	Learning walk looking at environment. Feedback to be discussed as a team and fed back to SLT.		
Spring 2	Subject Book Look/ Pupil Voice Feed back to SLT.		
Summer 1	Focused Learning Walk		
Summer 2	Focus on assessment data to drive development for 2024-25		

Early Years:

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.” Early Education⁸

Introduction

- The Foundation Stage extends from the age of two to the end of the reception year. Our Nursery opens for children aged two and above. Entry into our reception class is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- At Sandy Lane Primary School, we value the important role that the Early Years Foundation Stage plays in laying the foundations of future learning and development and its preparation for life.
- Children joining our school have already learnt a great deal. Some have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles: it builds on what our children already know and can do;
- It ensures that practitioners work with parents/carers effectively to support children’s learning and development.
- it ensures that no child is excluded or disadvantaged.
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

Aims and objectives

At Sandy Lane the over-arching aim of the EYFS is to help young children achieve and to make sure that appropriate arrangements are in place for their safety and welfare. The EYFS outcomes which guide the work of all practitioners are grouped into four distinct but complementary themes.

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Teaching and Learning

⁸ www.early-education.org.uk 2012.

The curriculum of the Foundation Stage underpins all future learning by promoting and developing:

- a broad, balanced, rich and stimulating curriculum and environment which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.
- a safe environment which is sensitive to the needs of the child, including children with additional needs.
- In Reception, Phonics is taught every day for thirty minutes, from 9:05 to 9:35am
- In Reception we follow the "Read Write Inc" system of teaching phonics.
- The teaching of phonics is active and interactive and sessions are fun. As well as following Read Write Inc we use other various interactive fun activities and games to learn our phonics.

Teaching and Learning of Mathematics

Using the guidelines of Development Matters and the programmes of study from White Rose Hub and Numicon it is our aim to develop:

- a positive attitude towards mathematics and an awareness of the fascination of the subject
- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately
- initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and investigation
- knowledge and understanding of early maths language of measurement, shapes, spaces, positions, early numbers, order and patterns
- the sequence of numbers
- an understanding of positional words, e.g. in, on, outside
- an awareness of time
- awareness of shapes in their environment
- be aware of 1-to-1 correspondence
- acquire new vocabulary
- learn number rhymes and songs, e.g. one, two, buckle my shoe etc.
- be aware of conservation

At Sandy Lane we support children in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

Children in Reception learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We recognise that children learn through routine, continuous provision and incidental learning opportunities, as well as planned sessions and activities. Mathematics is also developed through stories, songs, games, routine, questioning, imaginative play, child-initiated learning and structured teaching.

In Reception, Mathematical activities are also timetabled and planned, these lessons include a good balance between whole-class, group teaching and individual practice.

The children have individual Number 'Next Steps' in their Skills Book. These are also in their Home Learning Book so parents are kept informed of the children's progress and what maths next steps to work on.

The early learning goals and the educational programmes:

- set out in the "The Development Matters" document, (DFES 2012). The seven areas of learning are:

Areas of Learning and Development	Aspects
Prime Areas	
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening, Attention and Understanding
	Speaking
Specific areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

The more general features of good practice in our school that relate to the Foundation Stage are:

- Identifying that every child is unique and reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.
- the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
- the understanding and knowledge that teachers have of how children develop and learn, and how this must be reflected in their teaching.
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors.
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers.
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school.
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it.
- the regular identification of training needs for all adults working at the Foundation Stage.

Learning through play

“The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.” DFES 2012,

At Sandy Lane we do not make a distinction between work and play. Through play, our children explore and develop the learning experiences that help them make sense of the world. They practice and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Inclusion

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that children meet their own individual learning goals by the end of the year. Some children progress

beyond this point. We help them do this by planning to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and children from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;

- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as speech therapy), as necessary.
- The School's Special Needs Coordinator is responsible for providing additional information and advice to practitioners and parents and for arranging external intervention and support where necessary.
- Children needing additional intervention are identified and actions put in place.

The Foundation Stage Curriculum

- Early Years staff have developed long term plans together and meet weekly to plan for the indoor and outdoor classroom looking at planning, evaluation and the progression of learning. They meet each half term for medium term planning and profile discussion. The curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals and Development Milestones. Our children's learning experiences enable them to develop competency and skill across the learning areas.
- The Early Learning Goals and Development milestones are constantly referred to and teachers address the requirements in a flexible way.
- The Development Matters document provides the basis for planning throughout the Foundation Stage. A framework has been created for long term planning which gives structure and coherence to the curriculum. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes in line with the Development Matters curriculum, and also for those working towards the National Curriculum. Our short-term planning identifies specific learning objectives, activities, differentiation, deployment of adults and resources.
- The school makes full use of the outdoor classroom, where a planned programme of appropriate activities takes place at all times of year. Children wear suitable clothing at all times.

Assessment:

- The Development Matters document is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals and Development Milestones.
- It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.
- Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate.
- The collection of assessment data in the Foundation Stage Profile is a statutory requirement.
- A decision is made at the end of Reception as to whether the children are Entering or Expected the Early Learning Goals.
- All assessment data is recorded on SIMS and The Early Years Monitoring Tool.
- During the first term in the Nursery and reception class, the teacher assesses the ability of each child, using observations and the mandatory government baseline assessment.
- These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.
- We share the information contained in these assessments at our parental consultation meetings.
- The teacher completes an assessment on entry to reception and at the end of each term, and then updates this on SIMS and The Early Years Monitoring Tool.
- At the end of the final term in reception, we send a summary of these assessments to the LA for analysis.
- There are 17 summary scales. Year 1 teachers use this information to make plans for the year ahead. This information is shared at parental consultation meetings.
- Each teacher keeps photographs, short and long observations on Tapestry and examples of each child's work in their individual Skills Book.
- The Nursery and Reception children have a Maths 'Next Steps' assessment tracker. These are also taken home so parents are kept informed of the children's progress and what maths next steps to work on.
- Planned, focused written work is recorded in Skills Books. We share this wide range of evidence with parents and carers at each parental consultation meeting.

Reporting

- Parents and carers receive an annual report that offers informative comments on each child's progress in each area of learning.
- It highlights the child's strengths and development needs, and gives details of the child's general progress.
- We complete these in June, and send them to parents and carers in July each year.

Home/School Links

- We believe that all parents and carers have an important role to play in the education of their child.
- We therefore recognise the role that parents and carers have played, and their future role, in educating the children.

We do this through:

- discussions with teachers from previous settings;
- talking to parents or carers about their child before their child starts in our school;
- visits by the teacher to all children in their home setting prior to their starting school;
- opportunities given to the children to have at least two visits prior to starting school to spend time with their teacher;
- inviting all parents and carers to an induction meeting prior to starting Nursery and Reception class.
- offering parents and carers regular opportunities to talk about their child's progress in our EYFS classes;
- encouraging parents and carers to talk to the child's teacher if there are any concerns;
- admission into the reception class is staggered over the first 2 weeks of the Autumn term;
- encouraging parents and carers to stay if there are problems with the child's admission;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers for example, parental sessions about phonics, reading with your child, early writing and open days;
- providing various activities that involve parents and carers, i.e. regular communication with home through Reading Journals, Take Home and Talk Sheets and Home Learning Books, messaging parents through Class Dojo, inviting parents and carers to curriculum events, in order to discuss the kind of work that the children are undertaking;
- keeping parents informed by providing a curriculum letter at the beginning of each term.

There is a formal meeting for parents and carers twice a year, at which the parents/carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of Term 1 and at the end of each school year.

The Learning Environment.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. The learning environment is divided into a variety of different areas. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Monitoring of Teaching and Learning

- Monitoring of teaching and learning takes place in the form of learning walks, lesson observations, weekly planning meetings, mentoring, coaching and half termly learning journal/workbook scrutiny.
- Findings from all monitoring is fed back to the Senior Leadership Team and Early Years staff.
- Strengths and areas for development, including CPD requirements, are identified.
- Pupil progress meetings take place half termly and children's progress is monitored closely.

Reception to Year 1 Transition

- children are encouraged to develop independence throughout the reception year.
- reception practitioners plan some more structured activities to take place before entering Year One

- assessments are passed on to the Year 1 teacher
- the reception and year one teacher meet to discuss individual needs in the summer term
- reception children visit the year 1 classroom 3 times in the summer term. During the autumn and spring term, in year 1, elements of the EYFS curriculum are maintained for continuity and individual needs
- the year 1 classroom has defined areas of provision
- The Early Years Leader and Key Stage 1 Leader work closely throughout the year to ensure continuity.

9. The Sandy Lane Standard: including presentation, marking and feedback.

Children’s Work Books

- **Maths** – all children from Year 1 up to Year 6 will have a ‘Prove It’ maths book for practical maths lessons, daily 10, additional fluency work and problem and reasoning activities (Prove It books). The children in KS2 will access the online resource Learn By Questions (LBQ) regularly for the majority of their fluency work in maths.
- **English and Learning for Life**– All children will have an English and Learning for Life book. Having one book for all subjects ensures strong cross curricular links and has raised the profile of our foundation subjects. Spellings tests and handwriting are to be done in the back.
- **Jotters** – All children will have a jotter to record board work and morning activities. Upper Key Stage 2 will have one jotter for English and one for Maths.
- **Sketch** - All children will have an art sketch book.
- **Floor Books** – Each class has a floor book to record RE and RSHE.

Maths Presentation

Write the numerical date on the top line.

Miss a line

In Prove it books write the Learning Intention/title

Start your work

Miss a line.

I	can	add	two	numbers	together.				

		8	+	3	=	1	1	
		7	4					
	+	2	2					

One digit in each square.

Equals space at the bottom of a formal written calculation must be drawn on the lines neatly.

English Presentation

Write the full date on the top line and underline

Miss a line

Write the Learning Intention and underline

Miss a line

Start your work

miss a line

<u>Monday 3rd September</u>
<u>Title</u>
<u>I can write a sentence</u>
The lazy cat sat on the big, blue
mat because it is comfy.

- Don't forget capital letters, fingers spaces and correct punctuation.
- Keep all of your writing sitting on the line!
- Key Stage 2 children should be using joined up handwriting.
- Spellings are to be done in the back of the books.

Creative Curriculum

- All History, Geography and Science work will have a Big Idea question followed by the key skills to be covered. At the end of each unit of work they must have a clear conclusion.
- Art work will be put into the Learning for Life books using Pic Collage.

What do we want to see in children's books?

Presentation:

- Pupils work is presented to the best of their ability
- Marking should show when a teacher is not happy and the child should have been made to try again or the next piece of work clearly shows an improvement.
- Handwriting should follow the handwriting policy and pens should only be used by children who have earned them.
- As in the presentation policy all work must be dated and have a learning intention.
- This may be stuck in for younger children.
- Prove its, weekly extended writing, and end of Writing for Pleasure extended writing should be clearly labelled.
- The Big Idea structure must be used for Science and Learning for Life work.

Coverage:

- All classes are covering the same work, no matter what the subject.
- We should be able to open any book from any class in the same phase, on the same day and see the same learning.
- A consistent approach is the key. Children should get the same experience no matter whose class they are in.
- Weekly and end of unit extended writing must include an EyeSpy sheet to assess writing skills.
- The Mind the Gap activities will clearly show how the teachers are using assessment to improve children progress.

Differentiation:

- Work will be differentiated.
- This must not always be by outcome.

- There should be clear scaffolding and adaptation to activities when needed.
- Work should be at the correct level for the children and not just supported by an adult to do the same as the rest of the class.

Marking:

- All work must be marked.
- For Maths books lists of sums can be marked by the children. The teacher must check this to ensure the children are accurate.
- One deep mark must be completed weekly (this may only be a paragraph but should feed into the Mind the Gap and teachers planning).
- Teacher should live mark where possible.
- Please mark work that is supported or scaffolded with an S. LSAs will use a 5 point scale to show the support they have given.
- Children must have chance to go back and purple pen in all books at least once a week.
- KS1 will build up to this by the end of the year.

10. Maths:

Aims

- To raise standards in Maths using the National Curriculum, LBQ and White Rose Maths resources.
- To develop skills which enable children to use and apply numbers, measures, shape and space and statistics with competence and confidence in a range of contexts.
- Staff are confident in using a range of teacher assessments to monitor progress against the National Curriculum.
- Staff are confident in assessing children against the national expectations in maths. Staff will assess the children using summative assessments each term to assess where a child is working at. Staff will make a judgment of where the child is working at using a combination of summative assessments and teacher assessment.
- Tracking systems in place to monitor and evaluate progress and staff are confident on making a judgement of a child's ability across all the strands of maths.
- Parents understand ARE and know how they can support at home.
- Staff understand the end of the year group expectations and staff can assess and use this to inform their planning.
- Staff use long term, medium term and short term planning effectively to fully cover the expectations for their year group. In Years 3-6, Learn By Questions (LBQ) is the main driving tool to plan and deliver maths. Years 1 and 2 will use the White Rose maths resources.
- Working walls show current learning and are an effective teaching and learning resource in all maths lessons. Maths resources are readily available to support learning and are located by the maths working wall.
- Problem solving and reasoning in Maths is high profile across all teaching and learning and regular (two tasks every two weeks) 'Prove It' activities are fully embedded in all classes.
- To develop children's skills in mental calculation by ensuring they have a repertoire of known facts and strategies to draw upon. Daily 10 and Flashback 4 will take place in each class on a regular basis to embed this and children will receive an arithmetic lesson on a Friday morning focusing on specific arithmetic skills.
- To raise the profile of mathematics by making its relevance to everyday life evident to the children.
- To encourage the use of mathematical skills, such as statistics, shape and measures, in other curriculum areas
- To develop children's ability to articulate in clear mathematical language and to develop a systematic way of thinking.
- Children to have a love for maths and develop their resilience when completing a challenge, problem or investigation.

Teaching and Learning

- High quality teaching strategies (visual, auditory and kinaesthetic) and concrete and pictorial resources are used to challenge, enthuse and engage children.
- Maths learning is contextualised, where possible, in order to enhance learning and to give learning a purpose.
- There is a clear progression in the teaching of maths through the use of LBQ (Yr 3-6) and White Rose Maths (Yr 1 and 2), which include National Curriculum year group expectations.
- Teaching and learning encourages children to use trial and error, build their resilience and to apply a range of mathematical skills to open ended investigations and using application tasks.
- Early morning tasks promote the acquisition and consolidation of mental calculation skills and embed each children's mental calculations.
- Regular speaking and listening opportunities allow learners to explain their learning and to show a clear understanding of key maths vocabulary. This will enable children to apply their reasoning and problem solving skills.
- There is a systematic build-up of key maths skills around a topic or area of maths in order for learners to apply their learning to problems in a range of contexts.

Staff will carry whole school routines in maths to ensure consistency in approach –

- ✓ Maths timetabling and Daily 10
- ✓ Non-negotiables and expectations in maths
- ✓ Times Tables Rockstars
- ✓ Maths Weekly Challenge
- ✓ Master of Multiplication
- ✓ Planning – Flashback 4, long term planning, medium term planning, short term planning and LBQ
- ✓ Problem solving and reasoning
- ✓ A weekly arithmetic lesson
- ✓ Maths working walls and learning environments
- ✓ Assessment
- ✓ Resources

These sections will allow maths to be taught consistently throughout the whole school and ensure a progressive learning sequence in maths.

- Concrete resources will be used regularly in maths lessons, which will allow learners to visualise their learning and embed mental calculation skills.
- Teaching and learning of year group specific formal written methods will follow the school's calculation policy (see calculation policy) and the Inspire Maths Programme to ensure consistency of teaching and learning throughout the whole school.
- Regular practice of multiplication and division facts in order for learners to become a 'Master of Multiplication' for their year group (see year group expectations for multiplication and division).

Organisation

Key Stage One and Key Stage Two

Maths Lessons and Timetabling

- ✓ Maths lessons are timetabled every morning throughout the week and each lesson will last approximately one hour (see class timetables).



The Sandy Lane Teaching Sequence of a Maths Lesson



At Sandy Lane, we teach every maths lesson following a 4 step approach.

Counting and Flashback 4



Modelling and learning/reinforcing the maths concept following the White Rose Maths schemes of learning.



Group/independent work carrying out LBQ, Prove Its or White Rose Maths activities.



Problem solving and reasoning question in Prove It books.



Non-negotiables and Expectations in Maths

The Non-Negotiables have been identified to ensure consistency in quality maths learning for the pupils at Sandy lane. Teaching staff MUST stick to these non-negotiables.

- Two Morning Maths Tasks each week (8:45-9:05am).
- Daily Multiplication and division facts practice. (10 minutes throughout the day and this is not restricted to the maths lesson).
- Two Times Tables Rock Stars sessions (Years 2-6) for each class twice a week on iPads.
- Counting every day in every year group (see counting document).
- Maths reasoning or problem solving activities at least twice every two weeks for all children in the class. These activities must be clearly identified in the children's maths books using the 'Prove It!' label. These activities will incorporate prior learning as well as new learning.
- Daily 10 mental maths for 15 minutes on an afternoon three times a week.
- Test style questions (Years 1-6) to discuss and pick apart at least once a week as a class. This could be in the form of a Weekly Maths Challenge.
- Lessons will include the use of practical equipment and model and images.
- All classes must have a labelled maths resource area that children are able to access at all times.
- LBQ lessons (Years 3-6) to take place twice a week, which are incorporated into your maths sequence of learning.
- Flashback 4 to take place at the beginning of every maths lesson.
- Maths long term plans and the calculation policy are adhered to in every year group.
- Arithmetic lessons take place every Friday morning (9am-10.30am) and follow the Sandy Lane whole school structure.
- Weekly Arithmetic scores (Year 2-6) to be recorded on class trackers for every child by the end of the day on a Friday.
- Evidence of work in books or on LBQ in every single maths lesson.
- One 'Whole School Maths Investigation Day' every half term, which is evidenced in maths books.

Morning Maths Tasks

- Morning maths tasks will take place twice a week and this task is set for the children to complete as soon as they walk into their class at the beginning of the school day. These could include times tables practice, arithmetic practice, word problems, using and applying tasks that are consolidating learning. There has to be high expectations of the children during these tasks and for them to be focused straightaway.

Daily Multiplication and Division Facts Practice

- Throughout every day pupils must be given opportunity to practise their multiplication tables for a minimum of ten minutes. This could be done as children line up for assemblies, as the children come in after lunch or as part of a circle time. Children need to practise instant recall of multiplication facts and corresponding division facts. This could be done through quick-fire questions, games or written rehearsal. It is important children are able to recall multiplication and division facts at speed and out of order e.g. $5 \times 9 = 45$, $3 \times 8 = 24$, $49 \div 7 = 7$.

Counting Everyday

- Throughout school children need to count every day. This will be done at the beginning of a every maths lessons and at other times during the school day. The counting document will inform you of the expectations for each year group when counting.

Suggested Activities:

- 1) Count on from...in ones (e.g. count on from 64 in ones...64, 65, 66, 67, 68, 69, 70, 71 etc)

- 2) Count back in ones from ... (e.g. count back in ones from 72...72, 71, 70, 69, 68, 67)
- 3) Count on or back in multiples of...from a given number
- 4) Count my claps (children could be asked to count in multiples)
- 5) What comes next? (pick a sequence of numbers children identify the next number)
- 6) How many? (show image of a group of objects-how many can you count?)
- 7) Round Robin- go around the room counting in multiples or ones
- 8) Counting sounds (close eyes count how many objects you hear dropping into the container-again could count in multiples)
- 9) Number tennis (in pairs count up to 21 you can say 1, 2 or 3 numbers the person who says 21 loses-could play in larger groups once children get the ideas)
- 10) Count and catch-give a child a small ball-how many will they manage? How many if we count in multiples of..?

Maths reasoning or problem solving lessons at least twice every two weeks

Pupils must be given the opportunity to apply their previous or current learning through reasoning or problem solving activities. Ideas for these can be adapted or taken from past assessment papers, Test base, White Rose Maths, LBQ and NCETM documents. These need to be clearly evidenced in maths books using the 'Prove It!' Label.

Times Tables Rock Stars

- ✓ In order to make times tables even more high profile in school, each child will twice a week complete a 'Times Tables Rockstars' session (5-10 minutes) on the Ipad. You can also use Times Table Rock Stars for your maths morning tasks. Each child will complete their Master of Multiplication test at the end of each half term in assessment week and this will be recorded on SIMs. This will increase the profile of children knowing their times tables in each year group.

Master of Multiplication (MOM)

- ✓ In order to make times tables more high profile throughout school, children will complete a short times tables test (Master of Multiplication) at the end of each half term in assessment week, which is pitched at ARE for each year group. This will be recorded by class teachers half termly on Sims.
- ✓ Children will have a multiplication and division target, which is specific to the year group they are working on although it is important children are pushed towards age related expectations as quickly as possible. Children will receive daily practice of multiplication and division facts. When learners feel they are ready to take the 'Master of Multiplication' test, they will be tested by their maths teacher. The test consists of 20 questions and they have to get every question correct to achieve their target. Children, who are successful in their 'Master of Multiplication' test, will receive a certificate and this is celebrated on the Twitter and in assembly on a Friday. Please keep a record of the children in your class, who have achieved their MOM and pass on certificates to Mr Hitchen (Maths Leader) to present in assembly on a Friday.
- ✓ Tests, posters and certificates can be accessed from the Master of Multiplication file.
 - **Year 1** - Count in multiples of 2, 5 and 10
 - **Year 2** - Facts for the 2, 5, and 10 times tables along with the corresponding division facts and counting in multiples of 3
 - **Year 3** - Facts for the 2, 3, 4, 5, 8 and 10 times tables and the corresponding division facts
 - **Year 4, 5 and 6** - Facts up to 12x12 and the corresponding division facts.

- ✓ An age related 'Master of Multiplication' poster should be displayed in all classrooms. This will enable children to know their master of multiplication target and to keep it high profile throughout school.

Planning

Flashback 4


- ✓ This resource can be found on the White Rose website. Flashback 4 will take place at the beginning of most maths lessons and the children will have 5 minutes to complete the four questions. These questions will be answered in the front of maths books.

Flashback 4

Year 2 | Week 1 | Day 1



1) What is 2×8 ? 16

2) There are 5 flowers in each vase.
How many flowers altogether?

20 flowers

3) Complete the sequence. 2, 4, 6, 8, 10

4) Find the sum of 3, 4 and 7 14



Long Term Plans

- ✓ All Teaching staff will follow the Sandy Lane year group long term overviews for the year group they are teaching in. This will enable full coverage of the curriculum and year group expectations over the course of the academic year (see long term plans). Long term plans will need to be highlighted throughout the year by class teachers to track the coverage of maths skills.

Years 1 – 6

- ✓ All year groups will follow the White Rose Schemes of learning throughout the school year. Each area of maths will outline the skills taught and the suggested teaching sequence. It is important you adapt your teacher input sessions and group work to suit the needs of your class e.g. use of whiteboards, jotters, practical resources, split inputs etc. The schemes of learning can be found in

All White Rose Maths Resources can be found on the website <https://whiterosemaths.com/>

- ✓ The long term plans are split into the different areas of maths over the course of the year and how long to spend on each concept. See example below -

Year 3 LTP Maths Curriculum Coverage 2023/24



<u>LBO</u>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
✓ LBO will smart and Jotti with	Autumn		Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division		
	Spring		Number: Multiplication and Division		Number: Fractions				Number: Addition and Subtraction			
	Summer		Measurement: Money		Measurement: Length and Perimeter		Measurement: Mass and Capacity		Measurement: Time			
	Geometry: Properties of Shape and Statistics to be taught in: <ul style="list-style-type: none"> ○ Learning for Life ○ Science ○ Maths Investigation days ○ Flashback 4 											

The children
 will smart and
 Jotti with
 maths books

Children should have the opportunity to apply knowledge and understanding of number, place value and the four operations to ALL areas of the maths curriculum. It is essential that children have the experience of solving problems in a wide range of contexts which develop conceptual understanding and resilience through investigations and trial and error activities.

- ✓ The weekly planning proforma is used as a basis to plan daily sessions in more detail (see short term planning proforma). Skills for each year group are outlined in the White Rose Schemes of Learning alongside the use of the National Curriculum. Children working below ARE should be taught the skills from the appropriate year group that they are working within but making sure that these children are still taught the National Curriculum for their year group if they are working just below ARE.

Prove It! Activities

- ✓ Prove It! activities to be carried out at least twice over two weeks. These activities/tasks will enable children to produce high quality work and showcase children’s ability to problem solve and reason. The resources to be used to plan these activities/tasks are the NCETM mastery booklets, White Rose Maths, progression in reasoning documents, NRich, LBQ, White Rose progress checks and Testbase.

These activities should only include the children applying the following skills-

- Noticing
 - Wondering – conjecture
 - Rules, relationships and reasons
 - Making choices
 - Justifying decisions
- ✓ When the children carry out a Prove It activity, it will need to be clearly labelled using the ‘Prove It!’ label. These activities **must** take place at least twice every two weeks. These activities will be regularly monitored by SLT to check they are happening regularly as it is important children have regular experiences to problem solve in a variety of different ways. A short Prove It task will take place at the end of each lesson from in Prove It books from Yrs 2-6.



prove it

Problem Solving and Reasoning

The following questions and strategies should be used on a daily basis to promote reasoning, independent thinking and use of key maths vocabulary in written and verbal explanations –

Strategies include:

- Spot the mistake / Which is correct?
- True or false?
- What comes next?
- Do, then explain
- Make up an example / Write more statements / Create a question / Another and another
- Possible answers / Other possibilities
- What do you notice?
- Continue the pattern
- Missing numbers / Missing symbols / Missing information/Connected calculations
- Working backwards / Use the inverse / Undoing / Unpicking
- Hard and easy questions
- What else do you know? / Use a fact
- Fact families
- Convince me / Prove it / Generalising / Explain thinking
- Make an estimate / Size of an answer
- Always, sometimes, never
- Making links / Application
- Can you find?
- What's the same, what's different?
- Odd one out
- Complete the pattern / Continue the pattern
- Another and another
- Ordering
- Testing conditions
- The answer is...
- Visualising

Maths Working Wall

Reasoning sentence starters need to be displayed and referred to regularly. This will encourage the children to use them in their written and verbal explanations.

The learning focus will be displayed at the beginning of a sequence of learning.

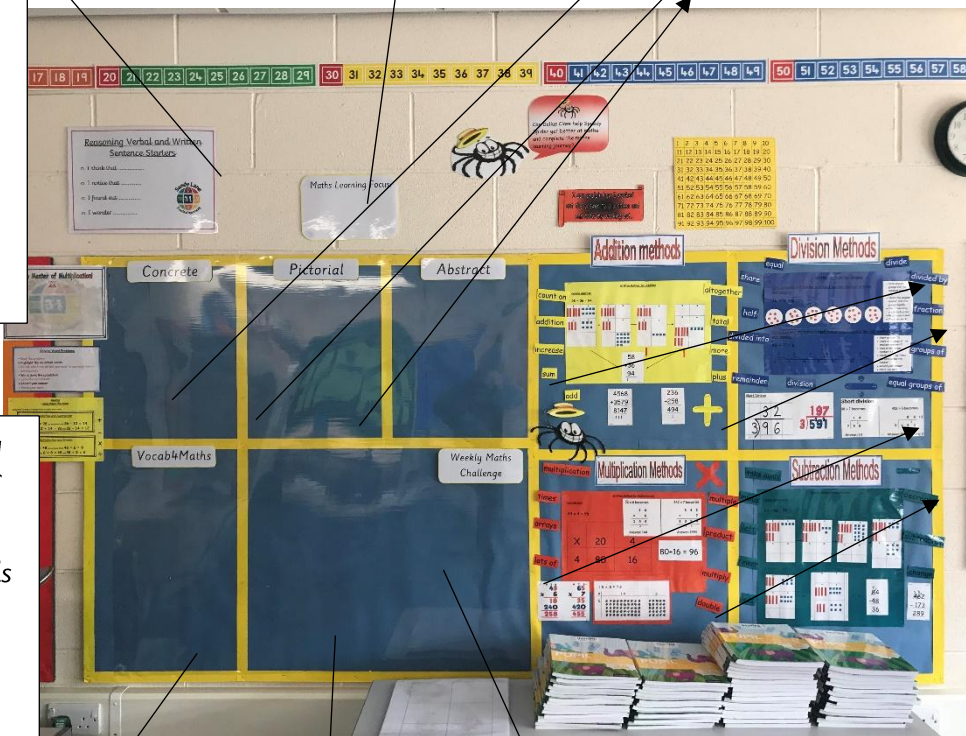
This will be the children's learning journey and it will incorporate the 3 main aims of the maths curriculum. Examples of children's work throughout the sequence of learning can be used here with speech bubbles from the children.

This is the permanent half of the Maths WW. This will need to include scaffolds and key information linked to the four operations, which the children will need on a consistent basis.

At the beginning of a sequence of learning, the vocabulary needs to be displayed and referred to throughout to encourage the children to understand the vocab and to use it regularly in their explanations and maths work. This can also be added to.

This will be used as a Teacher Whiteboard to model for the class during lessons.

The Maths Weekly Challenge will be displayed here at the beginning of the week and solved as a class. Children will be encouraged throughout the week to think about what they answer might be.



Assessments in maths

- ✓ All classes will complete a termly summative assessment and **ONLY** (apart from Year 1) this assessment score will be used to decide whether a child is working at emerging, developing, age related or above. The assessments will also identify gaps in learning which will impact on teacher's maths planning for their class. It is important that teachers are –

Autumn – Years 3, 4 and 5 LBQ assessment
Years 2 and 6 2022 Maths SATs papers

Spring – Years 3, 4 and 5 LBQ assessment
Years 2 and 6 2023 Maths SATs papers

Summer – Years 3, 4 and 5 LBQ assessment
Years 2 and 6 2024 Maths SATs papers

Year 1

The children in Year 1 will complete the a range of short assessments at the end of each term. Also, they will take part in small group assessment activities linked to specific KPIs from the Year 1 maths curriculum to support assessment judgements.

Assessment Thresholds for each class if it doesn't state in the Assessment Teacher Guide

- 10% - 33% for emerging
 - 34% - 54% for developing
 - 55% - 84% for age related expectations
 - 85% above age related expectations
-
- ✓ The teaching of maths is monitored in the following ways:
 - Book looks
 - Moderating judgments
 - Observations
 - Learning environment walks
 - Pupil Interviews
 - Summative assessments
 - LBQ data
 - Trackers and assessment data

Resources in class



- ✓ Practical resources must be available to be used by all classes to support learning such as base 10, cubes, bead strings, weighing scales, clocks, sorting rings, number fans, bundling straws, arrow cards, number lines, 100 squares and dice.
- ✓ Your maths resource area must be clearly labelled, easily accessible and situated by the Maths Learning Wall. It is important that practical resources are used at some point in every single lesson.
- ✓ Speaking and listening resources such as IPads can be used to develop speaking and listening skills when explaining their working out or how they solved a problem (reasoning skills). This will allow learners to develop their use of key maths vocabulary. Photographs can be taken to provide evidence of learners working practically on a concept with annotations.

Maths Homework and RM Easimaths

- ✓ Children will have their own RM Easi Maths login, which they can access from home. Their login details will need to be stuck in the back of children's planners. The RM Easi Maths online resources will also be used for interventions in school.

Completion of work in Maths

- ✓ All maths work to be completed in pencil.
- ✓ In Years 1-6, ensure children are recording numbers one digit per square. This has to be regularly modelled to the children.
- ✓ Complete all corrections in purple pen.
- ✓ All maths work must be marked.

- ✓ Use a ruler to draw any lines in Prove It books.
- ✓ All maths work needs a date and a title/learning intention in pencil.
- ✓ Friday arithmetic lessons and Daily 10s to be recorded in the back of Prove It books.
- ✓ Years 5 and 6 to record Flashback 4s in the front of Prove It books at the beginning of each lesson.
- ✓ Use the Prove It symbol for any problem solving and reasoning work.
- ✓ LBQ answers to be recorded at the front of Prove It books and children mark and correct their answers as they complete each question.
- ✓ In Years 3-6, use Prove It books for practical work (concrete), Maths Investigation Days, Problem solving and reasoning work (Prove Its). All fluency maths work must be done on LBQ. This may not apply to children in KS2 that are working at KS1 level.

Friday Arithmetic Lesson

The whole school (Yr 1-6) will carry out a weekly arithmetic session on a Friday 9am - 10.30am.

During this session, Year 1 children will practice appropriate arithmetic skills through practical activities.

The Arithmetic session each week for Years 2-6 will be split into 3 parts –

1. Teaching arithmetic skills linked to the arithmetic test (30 mins)
2. Children complete their weekly arithmetic test (20 mins)
3. Live mark the arithmetic test with the children (40 mins)

1. Teaching (Part 1)

Teachers will need to prepare a range of arithmetic questions linked to the arithmetic test the children will be completing. All children will take part in this process when the teacher is teaching the arithmetic skill. Teachers will need to model the appropriate strategy to the children. All children will practice this arithmetic strategy in the back of their maths books and they will have opportunities to explain their working out verbally to their peers or to an adult.

2. The Arithmetic Test (Part 2)

The children will complete their arithmetic test in class using the Rising Stars arithmetic tests or the Twinkl arithmetic tests. The arithmetic tests are all saved in the maths file in the folder Arithmetic. Phases can decide which arithmetic tests (Rising Stars or Twinkl) they will do but there needs to be a uniformed approach across each phase. If a child finishes their test early, they can practice their arithmetic skills on an Ipad (SATs boot camp, Times Table Rock Stars, 1 minute maths etc).






3. Live Mark (Part 3)

The final part is the most important part of the process. With the children, live mark the arithmetic test in purple pen. It is important teachers go through each question with the children and the arithmetic strategy they could have used to get to the correct answer to help overcome any misconceptions. Each week, the arithmetic tests will be sent home for children to share with their parents.

The children's arithmetic scores each week need to be recorded on the arithmetic class tracker by the end of the day on a Friday so SLT can analyse and track the progress of children's arithmetic skills over time. The arithmetic class trackers are saved in the maths file in the folder 'Arithmetic'.

11. English: Writing

Intent:

				
Deliver an engaging & exciting curriculum that helps to promote Writing for Pleasure .	Encourage imagination in the ways that learners think and compose as writers.	Encourage children to be confident communicators and articulate in how they express themselves.	Provide children with essential, lifelong skills in spelling, punctuation & grammar.	Develop the children's understanding of the writing process, concluding in how revision and editing skills are used to enhance their work.

Implementation:

Exciting Stimulus:

All units of work start with an engaging and exciting stimulus—this may be a video clip, a text or an extract from a text. These will be linked the Learning For Life curriculum as much as possible.

Planning:

At the heart of our planning is the **outcome**—what we want the children to produce and its purpose. **For example – an action narrative to entertain.**

Each unit will be taught over two weeks (see guidelines below) When planning, the teachers use the phase progression documents for English to decide the genre they will teach. They then use the same documents to choose the grammar and reading skills to be taught within the unit of work. Teachers highlight the phase progression documents when areas are taught to ensure a good coverage of the curriculum.

Planning Guidelines

KS2

Week 1-

Spelling and Grammar , Reading - New spellings will be introduced and the Grammar focus will be taught explicitly- this will be through songs, games and activities in their books. The terminology will be explained and examples of the grammar will be added to the learning wall.

Reading- The new text or film will be introduced. The aim for the final piece of writing will also be explained. Teachers will plan activities to develop reading skills and vocabulary based around the text or short film clip, for example, [role on the wall](#), [thought bubbles](#), [emotion graphs](#), [retrieval and inference questions](#), [hot seating and drama activities](#). Teachers can use the Reading Skills document for planning ideas. Teachers will introduce and model vocabulary in this

Week 2-

Writing-

The spelling and grammar from week 1 will be continue to be embedded in the first 10 minutes of the lessons through games and partner work. Teachers will then plan an extended piece of writing which will be broken down over two or three days depending on the piece. Teachers will use WAGOLs as a model for each section of the piece of writing they will also plan opportunities for the children to discuss and share their writing at each stage allowing for them to revise and edit their work. At the end of each two week unit every child will produce an extended piece of writing.

KS1

Week 1-

Tuesday and Wednesday - Spelling and Grammar - New spellings will be introduced and the Grammar focus will be taught explicitly- this will be through songs, games eg- [full circle](#), [word jigsaws](#) and activities in their books. The terminology will be explained and examples of the grammar will be added to the learning wall.

Thursday - Drawing Club- children will be introduced to a new text or extract from a text. Teachers will then follow the Drawing Club principals- **Model and They Do**

- **Model-** teacher models the drawing linked to the story eg- a character or the setting, also modelling vocabulary as they complete the drawing . Then they model a sentence about the picture using the vocabulary
- **They Do-** the children then draw their ideas while talking about the vocabulary and then add their sentences.

Friday- The second Drawing Club session looking at a different element of the text- the teachers

follow the **Model and They Do** again.

Week 2-

Tuesday and Wednesday- Spelling and Grammar- teachers will plan activities to continue to embed the grammar focus .

Thursday - Drawing Club- children will continue using the text or extract from a text from week 1.

Teachers will then follow the Drawing Club principals- **Model and They Do**

- **Model-** teacher models the drawing linked to the story eg- a character or the setting, also modelling vocabulary as they complete the drawing . Then they model a sentence about the picture using the vocabulary
- **They Do-** the children then draw their ideas while talking about the vocabulary and then add their sentences.

Friday- The second Drawing Club session looking at a different element of the text- the teachers. The aim in the second week is to dive deeper into the text , Eg- what will the character do next ? to draw out a more extended piece of writing at the end of the two week unit.

Vocabulary:

Words are immensely powerful—they may be used to **entice** a reader or used simply to **entertain**.

At Sandy Lane we teach vocabulary through explorative ways, encouraging the children to learn new words by using the school’s bespoke **Vocab for Writing** packs and using the **Descriptosaurus** series. We also use Drawing Club in KS1 to encourage children to draw and use the vocabulary they learn in class

Our writers ponder their word-choices and assess the appropriateness using **Shades of Meaning** and **The Zone of Relevance**. These are developed in week 1 of the two week unit and then in week 2 teachers will model how to use them within a piece of writing.

THE THREE TIERS OF VOCABULARY

TIER 3	Specific, topic-based and niche vocabulary.
TIER 2	Abstract words that often occur in written texts.
TIER 1	Everyday words that may occur in conversation.

EXAMPLES OF THE TIERS:

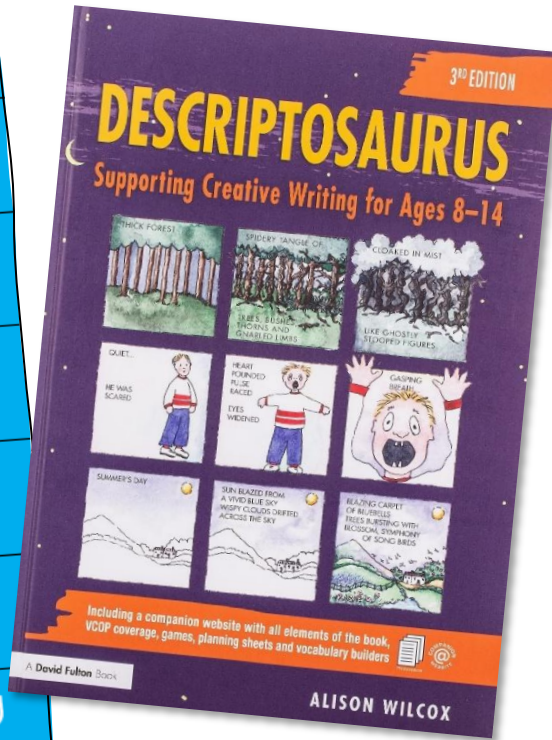
TIER 3	predator, carnivore, camouflage, adaptation, source, erosion, mudflats, etc.
TIER 2	tend, fortunate, maintain, meander, widespread, dense, etc.
TIER 1	warm, dog, tired, run, walk, talk, party, look, etc.

SEVEN STEPS TO SUCCESS

when teaching vocabulary

No.	Step	In action for 'shrivelled'	In action for 'constantly'
1	Simplify and contextualise	Mr Hussain's flower shrivelled ; it got SMALLER and more COMPACT . The flower got smaller because it didn't have any water and the weather was really dry.	On page 12 it says: The wind blew constantly . It must have been windy all day long.
2	Repeat the word	Can you say: 'shrivelled'?	Can you say: 'constantly'?
3	Child friendly definition	Remember - shrivelled means smaller...	Constantly means it never stops.
4	Give other examples	Yesterday, I nearly ate an apple that was ' shrivelled ' up - it was old and mouldy! Yuk!	My son is constantly hungry - he never stops wanting food.
5	Relate to experience	What other things might shrivel , might shrink and wrinkle , might get smaller ?	Tell your shoulder partner something that constantly annoys you... you must use your annoyed face as you're telling them!
6	Engage in other ways	Can you show me what you'd look like if you shrivelled up?	Can you spot three words within the word constantly ? Toy - ant - slot
7	Record	Now let's write a SuperStar sentence that contains the word ' shrivel ', ' shrivelled ' or ' shrivelling '.	Now let's write a SuperStar sentence that contains the word ' constantly '.

	Vocab Moodboard
	Draw the phrase
	Beyond the frame
	Noun Towers
	Different ways to say...
	Vocab Lab
	One phrase, many ways!
	SuperStar Sentences



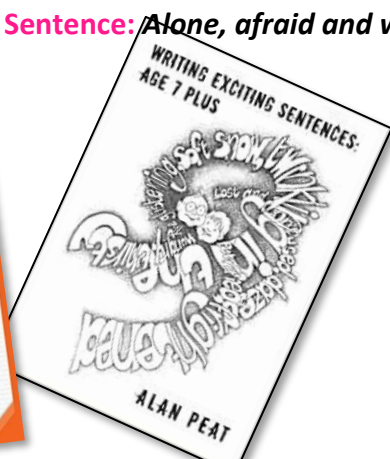
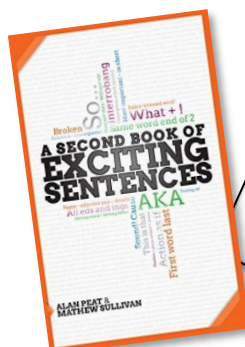
	The Sentence stack
	The Slow Write
	The Quick Write (ARMS)
	The Rainbow Write
	The Collabowrite

SuperStar Sentences:

Sandy Lane's **SupersStar Sentences** are based on **Alan Peat's Exciting Sentences** book.


We teach a variety of contextualized sentence types to help children learn how to write in creative and engaging ways. Our writers understand the purpose of their writing—to **entertain**, **educate**, **explain** or **persuade**—then use **SuperStar Sentences** to help achieve that very purpose.

Want to capture emotion in a sentence? If so, try a **Tell-E Sentence**: **Alone, afraid and with no other option, the young boy tore through the woods.**



Marking for Purposefulness:

EyeSpy Skills Checks are explained and discussed at the start of an extended piece of writing in week 2 of the planning unit. In KS1 they will include up to 4 elements in KS2 they will include upto 6. The eye skills checks will include the grammar focus for that 2 week unit and a grammar focus from a previous unit. These will be stuck into books at the start of the extended piece of writing and the children will tick them in purple pen to self assess their work. When the teachers mark the piece they will also look for these elements and if a child is missing one that will be addressed in their feedback and children will then be given the opportunity to purple pen edit their work. Teachers will also use blue pen to tick or underline good choices a child makes in their writing. A positive comment will be given at the end and dojo or good work stamps will be used to highlight a particularly good piece for an individual child. Teachers will then give further feedback via the writing check lists . (See below)

	
Past tense	
Expanded noun phrases	
Inverted commas	
Third Person	

Writing checklists.

Every child in KS1 and KS2 has a checklist in the front of their books. These have all the key elements of the English curriculum for their year group and follow the English phase progression documents. At the end of each two week unit the teachers will blue tick elements they see evidence of the children using independently and they will put a pink dot on the next step for that child. Time will then be given at the start of the next unit for the children to look at their feedback and understand their next step. Once the child has achieved that step it will be changed to a blue tick and another pink dot will be set (the child may have the pink dot three times for the same element as we need to see evidence of it three times). There are three tick boxes for each element as we need to see it evidenced in three pieces of work. The writing checklists can then be used to help plan the next grammar focuses and also support staff can also use them as a guidance when working with a group or individual.



I can write for a range of purposes			
I can organise my writing into paragraphs			
I can organise my non-narrative writing under headings and sub-headings			
I can use expanded noun phrases to develop settings and characters			
I can use prepositions to express time and position- eg: before, after, during, in, on			
I can read my work out loud with intonation and check it makes sense.			
I can edit my work- checking for spelling and <u>punctuation</u> .			
I can evaluate and edit by assessing the effectiveness of their own and other's writing and suggest improvements.			
I can use the correct tense consistently.			
I can use co-ordinating conjunctions eg and, but, or, so			
I can use some subordinating conjunctions- eg: after, as, when, if, that, because, until, even though, since, unless.			
I can use adverbials to include when and where the verb happened eg-As Red Riding Hood skipped along the path, the wolf watched her hungrily.			
I can use fronted adverbials to link sentences. Eg- Deep in the forest, an owl hooted.			
I can use the correct pronouns to avoid repetition.			
I can use full stops and capital letters correctly.			
I can use question marks and exclamation marks when needed ? !			
I can use commas in lists			
I can use apostrophes for contractions- eg- didn't, can't, won't, doesn't			
I can mostly use inverted commas correctly.			
I can use apostrophes for possession correctly- eg- Jack's hat, the girl's hair			
I can use commas for fronted adverbials.			
I can sometimes use commas to separate clauses			
I can spell most words from the Year3/4 spelling list			
I can use further prefixes (un dis mis super auto anti) and suffixes (in ed est ed y)			
I can spell most plurals correctly- choose s or es			
I can use a or an correctly.			
I can start to join some letters			
I can write neatly and legibly			



Marking should be a positive experience for both child and teacher and should not focus on what a child can't do. Any next steps and development points should be planned in sequentially.

Independent writing criteria from the DfE states:

Writing is likely to be independent if it:

- ✓ emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- ✓ enables pupils to apply their learning independently, possibly with an element of choice, for example

writing from the perspective of a chosen character

- ✓ has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
- ✓ is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas
- ✓ is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

Writing is not independent if it has been:

- X copied or paraphrased
- X supported by success criteria that are over-detailed and over-aids pupils
- X edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- X produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

Basic skills through LbQ:



Basic skills from the GPS curriculum are practiced using LbQ. After each session, data is immediately collected, analyzed and organised for the teacher to plan the next steps. Data collected is used as part of teacher assessment.

Reading skills are also taught and practiced using LbQ. LbQ question sets are categorised by reading skills, by genre and by Lexile to allow for specificity when planning activities.

LbQ Assessment is used throughout KS2 to assess reading, grammar and punctuation, and spelling.

The screenshot displays the Learning by Questions interface for the 'Bonsai Class of 23'. The top navigation bar includes subjects: English, Mathematics, Primary Science, Geography, History, My Question Sets, and Favourites. The current activity is 'Use Relative Clauses' from the 'All LbQ English' category, with 82/815 tasks completed. The curriculum overview shows progress bars for Grammar, Punctuation, Spelling, Reading, and Reading Comprehension. The detailed view for 'Use Relative Clauses' includes:





- Most Challenging Questions:**
 - Q22, Level 3: Where should the relative clause 'which was on the first floor' go in the sentence? (The Great Room [1] was [2] the largest room [3] Alice [4] had ever seen.)
 - Q23, Level 3: Which relative clause completes the sentence? (The Knave of Hearts went to the courtroom, _____.)
 - Q6, Level 1: What is a relative pronoun? Select two answers.
 - Q4, Level 1: What is a relative clause? (The queen loved to play croquet, which was her favourite sport)
 - Q16, Level 2: (Partial view)
- Wrong Answers:** A table showing the percentage of incorrect answers for each pupil:

Pupil	Wrong Answer %
Class Average	24.4%
Pupil 5	48.8%
Pupil 7	46.2%
Pupil 12	43.2%
Pupil 13	41.7%
Pupil 23	41.7%
Pupil 2	38.2%
Pupil 25	38.2%
Pupil 16	34.4%
- Current answer snapshot:** A pie chart showing 74.9% correct first time and 25.1% correct eventually.
- Progress:** A bar chart showing the progress of each pupil:

Pupil	Progress %
Class Average	94.9%
Pupil 1	0%
Pupil 23	66.7%
Pupil 3	100%

English: Reading

Intent:

				
<p>Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.</p>	<p>Provide children with lifelong skills to ensure they can read with confidence and achieve a broad knowledge of vocabulary.</p>	<p>Build a community of readers who understand the value of:</p> <ul style="list-style-type: none"> • Reading for Practice—the mechanics of reading • Reading for Purpose—acquiring knowledge and performing • Reading for Pleasure—just for the love 	<p>Show our teachers as readers! Dedicate time in class to enjoy a text as a whole class, so that all classmates have a book in common, a book to blather about!</p>	<p>Have structures in place to develop children’s comprehension skills, helping our pupils attain the Expected Standard or higher.</p>

Implementation:

Reading for Practice

A systematic approach...

In EYFS & KS1, we use a systematic synthetic phonics program called ‘**Read Write Inc.**’, which is supported by a comprehensive scheme of reading books. EYFS & KS1 children are phonic-assessed every half term and placed into groups to match their level.

All EYFS & KS1 children have daily phonics or spelling sessions where they participate in speaking and listening activities.



Daily Reading...

In EYFS & KS1, all children read aloud daily! In addition, the lowest 20% of attainers read at least once more per week with an adult; this is the same in all classes throughout the school.

Where phonics is a priority focus in EYFS & KS1, in KS2 the focus is primarily on **vocabulary** and **comprehension**, as the expectation is that children will read with an appropriate level of fluency by the end of year 2. However, in LKS2, the children that still need phonics, join KS1 to get the practice they need.

Every class at Sandy Lane will read in some way, shape or form every single day – that's a guarantee!

Support to close the gap...

Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics intervention are carefully planned for using **Read Write Inc.** planning to support.

Home Reading...

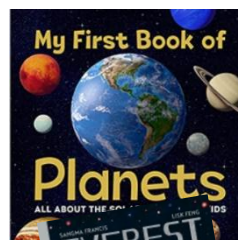
We recognise the importance of reading at home to practice and embed reading skills. In EYFS & KS1, **books are closely matched to children's phonic abilities** and are used for home reading, too. Our range of books ensures that our children experience a wide range of reading genres. In KS2, children freely choose books from their class libraries.

Teachers monitor choices to ensure texts are appropriate for accessibility and challenge. Children are free to take their books home to read, and **home reading is carefully tracked by staff and SLT.**

Reading for Purpose

Reading comprehension skills are taught both as part of the **Writing for Pleasure** sequence and discretely. Children are taught the necessary skills to **retrieve, summarise, sequence, explain, infer & predict**, and right across the curriculum, too, not just in English!

Learning by Questions is used in KS2 to help develop comprehension skills, as well as broaden the children's knowledge of key curriculum areas in science, history and geography. Topic-based texts and personal iPads in KS2 make it easier than ever to read to acquire knowledge!



Reading for Pleasure

Reading for pleasure is, quite simply, the key to everything. Whilst we recognise that there is an innate aspect to Reading for Pleasure, we have upskilled our staff, under the expert eyes of Teresa Cremin and co., and have made some changes, bulleted below, to help more children Read for Pleasure.

- Having dedicated time for reading aloud to our children—purely for the love of reading!
- Having social reading areas, whether that be in a nook, a classroom, a corridor or outside. The social aspect of reading is essential!
- Having the time to blather about books. Knowledge is power!
- Having the time for independent reading—and for that not to be sacrificed for anything! ***Is there anything better than you-time with your book?***



12. Homework

Reception:

Whilst in our reception class we provide opportunities to:

- Involve parents and carers, i.e. regular communication with home through Reading Journals, Take Home and Talk Sheets and Maths Next Steps Books.
- Messaging parents through Class Dojo, inviting parents and carers to curriculum events, in order to discuss the kind of work that the children are undertaking.

Maths homework:

- Maths homework will be given as part of the general homework policy. This will generally be a reinforcement of class based work and LBH targets.
- All children will be given a Learn by Heart target (LBH) that will develop their mental calculation strategies and the target will link to the maths curriculum for their year group. Children will reinforce their learning of their LBH target on a daily basis in school.
- The children's maths homework will be linked to their LBH target and will normally consist of a set of calculations that the children will need to complete in their homework book every week.
- This will support the children in achieving their LBH target when completing their LBH test. When a child achieves their LBH target, they will receive a small heart certificate to stick in their LBH books. Children will receive a new LBH target once every three weeks (2 LBH targets every half term). Any children who did not achieve their LBH target will need extra intervention in class to support their learning.
- In addition, children will be set weekly MyMaths⁹ homework, which they can access online using their personal log in details. The children in each class can access their personal Easi RM Maths account from home to regularly practice their arithmetic skills.

Reading Homework:

- All pupils will take home an age-related Reading book with a reading journal to record their home reading experience.
- All pupils will be heard to read at least once a week in school, at which time their home reading experience will be discussed and their book(s) changed.

⁹ MyMaths is an interactive online teaching and homework subscription website for schools that builds pupil engagement and consolidates maths knowledge. <https://www.mymaths.co.uk/>

13. Marking & Feedback:

Expectations

- Work is marked regularly and pupils are provided with feedback when needed
- Teachers mark using blue and pink pens
- Books can be marked in the lesson as the teacher and LSA move round the children
- Pupils respond using purple pens
- Brilliant Blue- positive points or highlighting good features
- Think Pink- corrections or next steps

Maths

- All work must be marked
- S will be used to show support has been given
- Work can be marked by the children if possible
- LbQ lessons will be monitored by SLT

English

- All English work will be acknowledge marked
- S will be used to show support has been given
- Eye spy criteria will show the writing focus for extended writing
- Teacher will write a positive comment after a long pieces of writing
- Extended writing must be fully marked before the children get their books back of the next session
- Children's gaps in writing will be collated by the class teacher using the writing check list in the front of the book
- Mind the Gap activities will show teacher assessment and evaluation of work

Creative Curriculum

- All subjects will be acknowledge marked
- Some extended piece of writing may be used to provide evidence for the assessment of writing and could include Eye Spy indicators

14. Modern Foreign Languages

Introduction

At Sandy Lane we are keen to promote the study of a foreign language. At Sandy Lane French will be the language taught across KS2. The purpose of this policy is:

- To provide support for the non-specialist teacher.
- To provide a framework for a whole school approach
- To inform parents and governors about the teaching of MFL French.

Aims

- We will ensure that the MFL French curriculum will be accessible to all children through the use of multimedia presentations and use of iPad technology.
- We will give opportunities for the children to have access to a variety of conversational and background knowledge of the French culture and language.
- We aim to give the children a vocabulary to go alongside their cultural knowledge.
- Each child will be given a sense of achievement in their outcome.
- Each child will be encouraged to develop their own ability to converse, read and write in French as well as having an understanding of the French culture in comparison to their own

Objectives

- We will develop stimulating and varied teaching to allow children to ask and respond to questions, as well as making general statements in their target language.
- It is important that children recognise that technological decision making can be a key factor in expressing themselves in a target language and should be encouraged to utilise the school's iPad & Flip Camera resources in order to drive and document their own MFL learning.
- We will introduce them to the value of being able to converse in a foreign language and the opportunities in life this can afford learners in terms of travel, feeling safe, making positive contributions and economic well being in later life.
- The skills taught will enable them to work collaboratively and individually in terms of functional conversational French, basic vocabulary and reading either in French or about aspects of French cultural life.

Implementation

Key Stage two

- MFL French is implemented with a variety of approaches and emphases throughout the academic year. There is a weekly timetabled lesson lasting between 20-40 minutes and topics should be taught termly with an initial 'new learning' session (for example, with new vocabulary) and a 'using and applying' session which would essentially be a follow up / consolidation session with an opportunity to apply new vocabulary to conversational French in either presentation or role play contexts.
 - MFL sessions should be integrated into numeracy lessons where possible, where French numbers could be recited should the opportunity arise.
- **Teaching Strategies**

Teachers plan the delivery of key skills, concepts and knowledge through the implementation of the French Language ibuild¹⁰ program which is specifically designed to help children and teachers cover the programme of study in the most efficient and enjoyable way.



A variety of teaching strategies are used.

- Whole class teaching to introduce new topics, concepts and vocabulary.
- Group work following whole class input.
- Paired work following whole class or group input.
- Individual work utilising French language programs on the ipad

There are three types of MFL French activities:

- Speaking and listening
- Reading and answering
- Reading stories for enjoyment and to practice vocabulary.

Speaking and Listening

The children will;

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening.
- Develop their oral abilities at their own levels.
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations.
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

Reading

The children will;

- Read stories for enjoyment and to practice vocabulary.
- Read stories to gain awareness of the structure of written French and learn the phonic relationships.

¹⁰ French Builder 1 app is designed to support learners aged 7+ in their early stages of learning French.
<https://apps.apple.com/gb/app/primary-french-builder-1/id1191458329>

Inclusion

- All children will have access to activities and resources linked to the scheme of work and relevant to their developmental needs. Teachers must plan their approaches so that all pupils can take part in lessons fully and effectively to reach their potential.
- Children with SEN will be offered a differentiated programme of study, according to individual needs and abilities identified in their I.E.Ps and by taking into account their previous experiences.
- Teachers take into account the different interests and concerns of boys and girls by using a range of activities and contexts for work.
- Children who have excelled in terms of linguistic aptitude and technical ability. Work may occasionally have to be differentiated and extended to meet their individual needs.

Health and safety

When teaching MFL French, health and safety issues should be taken into consideration.

- Children should be fully supervised, especially when using potentially dangerous equipment such as scissors or Flip Cameras/iPads which can be damaged.
- If researching a unit, all pupils must be briefed on and abide by the school's e-safety policy.

Assessment and Recording

- The I build program will provide opportunities for children to build skills and record achievement across Key Stage 2. This will be recorded and reported to parents at parents evening and in pupils end of year report.

Monitoring and Evaluation

- Phase leaders will monitor provision checking planning, delivery and progression of skills throughout their phase in addition to learning environments with vocabulary displayed where appropriate. The policy is monitored by the Governors and the Teaching & Learning Leader.

15. English as an Additional Language & New to English

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of our equal opportunities policy.

School Context

Sandy Lane Primary School serves a diverse community, with pupils speaking a range of different home languages.

A small proportion of our EAL pupils are new arrivals. ('New arrivals' are children who are new to the country and have not attended another school in the UK.) We may also have a small number of pupils who have been in England for some time, but are still at the early stages of English language acquisition. There is an increasing number of children arriving at our school from Slovakia and other parts of Eastern Europe, most of whom have no experience of English and in some cases, little experience of school.

The majority of our EAL children are advanced learners in English who require varying levels of intervention to enable them to access the curriculum fully.

Some of our bilingual pupils have reached a level of competency in English which matches or even exceeds their proficiency in their home language. These children are challenged as much as possible through tasks set in accordance with their needs or teaching in a group of similarly able children.

Assessment

- On first arrival at Sandy Lane, children are taught in a small group away from the class to establish school routines and to make initial assessments of the child's ability and needs.
- This allows for acquisition of a few simple words and phrases which the child will need immediately. We have produced 'First Days' Guidance notes (appendix 1) which detail the activities and provide the resources for the first three mornings.
- Once the child has been paired with another child in their class then they spend afternoons getting to know their class teacher and being introduced to class routines.
- The Language Co-ordinator will spend some time in class with the children to ensure they are settling in.
- Children who are at the early stages of learning English are assessed within three weeks of arrival at our school by the SEN Co-ordinator using the Induction tests supplied by Bradford Education.
- These tests are carried out at half termly intervals to assess the progress made.
- The tests are visual and encourage the children to demonstrate their knowledge of English through use of descriptive vocabulary as an example.
- More advanced EAL learners are assessed in the same way as their monolingual peers, using both formative and summative assessments.
- Targets are set accordingly, either by the class teacher or by the Intervention teacher if the children attend small group or one to one sessions.
- In accordance with national guidelines, we may make special arrangements for our EAL pupils during SATS tests.
- Children who are new to the country may be disapplied from the test. We may provide verbal or written translations of words and phrases during the maths test.

Teaching and Learning

In order to ensure that our EAL pupils can fully access the curriculum, staff employ the following strategies:

- Lessons have clear learning intentions which are explained to the children.
- Teachers ensure that EAL pupils develop their vocabulary and sentence structure by providing a range of speaking and listening activities. Pupils have access to effective staff and peer models of spoken language.
- Opportunities are provided for EAL children to use their home language to facilitate acquisition of English. Where possible, bilingual support is provided and bilingual dictionaries are made available if published.
- Teachers ensure that the meaning of key words, technical terms and more abstract language such as metaphors, is made explicit.
- Pupils' understanding is developed by using additional visual support eg pictures, posters, photographs, concept maps and charts.
- Additional verbal support is provided as appropriate, eg repetition, modelling, peer support.
- ICT packages, translation websites and dual language materials are used to enhance understanding.
- Teachers explain how speaking and writing in English are structured for different purposes. Key features of different genres are identified.
- Teachers use talk to support writing.
- Scaffolding such as talk frames and writing frames is provided to support writing across a range of subjects.

Additional support

- EAL and New to English pupils identified as requiring language support are taught in small groups and on a 1:1 basis as well as by the class teacher.
- At the early stages and as further required New to English children are withdrawn from class Literacy lesson each day, and work with the Language Team in a small classroom concentrating on basic language skills within a carefully planned Literacy lesson.
- This involves acquisition of basic English words and phrases and Speaking and Listening activities. Children's reading, writing, speaking and practical skills are developed within these sessions.
- The children will be grouped in Key Stages for these activities. Classroom support is provided by Teaching Support assistants when available and a member of the Language Support team will go into classes in the afternoon on a rota.

Special Educational Needs and Gifted and Talented Pupils

- A clear distinction is made between EAL and Special Educational Needs. Most EAL children do not have SEN. However, should SEN be identified, EAL pupils have equal access to the school's SEN provision.
- Similarly, EAL children identified as Gifted and Talented have equal access to the school's provision.
- Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers. (see 'New to English' First Days document)
- Using plain English and translators or interpreters, where appropriate and available, to ensure good communication.
- Identifying the linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible. Celebrating and acknowledging the achievement of EAL pupils.
- Recognising and encouraging the use of first language.
- Helping parents to understand how they can support their children at home.

16. Educational Visits Policy

Rationale

We believe that well-planned educational visits help to enhance a specific area of study, ensuring a wider breadth and balance in delivery of the curriculum. Visits bring learning to life and form memorable experiences for the children. Time spent outside the classroom can help develop pupil's investigative and social skills and increase their awareness of their environment and heritage.

- This policy relates to all visits or journeys undertaken by children, under the supervision of the staff of the School, which take them outside the physical boundaries of the School. All visits are covered by the provisions of this policy, and are in line with Local Authority guidance. Visits other than frequently occurring visits which take place entirely within the school day are notified to the Local Authority using the 'Evolve' online notification system.
- It includes Outdoor Education, where physical activities (classed as adventure activities) cannot be carried out within school e.g.: rock climbing, canoeing, sailing and pot holing. There may also be a residential element.

The policy covers the entire period between departing from and returning to the School or into the care of the parents – which ever happens first. Written informed consent from parents will be given for all visits.

Purpose

- To maintain sufficient lead time before an educational visit takes place, in order to prepare and inform parents and other adults within the school.
- To identify the roles of Governors, Executive Headteacher or Head of School or Head of School, Educational Visit Coordinator (EVC), Group Leader (GL), staff, volunteers and pupils.
- To ensure safety procedures are in place and upheld in line with recommendations from the Children Act 2004 and Keeping children safe in Education 2014.
- To ensure all legal responsibilities and requirements are fulfilled.

Aims

We aim to ensure that children:

- Develop the ability to integrate socially;
- Develop leadership skills, self-reliance, a sense of responsibility, initiative and resourcefulness;
- Increase their self-confidence, dignity and feelings of self-worth;
- Learn to work purposefully in a team with unselfishness and good fellowship;
- Gain the necessary insight, skills and knowledge to pursue outdoor education in adult life;
- Are enabled to meet challenges that are beyond their normal experiences;
- Develop mentally, spiritually and physically, appreciating all that community life within the town and countryside can offer.
- Are enabled to take part in educational visits which enhance the curriculum.

Planning the visit

- Before planning the visit in detail the Group Leader should seek general approval from the Executive Headteacher or Head of School or Head of School, check the school diary and fill out the organisational forms in teacher drive. In the case of visits incorporating overnight stays and/or hazardous activities this should be at least a term before and in all other cases at least a month before. Residential visits need the permission of the Full Governing Body.
- If permission is granted in principle, the GL should ask the office to book transport, and GL to book the facility and receive written confirmation. Check details such as; times, facilities for refreshments, toilets, hazardous areas, special clothing or equipment required. Ensure parents are informed in good time to enable planning and saving schemes to operate.
- The GL will gain parental consent and inform the office of monies to be collected. They will enter the visit in the school diary, including details of staff who may need to be covered in school and a list of staff going on the visit.
- For residential visits the GL will organise an evening meeting to inform parents of any essential information and collect medical details for the children and emergency telephone contact number of parents/guardian in the event of an emergency overnight.
- For local walks and visits, parents are asked to give general consent at the start of the school year.
- Parents will be given the name and telephone number of the residential centre or hotel and the school's mobile number which will be carried by the GL.

Prior to the visit the GL will draw up a risk assessment for the activities and complete a visit proposal on the **'Evolve'** online notification system. This needs to be done at least 2 weeks before the visit.

A comprehensive itinerary of the journey/visit including contact details, must be compiled by the leader and issued to the:

- (i) EVC
- (ii) School Office

Any major changes must be made known to all concerned.

A list of students and staff should also be left with the office.

A first aid kit should also be carried depending on the nature of the visit.

Insurance Guidelines

All visits, including sporting activities, are automatically covered by Local Authority insurance.

Visits, which involve special hazards or where there is an overnight stay, may need additional insurance cover. This will be included in the payment made to the organising body.

Health & Safety

The GL is responsible for ensuring the safety of all members of the group.

(a) All reasonable measures will be taken to ensure the Health and Safety of all students and staff participating in School Visits, Journeys and Outdoor Education ventures. This includes first aid trained staff, first aid kits to be carried and fluorescent waistcoats should be worn.

(b) A risk assessment is to be carried out for all off-site activities whether it is a day visit to a local site or a residential visit to a centre.

(c) Instructors will be appointed as required to ensure that appropriate safe instruction is given at all times, the cost to be included in the costing of the venture. All instructors will be AALA licensed. All instructors will be AALS licensed where appropriate.

Staffing Ratios and supervision

The ratios below are recommended. They should be adjusted bearing the following points below in mind.

- age, sex, special needs
- nature of activities, high or low risk
- experience and expertise of adults
- duration of visit

Visits of One Day or Less

2-4 – Nursery	1:2
3 - 5 - Foundation	1: 6
5 – 8 - Yr 1 - 3	1: 6/ Local visits are 1:10
8 -11 - Yr 4 - 6	1:10

Where a party is sub-divided each division must have a nominated supervisor. They must have clear, well-defined instructions clarifying their role and detailing arrangements.

Only one member of the school teaching staff or a responsible adult nominated by the Executive Headteacher or Head of School or Head of School need accompany a group of 6 or fewer young people on a visit of less than half a day which is confined to the locality and does not involve adventurous activities.

If the adult is not a member of staff, the nominated person should be DBS cleared, registered with the governors; general parental consent should also be obtained.

When teachers take a party away from School, they are 'in loco parentis'. The duty of care expected is that of a reasonably careful and prudent parent applying his or her mind to the situation. This duty is continuous during the whole period of the visit and cannot be delegated to anyone else.

Staff must remain with the children when they return to school until they are collected by parents. Any children travelling on 'My Bus'¹¹ need to have alternative arrangements made well in advance, if the visit arrives back at school later than 3.15 pm. It is the parents' responsibility to arrange for collection of their child.

Risk Assessments

A risk assessment will be carried out for all off-site activities. A pre-visit to venues is desirable and sites that are frequently visited should be re-assessed on a regular basis, at least annually. The frequency of assessment will depend upon a number of factors (e.g. weather, nature of group, experience of staff, location). The process is quite simple and should involve the following:

- (a) identify the hazards;
- (b) identify who is at risk;
- (c) decide the possible outcomes and their likelihood;
- (d) identify existing controls. Where these are seen to be inadequate, note the actions required to bring them to the necessary standard.

The pro-forma for Risk Assessment is attached. Completed copies are to be logged on the network risk assessment file and with the EVC.

First Aid

Make sure there are adults in the party with a working knowledge of first aid and that sufficient first aid kits are carried, i.e. one per vehicle or one per sub-group. Reception/Yr 1 (children under 5) need to have a Paediatric First Aider with them on the visit.

Medical Details

Medical details of any person participating in the activity who may require some form of medical treatment during the activity must be recorded and retained by the GL. These details must include type and dosage of medication, which may be required during the duration of the activity.

Sufficient medication for the visit must accompany the group and be in the custody of the GL.

Related policies

- Charging for school activities
- Critical Incident Policy
- Health and Safety Policy
- Safeguarding Policy

See also Risk Assessment file

¹¹ Mybus school bus service- <https://www.wymetro.com/schools/>

APPENDIX

Management and responsibilities

Educational Visit Coordinator (EVC)

- Check educational objectives of each visit.
- Check GL and Staff are trained and approved for all planned activities.
- Check non-teacher supervisors are appropriate people to supervise children.
- Ensure site pre-visit is performed if necessary.
- Help GL to produce Risk Assessments
- Ensure EB are informed of any visits using 'Evolve' and approval is gained where appropriate.

Executive Headteacher or Head of School or Head of School

- Check educational objectives of each visit and grant or deny approval.
- Inform Full Governing Body of visit proposals.
- Ensure that correct procedures are followed by EVC and GL.

Full Governing Body

- Ensure that each visit has a specific and stated objective.
- Assess proposals for visits involving overnight stay or travel abroad.
- Ensure that Executive Headteacher or Head of School or Head of School, EVC and GL show how their plans comply with regulations and guidelines.

Visit Leader

- Has overall responsibility for the supervision and conduct of the visit, including the health, safety and welfare of all involved.
- Ensure the pupil to adult ratio is appropriate to the group's needs.
- Complete a visit proposal on 'Evolve' including a thorough risk assessment.
- Hold a pre-visit meeting to define the roles and responsibilities of other adults and pupils and ensure effective supervision of what they do and to give out any other relevant information.
- Inform catering staff of packed lunch requirements giving 3 weeks notice. (All Free School Meals (FSM) children get a packed lunch). Also Reception, Yr 1 and 2 are on Universal Free School Meals (UFSM) and are entitled to a packed lunch.
- Prepare sick bucket, medical supplies and first aid equipment.
- Be aware of child protection issues.
- Ensure first aid provision is available.
- Ensure special educational or medical needs of pupils are known and met.
- Ensure medicines are kept with the pupil's group.
- Ensure group supervisors have details of the school contact.
- Ensure that group supervisors and school contact have a copy of the emergency procedures.
- Observe responsibilities of teachers and other adults set out below.

Teachers

- Do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.
- Follow instructions of the GL and help with control and discipline.
- Consider stopping the visit or activity if they think there is an unacceptable risk to the health and safety of pupils in their charge.
- Be aware of emergency procedures and contacts.
- Be responsible for medicines for members of the group.

Adult Volunteers

- Be clear about their roles and responsibilities.
- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge unless previously agreed in risk assessment and DBS checked.
- Follow instructions of GL and teachers and help with control and discipline.
- Inform GL or teachers of any health and safety concern during the visit.

Pupils

- Not take unnecessary risks.
- Follow instructions.
- Dress and behave sensibly and responsibly.
- Look out for anything that might hurt or threaten anyone in the group and tell the GL or supervisor.

NOTE

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Whilst on a residential visit, parents would be requested to collect their child at their own expense. (Parents sign to agree to this on booking form).

Parents

- Make an informed decision on whether their child should go on a visit.
- Pay deposits and other monies within the timeframe set out by the school subject to the provisions of the 'charging for school activities' policy.
- Make every effort to attend any briefing meetings prior to the visit and comply with requests regarding packing (equipment and clothing), mobile phones, games etc.
- Arrange for their child to be collected promptly upon return to school.
- Agree to arrangements for sending the child home early (see pupil note above).

Office Staff

- Find best quote for coaches and book.
- Collect money and maintain a record of payments in and out.
- Provide GL with cheques as necessary for the visits.

- Inform Executive Executive Headteacher or Head of School or Head of School of shortfall when money is collected.

Planning a visit checklist

At least 1 month before the visit

1. GL to draw up a plan for the visit and complete “Checklist for Organising School Trips” and forward to the office. This must include the purpose, the venue, the duration, the types of activity, the relevance to the curriculum, the number of pupils, the cost and source of funding, the mode and source of transport and the number of staff. General approval from the Executive Executive Headteacher or Head of School or Head of School is required. Check the school diary.
2. GL to ask the office to obtain prices from several reputable coach companies and to book the most competitive.
3. GL to put the visit in the school diary on SIMs, including accompanying staff at the correct ratio, considering staffing implications at school. Inform the EVC.
4. GL should visit the venue prior to the visit or be familiar with the venue from a recent visit so that they are aware of any potential hazards.
5. GL to complete a thorough risk assessment covering the journey and the venue. Use the new risk assessment in school document folder. Obtain a risk assessment from the venue.
6. GL to work out the costings on fewer numbers to ensure that there is enough money if not all pupils pay for the visit. Include the admission charges and cost of transport (check this with the office).
7. GL to ask the office to prepare a letter making sure that the parents are clear what the trip involves and be clear that lunches from the canteen are for FSM and UFSM children only. Send out the letter.
8. Office to inform the kitchen of the date of the trip and the numbers of packed lunches required for the FSM/UFSM children only. **This must be done 3 weeks before the date of the visit.**
9. Gather all information necessary in order to complete a visit proposal on the EVOLVE website (bradfordvisits.org).

This includes; -

- Date of trip
- Details of the venue and the purpose of the trip
- Travel company details
- Staff and staffing ratios
- Provisional numbers of children (this can be amended at a later date to exact numbers)
- Risk assessment covering journeys and the venue. Venues own risk assessment.
- Costings for the trip.

Submit the visit proposal to the EVC. You will not be able to submit it without all of the above information. The EVC will then forward the proposal to the Executive Executive Headteacher or Head of School or Head of School who will check and authorise if satisfied with the details of the proposal.

The week before

Check that all permission slips are returned. If not ask a Teaching Assistant (TA) to ring parents and chase up. Also phone around parents of EAL children to remind them and confirm details.

Sort out group lists taking into account behaviour/1:1 support/medical issues.

Appoint a Deputy Leader in case of accident/illness and share all information.

- Meet with group leaders and all staff accompanying the visit.
- Share the risk assessment and give out group lists and roles and expectations for the day.

- Discuss behaviour and first aid/medical issues.
- Share the plan for the day including times
- Organise a car to be taken by a member of staff if the visit is outside Bradford, in case of an emergency.
- All adults to swap mobile phone numbers with each other.

Ask the office to confirm the bookings with the travel company and the venue.

Organise the method of payment for the venue with the office.

Confirm the numbers of packed lunches with the kitchen and the time they will be required.

The day before the trip

Ensure that the office has the correct mobile number for the GL. Also ensure that all group leaders have each other's mobile phone numbers.

Organise first aid kits for each member of staff, buckets, sick bags, paper towels and bin liners to be taken.

Organise spare clothes to be taken in case of sickness/wet clothes.

Check the weather forecast/tides if applicable.

The day of the trip

Ensure that you have

- Yellow critical incident cards.
- Packed lunches
- Inhalers and other medication (epipens)
- First aid kits
- Buckets
- Paper towels
- Bin liners
- Spare clothes
- Cheque/payment
- Suitable clothing/footwear
- Up to date list of children and medical information including any absences
- Group lists
- Any information regarding the plan for the day from the venue
- Check that all staff have mobile phones switched

Planning a visit in the local area

Visits in the local area are those where transport is not required such as local walks, visits to the park and to Chellow Dene.

1. Initially speak to the Executive Executive Headteacher or Head of School or Head of School about the proposed visit, date and staff requirements.
2. Once initial approval has been given put the visit in the school diary on SIMS, including accompanying staff at the correct ratio, considering staffing implications at school. Inform the EVC.
3. Group Leader (GL) should visit the venue prior to the visit or be familiar with the venue from a recent visit so that they are aware of any potential hazards.
4. Complete a thorough risk assessment. Use the local area risk assessment in school document folder adding any relevant details as required such as obvious and relevant hazards. Include details of SEN children, medical issues and any behaviour issues and any precautions. Give a copy of the risk assessment to EVC before the visit takes place.
5. Inform parents that the children are to be taken out of school and give any necessary details – where they are going, when and state that it will be within school hours. Advise of any clothes which may be required e.g. wellies, sun hat etc. Check for any children who we do not have prior permission to take out of school.
6. Ensure that contact is made with the families of the New to English children using a translator to give out necessary details.
7. Share the risk assessment and roles and expectations for the visit with other staff. Discuss behaviour and first aid/medical issues.

The day of the trip

Ensure that you have

- Yellow critical incident card.
- Inhalers and other medication (epipens)
- Suitable clothing/footwear
- Children to wear high visibility jackets
- Mobile phone switched on and that the school office is aware of contact number whilst you are out.
- Sign the number of children out of school at the office and staff to sign out. On the return to school sign children and staff back in.

General risk assessment

These are some generic points which should be included in all visit risk assessments

Potential hazards – Likely places or ways that people could be harmed	Control measures/precautions
<p>Inadequate planning and organisation</p> <ul style="list-style-type: none"> • Accidents/injuries 	<p>Group leaders must follow Educational visits safety policy</p> <p>All leaders will meet prior to the visit to discuss details and share risk assessments</p> <p>All group leaders to be made aware of their roles and responsibilities prior to departure and given a group list</p> <p>A copy of the group lists given to the office</p> <p>Visit leader to appoint a deputy leader and share all information regarding the trip in case of any incidents/unforeseen circumstances</p> <p>Group leaders to inform children about any hazards from the risk assessment</p> <p>Parents written consent received and informed of arrangements</p> <p>Group leaders to share mobile phone numbers with the other group leaders</p> <p>All leaders to carry a yellow card</p> <p>Staff to carry a first aid kit and at least one first aid member from school to be on the trip</p>
<p>Adverse weather</p> <ul style="list-style-type: none"> • Injury from cold or heat • Over exposure to the sun 	<p>Staff must consider weather conditions and ensure that children are aware of appropriate clothing/equipment to be brought – sun hat, sun cream, warm clothing, waterproof clothing, spare clothes.</p> <p>Children told to wear sensible shoes for the visit</p> <p>Staff to plan for children who do not bring suitable equipment – check before departure/bring spares</p> <p>Visit leader to check the weather forecast and adjust plans accordingly</p>
<p>Children lost/separated from group</p> <ul style="list-style-type: none"> • Upset/injury 	<p>Visit leader will ensure that staff understand their roles and responsibilities</p> <p>Appropriate staffing ratios</p> <p>Children split into small groups with named leader before leaving school</p> <p>Children told to stay with their group at all times but briefed about what to do in case they are separated</p> <p>Regular headcounts especially at arrival/departure points and when reforming groups</p>
<p>Returns after school hours</p> <ul style="list-style-type: none"> • Injury/upset/lost 	<p>Parents/guardians fully informed of collection arrangements after the visit</p>

	<p>Children will not be left alone and will be properly supervised after a visit until they are safely collected</p> <p>Parents /contacts will be contacted for children who are not collected</p>
<p>Special medical/behavioural needs</p> <ul style="list-style-type: none"> • Injury/illness 	<p>Up to date information regarding special/medical needs of all group members obtained by the visit leader</p> <p>Advice taken from SENCO and parents/guardians if necessary</p> <p>Individual needs and specific risks identified</p> <p>Parental consent for medication and visit leader/group leader fully briefed</p> <p>Children and parents reminded to bring personal medication if required</p> <p>Visit leader to carry information regarding medical conditions and medication</p> <p>Staff to check before departure that they/children have their necessary medication</p> <p>All staff made aware of medical/special needs and aware of appropriate treatment</p> <p>The itinerary arranged with any special provision in mind</p> <p>Group leaders to ensure that all children have safe access and involvement in all areas of the visit</p>
<p>Allergic reactions, poisons, stings, bites</p> <ul style="list-style-type: none"> • Trauma/illness 	<p>Staff briefed about children with known allergies and informed about necessary treatment.</p> <p>Group leader /child to carry medication for known allergy sufferers and trained to treat accordingly</p> <p>Known high risk situations will be avoided</p> <p>In the event of an allergic reaction/sting/bite school first aid kits to be used and/or first aid administered by staff at the venue</p> <p>If hospital treatment needed, then an adult to go with the child and school informed so that parents can be notified</p>
<p>Misbehaviour</p> <ul style="list-style-type: none"> • Accidents/injuries 	<p>Supervision sufficient to manage a group safely</p> <p>Children reminded about the conduct/behaviour required</p> <p>Advice taken from the visit leader if there are concerns about behaviour</p> <p>Individual risk assessments carried out if necessary</p>
<p>Hazards at the venue/location</p> <ul style="list-style-type: none"> • Accidents/emergencies 	<p>Appropriate risk assessments received from the venue</p> <p>Visit leader to make a pre-visit to check safety and inspect the site for potential hazards*</p>

	<p>All children and staff briefed regarding hazards and safety measures including conduct and behaviour required</p> <p>In the event of an accident school first aid kits to be used and/or first aid administered by staff at the venue</p> <p>If hospital treatment needed, then an adult to go with the child and school informed so that parents can be notified</p>
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*Risk assessments must take into account the site being visited and any potential hazards which the children and staff may come across e.g.

- stairs
- steep, uneven paths
- water
- high areas
- bridges
- slippery surfaces
- other visitors to the venue (strangers)
- contact with animals

Local Area Risk Assessment

Potential hazards – Likely places or ways that people could be harmed	Control measures/precautions
<p>Walking to and from the venue</p> <ul style="list-style-type: none"> • Accident/ injury 	<p>Walking routes planned to avoid dangerous sections of road</p> <p>Walking route to have a pavement</p> <p>Cross any roads at crossing points if possible</p> <p>If no crossing available, one adult to stop traffic and others to supervise children across the road and on either sides of the road</p> <p>Children to be closely supervised by adults</p> <p>One staff member at the front, one at the back and others spread out between the children and the road</p> <p>Children to be reminded about hazards and behaviour</p> <p>Children to walk in pairs if possible</p> <p>Children to walk in single file if narrow paths/too close to a road</p> <p>Children to wear high visibility jackets</p>
<p>Injury or illness</p> <ul style="list-style-type: none"> • Illness 	<p>Children to carry their own inhaler if required</p> <p>Parents to give written consent for medication to be taken</p>

Potential hazards – Likely places or ways that people could be harmed	Control measures/precautions
<p>Inadequate planning and organisation</p> <ul style="list-style-type: none"> • Accidents/injuries 	<p>Group leaders must follow Educational visits safety policy</p> <p>All leaders will meet prior to the visit to discuss details and share risk assessments</p> <p>All group leaders to be made aware of their roles and responsibilities prior to departure and given a group list if applicable</p> <p>The correct number of children to be signed out of school at the school office</p> <p>Visit leader to appoint a deputy leader and share all information regarding the trip in case of any incidents/unforeseen circumstances</p> <p>Group leaders to inform children about any hazards from the risk assessment</p> <p>Parents written consent received for children to be taken out of school in the local area and informed of arrangements</p> <p>Group leaders to share mobile phone numbers</p> <p>All leaders to carry a yellow card</p> <p>Staff to carry a first aid kit and at least one first aid member to accompany the trip</p>
<p>Adverse weather</p> <ul style="list-style-type: none"> • Injury from cold or heat • Over exposure to the sun 	<p>Staff must consider weather conditions and ensure that children are aware of appropriate clothing/equipment to be brought – sun hat, sun cream, warm clothing, waterproof clothing, spare clothes</p> <p>Children told to wear sensible shoes for the visit</p> <p>Staff to plan for children who do not bring suitable equipment – check before departure/bring spares</p> <p>Visit leader to check the weather forecast and adjust plans accordingly</p>
<p>Children lost/separated from group</p> <ul style="list-style-type: none"> • Upset/injury 	<p>Visit leader will ensure that staff understand their roles and responsibilities</p> <p>Appropriate staffing ratios</p> <p>Children briefed about what to do in case they are separated from the group</p> <p>Regular headcounts</p>
<p>Special medical/behavioural needs</p> <ul style="list-style-type: none"> • Injury/illness 	<p>Up to date information regarding special/medical needs of all group members obtained by the visit leader</p> <p>Advice taken from SENCO and parents/guardians if necessary</p> <p>Individual needs and specific risks identified</p> <p>Parental consent for medication and visit leader/group leader fully briefed</p> <p>Staff to check before departure that they/children have their necessary medication</p>

	<p>All staff made aware of medical/special needs and aware of appropriate treatment</p> <p>The itinerary arranged with any special provision in mind</p> <p>Group leaders to ensure that all children have safe access and involvement in all areas of the visit</p>
<p>Allergic reactions, poisons, stings, bites</p> <ul style="list-style-type: none"> • Trauma/illness 	<p>Staff briefed about children with known allergies and informed about necessary treatment</p> <p>Group leader /child to carry medication for known allergy sufferers and trained to treat accordingly</p> <p>Known high risk situations will be avoided</p> <p>In the event of an allergic reaction/sting/bite first aid administered by staff and school contacted</p> <p>If hospital treatment needed, then an adult to go with the child and school informed so that parents can be notified</p>
<p>Misbehaviour</p> <ul style="list-style-type: none"> • Accidents/injuries 	<p>Supervision sufficient to manage a group safely</p> <p>Children reminded about the conduct/behaviour required</p> <p>Advice taken from the visit leader if there are concerns about behaviour</p> <p>Individual risk assessments carried out if necessary</p>
<p>*Hazards at the venue/location</p> <ul style="list-style-type: none"> • Accidents/emergencies • Stairs/steep/uneven paths – children to be closely supervised and ensure that they are wearing suitable footwear • Verbal reminders given and no running • Water – children to stay well away from the water. Verbal reminders given and close supervision • Dogs – children told not to approach or touch any dogs or other animals • Walls/fences – children must not climb on any walls or fences • Strangers – fully supervised with a leader at all times. Children told not to talk to strangers • Park equipment – check for any hazards before use. Children fully supervised to ensure that they use the equipment sensibly and safely 	<p>Visit leader to make a pre-visit to check safety and inspect the site for potential hazards*</p> <p>All children and staff briefed regarding hazards and safety measures including conduct and behaviour required</p> <p>Children to be closely supervised in groups at all times</p> <p>In the event of an accident school first aid kits to be used and/or first aid administered by staff</p> <p>If hospital treatment needed, then an adult to go with the child and school informed so that parents can be notified</p>

After the trip has finished a member of the office staff will ring the venue/coach company to find out how the trip went from their perspective behavior/ politeness/ receptiveness of the children. This information will be fed back to the Head of School who will notify children and staff concerned putting positive feedback on the website.

17. Collective School Assembly

Collective School Assembly Policy

Aims and purpose

The aims and purpose of school assemblies are:

- to provide an opportunity for the children to understand other faiths and their acts of worship;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;

Collective Worship/Assembly

We understand worship to be a special act or occasion whose purpose is to show reverence to all spiritual beliefs and traditions. Collective worship, in our school, involves all members of the school coming together in an assembly to learn about all faiths. We expect everyone to take an active part in the assembly unless there are aspects of that assembly that would make them feel uncomfortable. We do not hold acts of worship in any faith, we learn about all faiths and how people live their life through their religion and what worship /celebration may look like.

In line with the 1988 Education Reform Act¹² which states that collective worship should be ‘wholly or mainly of a broadly Christian character’, and in recognition of the fact that many of our pupils are practising members of other faiths we base our assemblies on those aspects of Christian teaching that are shared with other faiths.

Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

Assemblies reflect and refer to **both** the traditions and liturgical calendar of the Christian Churches (e.g. Christmas, Easter), **and** the religious traditions and calendars of all other faiths that are represented in the school and the wider community (e.g. those of Islam, Hinduism, Sikhism and Buddhism)

Organization of School Assemblies

We hold regular assemblies in our school which may be a whole-school assembly, and phase assemblies, or an assembly led by a group of children. The assembly on each Friday is a Celebration Assembly in which children share good work.

We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful, to listen carefully and to take part where appropriate. We create an appropriate atmosphere by using music or objects that act as a focal point for the attention of the children.

The Executive Headteacher or Head of School or other members of staff normally lead assemblies. Children also share in leading assemblies, particularly during class assemblies.

We take themes of our assemblies from the traditions of the Christian and other faiths and we often reflect the festivals and events of the religious calendars. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum, such as the Social and Emotional Aspects of

¹² <https://www.legislation.gov.uk/ukpga/1988/40/contents>

Learning. We plan our assemblies as part of a series of themes well in advance of the day they take place, although some assemblies do respond to events as they happen either within the school community or in the wider local or national community of which we are a part.

Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised.

We invite parents to assembly at least twice each year (class-led assemblies, as well as assemblies for special events or times of year). We encourage them to attend as this promotes the community spirit of the school and is a practical demonstration of the way the home and the school work together to support the achievements of our children.

We welcome governors' attendance at our assemblies, similarly as a way of governors sharing in and getting to know the work of the school.

Right of withdrawal

Our assemblies form part of our whole school curriculum and ethos and will be conducted in a manner as sensitive and inclusive as to ensure that all children feel comfortable to attend the great majority of assemblies. However, any parent can request permission for their child to be excused from attending an assembly and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act¹³ and was restated in the 1988 Education Reform Act.

Monitoring and review

The governing body liaises with the Executive Headteacher or Head of School or Head of School on the format and content of school assemblies and reviews the policy and practice with them on a regular basis.

¹³ <https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/school/overview/educationact1944/>

18. SMSC¹⁴ and British Values- life in Modern Britain Assemblies¹⁵

To be read in conjunction with a range of associated sections of this handbook including: Curriculum, RE, Behaviour, RSHE.

School values and ethos

At Sandy Lane Primary School the promotion of pupils' spiritual, moral, social and cultural education (SMSC) is considered to be fundamental to the life of the school. As a school providing opportunities for children to develop SMSC is important to all we do.

Spiritual, Moral, Social and Cultural Development is promoted through all the subjects of the curriculum, through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. This policy supports and reinforces the aims of the school, valuing all children and staff equally and as individuals.

Sandy Lane Primary School approaches the promotion of fundamental British values in line with the Government's PREVENT strategy.

These British Values are:

- **Democracy**
- **Individual Liberty**
- **The Rule of Law**
- **Mutual Respect**
- **Tolerance of those with Different Faiths and Beliefs**

Each is defined below and placed in a school context through the use of examples.

It is, without question, everyone's duty to ensure they do not undermine these fundamental British values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

Equally British Values are supported by our school ethos and mission statement

See above (Section 1)

2. Context

At Sandy Lane Primary School we recognise that SMSC plays a significant part in pupils' ability to learn and achieve. We therefore aim to provide an education provision that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of a range of social and cultural traditions and choices

¹⁴ Spiritual, Moral, Social and Cultural (SMSC)

¹⁵ To be read in conjunction with: Promoting fundamental British values as part of SMSC in school's Departmental advice for maintained schools November 2014

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

- a comparative understanding of their personal culture and social norms with those of others

SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's SMSC development. Values, principles and spirituality will be explored in the curriculum, especially through Personal, Social, Health and Economic (PSHE) education, RE and Collective Worship.

Cultural traditions will be recognised and celebrated, integrity and spirituality of all faith backgrounds will be respected and platforms for exploration of the rights and respects of others explored, ensuring children are given access to explore alternative views and to develop their own.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children will learn to differentiate between what is right and what is wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

Emotional literacy development will be supported and vulnerable pupils who need extra help will have additional support to develop these skills.

The importance of relationships between all school staff, parents and governors is recognised. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all members of the school community.

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. PSHE emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain.

We have a creative curriculum that will enable children to make progress towards these aims. Through engaging lessons and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live.

We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims and Objectives for Spiritual Development

- The ability to listen
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships
- To develop the skill of being physically still, yet alert

- To develop the skill to use all one's senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self-esteem and confidence

Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. We work towards an understanding of what is morally right and wrong. From this basis pupils are supported to develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

Aims and Objectives for Moral Development

- To understand the principles lying behind decisions and actions.
- To be able to distinguish between what is morally right and wrong.
- To be able to make choices, accepting and understanding consequences of their actions.
- To move gradually through a taught code of behaviour towards taking responsibility for their own moral decisions.
- To tell the truth.
- To respect the rights and property of others.
- To help others less fortunate than themselves.
- To be considerate to others.
- To take responsibility for their own actions.
- To exercise self-discipline.
- To develop personal high expectations and a positive attitude.
- To conform to school and class rules in order to promote order for the good of all.

Social Development

This enables pupils to become conscientious participants within their family, their class, the school, the local, wider and global community. We aim to offer a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Aims and Objectives for Social Development

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society
- To develop emotional literacy in order to be able to express own feelings and understand those of others
- To be sensitive to the needs and feelings of others

- To work as part of a group and to interact positively across a range of situations, e.g. clubs, sports activities, visits, music festivals
- To develop an understanding of citizenship and to experience being part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims and Objectives for Cultural Development

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of a mixed faith society, whilst perceiving in a positive light the contribution of other cultures, past and present
- To develop an awareness, recognition and appreciation of the Arts, e.g. Music, Art, Drama and Literature
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

British Values: Aims and School Context

British Values are reflected in our School Ethos and Values. However, British Values are promoted more discretely through themed assemblies, links to PSHE and RE lessons and through cross-curricular topic work.

Democracy

- To understand how they can influence decision making through a democratic process
- To understand and respect the democratic process
- To understand how to argue and defend a point of view
- To understand the importance of team work

In school we promote the importance of democracy through such things as:

- The free and fair electoral process for student positions of responsibility such as School Council

- Pupil Voice on school decisions – e.g. agreeing some school and class rules, School Council discussions, Pupil Voice Surveys
- Students choosing activities for class rewards.
- Pupils being encouraged to consider alternative pathways in lessons

Rule of Law:

- To be able to recognise the difference between right and wrong and apply this to their own lives.
- To be able to accept responsibility for their behaviour.
- To understand the consequences of their behaviour and actions.
- To be able to resolve conflict.
- To understand how they can contribute positively to the lives of those living and working in the locality and society more widely.
- To understand that living under the rule of law protects them and is essential for their wellbeing and safety.

In school we promote the importance of rule of law through such things as:

- Whole School Behaviour Policy and Zero Tolerances
- A shared set of classroom rules
- Marking and feedback, as well as homework policies set clear boundaries

Individual liberty

- To understand rights and responsibilities
- To understand the concept of freedom of choice

In school we promote the importance of individual liberty through such things as:

- Pupils encouraged to express their opinion in a polite and thoughtful manner
- The range of extra-curricular activities and clubs on offer

Partnerships with parents, carers and the wider community

The development of a strong home-school agreement is regarded as highly important, enabling parents and teachers to work in an effective partnership to support pupils in their SMSC development.

Visitors are welcomed to participate in and contribute to school activities and curriculum delivery. Links with the local community including local churches and other places of worship are fostered.

Children will be taught to appreciate and take responsibility for their local environment and the school supports the work of a variety of charities locally, nationally and globally.

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and PSHE planning, teaching and learning
- discussions at staff and governors' meetings
- audit of related policies and their consistent implementation as a whole school
- RE/PSHE education and Citizenship development and inclusion in the school improvement plan (as appropriate)
- collating evidence of children's work and experiences
- sampling of pupil focus groups to evaluate impact on their knowledge, understanding, skill development and attitudes
- Encouraging children to think of the consequences of their choices with respect to their actions

Mutual respect and tolerance of those with different faiths and beliefs

- To be reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values
- To be reflective about their own experiences
- To be able to investigate and offer reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others
- To use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
- To participate in a variety of communities and social settings, cooperating well with others • To understand and appreciate of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain
- To understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes

In school we promote the importance of mutual respect and tolerance through such things as:

- The school mission statement.
- Clear boundaries of behaviour through our School Rules.
- Our RE curriculum.
- Assembly themes, stories and visitors that encourage an open understanding of respect for and understanding of a range of faiths that are part of British culture.
- Our charitable work with a range of local, national and international charities.

Implementation of the policy and review

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

19. Relationships Education

1. Aim

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a

way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community. Relationships education is not about sexual relationships.

Our Relationships education directly link to our RESPECT principles which ensure all children and staff at Sandy Lane Primary school display Resilient, show Empathy, are Self Aware, conduct themselves with Excellence, use good Communication and work together as a Team.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors and ratified

3. Statutory Requirements

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty from the school nurse as part of science/health education lessons in Year 5/6. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

4. Links to other policies and curriculum areas

4a Curriculum

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

4b Policies

The content of relationships education is supported by our anti-bullying policy, equality and diversity policy, and safeguarding policy.

5. Delivery of relationships education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability
- Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

- Privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the relationships education policy, and hold the head teacher to account for its implementation.

6.2 The head teacher

The head teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

6.3 Staff

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

6.4 Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

7. Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum and Religious Education lessons.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

8. Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

9. Monitoring arrangements

The delivery of RSE is monitored by SLT through our Faculty System and our Monitoring and Evaluation Calendar which includes such things as planning scrutinise, learning walks, pupil voice etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by John Cooper Executive Headteacher. At every review, the policy will be scrutinized and ratified by the governing board.

The Pupil Offer and Pupil Passport

The Sandy Lane Pupil Offer

Whole School Wow Days



Steam Train to Haworth
Pantomime
Cinema
Bradford City Visit
Mix up day
Colour Run
Circus

Theme	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key stage 2
Walks	Greenwood park Local buildings and house Chellow Dene woods	Greenwood park Chellow Dene woods Black Hills Ilkley	Chellow Dene woods Black hills Greenwood park	Sponsored Walk to Hewenden Viaduct Chellow Dene every half term
Our Community	Garden Centre	Bingley Library Myrtle Park Nell Bank	St. Ives Myrtle Park Nell Bank	Cottingley Care Home Blackhills
Special Places	Church	Mosque Bethel Baptist Church	Mosque	Sikh temple/ Hindu Gurdwara
Museums and Galleries	Eureka Halifax	Lego Land Skipton Castle	Industrial Museum Saltaire mills	Liverpool Slavery Museum Liverpool One

				Maritime Museum
Things to remember	Farm	The East Coast Lytham St.Annes Beach	St. Anne's beach – sea side Yorkshire wildlife park	The Big City Outdoor Activity Centre
Visitors	Fire Fighter	Kirstie Garside (Toy Maker and Collector) Living Eggs Programme	PCSO – How the police help us Pedestrian road safety training. Roman day.	PCSO- Knife crime and county lines Yorkshire Champions Living creatures and their habitats

The Sandy Lane Pupil offer is designed to help our pupils immerse themselves in a world of enriching experiences during their time at our school. At the heart of our offer lies the commitment to our RESPECT principles: we know that resilience, empathy, self-awareness, passion, excellence, communication and teamwork build responsible citizens for our communities. These qualities lay a robust foundation for our pupils' future prospects, equipping them to face challenges with resilience, pursue excellence with passion, and navigate a diverse world with empathy and effective communication. It is our goal to ensure that Sandy Lane is not just a school; it's a gateway to a future of empowered, well-rounded individuals.

Our Whole School Wow Days, from thrilling steam train adventures to the magic of pantomime and cinema, instil resilience, fostering a spirit that overcomes challenges. Mix up days, colour runs, and circus acts ignite passion and self-awareness in our pupils.

Embarking on themed journeys, Early Years discover special places like churches and mosques, nurturing empathy and cultural understanding. Key Stage 1 explores local gems like Greenwood Park, building teamwork and communication skills. Key Stage 2 delves into history and literature with visits to museums and bookshops, fostering excellence in knowledge.

Our walks to Hewenden Viaduct and Chellow Dene woods strengthen resilience, while community engagement with residents of our local care home instils a sense of belonging and connection. Special guests like firefighters, toy makers and a range of Yorkshire Champions, broaden horizons, promoting excellence and passion.

From visits to garden centres, Ilkley and Forest School sessions to encounters with living eggs, our pupils develop empathy and a love for nature. Interactive sessions on road safety and insights into combating knife crime empower children with vital life skills.

The Sandy Lane Pupil Offer seeks to sculpt well-rounded individuals, through diverse experiences and visits embedded into a comprehensive and rounded curriculum; encouraging self-awareness and a thirst for excellence, building resilience and passion for exploration.

As we expand our offerings to include the Pupil Passport, we are poised to enhance our Pupil Offer further still.

Pupil Passport

We are thrilled to present the Sandy Lane Pupil Passport, a gateway to enriching experiences designed to cultivate the cultural capital of our pupils. The overarching aim of the Pupil Passport is a whole hearted commitment to our school ethos of FUN: Fulfilling Potential, Unlocking Opportunity, with No One Left Behind.

Our comprehensive Pupil Passport unfolds a world of possibilities for our students, fostering our key RESPECT principles and further embedding our FUN ethos. Each activity is carefully curated to contribute to the holistic development of our pupils, creating a foundation for their future prospects and contributing to their cultural capital.

The Pupil Passport and Cultural Capital

What is Cultural Capital and why is it important?

Building cultural capital for our children holds immense importance as it will shape their foundation for lifelong learning and success. Cultural capital encompasses the knowledge, skills, experiences, and cultural awareness that individuals acquire throughout their lives. For children, this foundation has several long-term impacts:

1. ****Academic Achievement:****

- Exposure to diverse cultural experiences, visits to museums, historical sites, and engagement with various forms of art, literature, and music enriches children's knowledge base. This cultural literacy lays the groundwork for academic success by providing a broader context for learning.

2. ****Cognitive Development:****

- Cultural experiences stimulate critical thinking and cognitive development. Exposure to different perspectives, histories, and traditions encourages children to think critically, analyse situations, and develop a well-rounded worldview.

3. ****Communication Skills:****

- Interacting with a variety of people, including special guests, community members, and peers during cultural activities, enhances communication skills. This includes verbal communication, active listening, and understanding different perspectives, contributing to effective communication in the long run.

4. ****Social and Emotional Intelligence:****

- Cultural capital fosters empathy and social awareness. Experiencing diverse cultures, traditions, and perspectives helps children understand and appreciate differences, promoting social cohesion, and emotional intelligence, which are crucial for navigating life's challenges.

5. **Resilience and Adaptability:**

- Cultural capital, gained through exposure to a range of experiences, encourages resilience. Children learn to adapt to new environments, ideas, and situations, preparing them for the dynamic challenges they may encounter in the future.

6. **Passion for Learning:**

- Experiencing a variety of activities from a young age helps children discover their interests and passions. This passion for learning becomes a driving force in their academic pursuits and future career choices.

7. **Community Engagement:**

- Cultural capital extends beyond individual experiences to community engagement. Children who are familiar with their community's cultural institutions and resources are more likely to engage actively in community activities, fostering a sense of belonging and responsibility.

8. **Career Opportunities:**

- As children grow, the cultural capital they accumulate becomes an asset in the professional world. Understanding diverse perspectives, having effective communication skills, and being culturally aware are increasingly valued qualities in the global workforce.

Building cultural capital in our children is not only about expanding their knowledge but also about shaping their character, fostering adaptability, and preparing them for a future where cultural competence is key.

Families and the Pupil Passport

Family support and engagement with the Pupil Passport will play a pivotal role in its overall development and educational success. The importance of this collaboration cannot be overstated, as it positively influences various aspects of our pupils' lives.

In essence, the Pupil Passport is an extension of our school's vibrant ethos, offering a structured and holistic approach to education that goes beyond the classroom. As our pupils participate in these activities, they will not only have fun but also embody the principles that define Sandy Lane—preparing them to face the future with confidence, cultural richness, and a deep sense of respect for themselves and the world around them.

The Sandy Lane Pupil Passport is more than a collection of activities; it is a blueprint for the fully-rounded development of our students. It is a commitment to FUN, to Fulfilling Potential, Unlocking Opportunity, and ensuring No One is Left Behind.

Your support and partnership with us on this project will create a strong foundation for your child's educational journey. This collaboration will enhance academic success, emotional well-being, and the development of essential life skills. It is our aim, through the Pupil Passport, that the combined efforts of both you and us will nurture individuals who are equipped for success in both their academic and personal lives. Together, let us embark on this enriching journey, shaping the future prospects of our children. So pack your bags, grab your Pupil Passport and come join us for the journey of a lifetime!

The Pupil Passport, Pupil Offer and British Values

The Sandy Lane Pupil Offer and Passport exemplify British values by fostering democracy through community engagement and shared experiences. The Whole School Wow Days and sponsored walks promote inclusivity, ensuring that no one is left behind, echoing the democratic principle of representation for all.

Individual liberty is encouraged through a diverse range of activities, allowing students to explore their interests and passions. Themed journeys to various cultural institutions reflect the importance of individual self-awareness and understanding, promoting the liberty to embrace one's identity and heritage.

The rule of law is subtly reinforced during activities such as interactive road safety sessions, instilling a sense of responsibility and adherence to rules. Visits to landmarks and cultural institutions further emphasise the importance of respecting shared spaces and community values.

Mutual respect is a cornerstone of the passport, with themed journeys fostering cultural understanding and empathy. Encounters with diverse faiths and beliefs at churches, mosques, Sikh temples, and Hindu Gurdwaras promote tolerance and appreciation for different perspectives, embodying the value of mutual respect.

The passport's commitment to ensuring No One is Left Behind is a testament to tolerance and inclusivity, mirroring the British value of accepting and respecting differences. The Sandy Lane Pupil Offer and Passport serve as a holistic blueprint for the development of our pupils, embodying and promoting key British values throughout their diverse range of expertise

20. Positive Behaviour including Bullying

Governors' Statement of General Principles With Regard to Behaviour

Rationale

This statement has been drawn up in accordance with the Education and Inspections Act (2006) and DfE guidance (Behaviour and Discipline in Schools, 2013).

The purpose of the statement is to provide guidance for the Headteacher in drawing up the school's Behaviour and Discipline Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in school as well as taking full account of law and guidance of behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice. It is the responsibility of the Headteacher to draw up the school's Behaviour and Discipline Policy, though he must take account of these principles when formulating this.

Principles

The governors at Sandy Lane Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables pupils to make the best possible progress in all aspects of their school life and ensures all staff are able to teach and promote good learning without undue interruption.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

Sandy Lane Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school should have a clear Anti-Bullying Policy that is known and understood by all, consistently applied and regularly monitored. Measures to protect pupils from bullying and discrimination should be clearly set out and regularly monitored for their effective implementation.

Parents and carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in life after school. Clearly, parents will deal with poor behaviour if it is in the home. School will provide support, if we feel this behaviour is having a negative impact on your child's education. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour is outlined in the Home School Agreement.

The school rules should be clearly stated in the Behaviour and Discipline Policy. These should set out expected standards of behaviour and explained to all pupils. The governors expect the rules to be consistently applied by all staff and monitored regularly.

Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour and Discipline Policy and monitored for their consistent application and effectiveness.

Sanctions for poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour and Discipline Policy so that pupils, staff and parents can understand how and when they must be applied. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears one may take place e.g. if illegal drugs/ weapons are discovered or cyber-bullying. Sanctions should be monitored for their effective impact.

The Behaviour and Discipline Policy should set out the disciplinary action that will be taken against pupils who have been found to make malicious accusations against the school staff. Governors expect the Headteacher to draw on the guidance in Dealing with Allegations of Abuse against Staff document when setting out the pastoral support that staff should expect to receive if they are wrongly accused.

The governors expect the Executive Headteacher to include the following in some detail in the Positive Behaviour and Discipline Policy:

- a) **Screening and searching pupils:** the reasons for searching pupils should be made clear, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It will also be made clear that parents do not have to be informed before a search.
- b) **The power to use reasonable force or make other physical contact:** the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or from hurting themselves or others) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. **The power to discipline outside the school gates:** disciplining beyond the school gates

covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied.

Rationale


At Sandy Lane Primary School we believe that good behaviour is a prerequisite to effective learning and therefore promoting and recognising good behaviour is our ultimate aim. Staff should provide a positive role model for the children whilst teaching them how to exhibit good behaviour and why this is important. Our school rules promote good behaviour, are few in number, clear and consistently implemented. Unacceptable behaviour choices are addressed by establishing the reason for and the consequence of the behaviour including the impact actions may have had on others.

“Every child has a right to learn and every teacher has a right to teach.”

Aim:-

- To create a calm, orderly atmosphere in which children feel safe and secure.
- To create an ethos in which individuals feel valued; where personal endeavour is encouraged; where good relationships are developed and where morale is consequently high.
- To have a consistency of approach by all adults with clear guidelines to follow including common language for addressing behaviour and for de-escalation.
- To reward rather than chastise, to praise rather than reprimand.
- To teach moral and social behaviour including empathy, feelings, manners and respect as part of the curriculum.
- To provide simple rules / instructions to aid the implementation of positive behaviour strategies.
- To reward good behaviour and sanction unacceptable behaviour encouraging children to reflect on their actions. (see guidance)
- To work with children and parents to address any repeated unacceptable behaviour including severe behaviour.
- Explore every element of the behaviour guidelines before the possibility of exclusion is explored.

Sandy Lane Rules

Rewards	
<p>Class Dojo </p> <p>Class Dojo is an electronic reward system. Children will be rewarded Class Dojos for their good behaviour.</p> <p>We aim to foster a positive classroom where hard work and a positive attitude to work and each other is recognised and celebrated.</p> <p>Dojos are to reward good behaviour and must not be taken off. Dojo's will be linked to the schools RESPECT principles.</p> <p>All children will receive a Dojo certificate at the end of each half term to take home and a lolly.</p> <p><u>Stars and students of the week</u></p> <ul style="list-style-type: none">• There will be a certificate presented at the weekly 'celebration' assembly to one selected pupil from each class in Reception, KS1 and KS2.• A group photograph will be taken and displayed on Twitter/ X on the school website.	



Behaviour Overview

Throughout school from Reception to Year 6 all children's individual name cards are to be displayed on a 'GREEN' for good circle. Children whose names are on green at the end of the day will be awarded a dojo (These will be put on by the LSA at the end of each day).

Appropriate responses need to be consistent and sure to happen in order to be effective. Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgement as we are all human and children like honesty and fairness.

Never give an appropriate response without following it up.

There must be a fresh start every lesson and all children's name must be placed back on the green circle.

This system is followed if a child does not follow the school behaviour code:

1. If a child breaks a rule they must be given a warning.
2. If they continue to break the same rule they must move their name off the green circle. Children who correct their behaviour will go back on the green circle.
3. If they continue to break the rule an appropriate response will be given. An appropriate response could include; to move seats in the classroom, to have 5 minutes timeout in the reading area, to miss 5 minutes playtime or lunchtime, to be spoken to at the end of the lesson by the teacher, to have a message sent home to parents, for parent to be brought in for a meeting, to miss the whole of playtime or lunchtime, being spoken to by SLT etc.
4. For children who are spoken to by SLT 3 or more times in a half term, parent will be invited in to discuss the behaviour and a behaviour support plan put in place.

If parents would like school to discuss any behaviour incidents, please contact the school office and ask to speak to your child's class teacher or a member of the Senior Leadership Team.

CPOMS

All children who are moved off green must be recorded on CPOMS by the class teacher or LSA. Behaviour must be recorded as classroom behaviour or playground behaviour, with a sort explanation of what has happened and the appropriate response given. Severe behaviours are to be recorded by SLT using the category **Severe**.

Lunch Time Behaviour

Lunch time behaviours are to be recorded in books held by Lunch Time Supervisors (LTS). Books will be handed to Mrs Newsome at the end of each session and Mrs Newsome will record behaviour on CPOMS where needed.

Meeting the emotional and behavioural needs of Children Looked After & Previously Looked After children

- Children who are looked after or have been previously looked after have more emotional and mental health needs, as well as more behavioural difficulties than most children. Their difficulties usually start before they become looked after.
- There needs to be early recognition that as a result of their experiences, they may not be able to operate within the normal parameters of schools behaviour policy.
- If the child is already attending school it is likely that an adaptation of the schools behaviour policy has already taken place, by the time that they are taken into the care of the local authority. This will need continuous monitoring with the inclusion Leader/ EHT and class teacher.
- Children who come to school as Looked After or Previously Looked After will need to be carefully monitored to see if they are coping within the normal parameters of the behaviour system and should/can any adjustment be made. These adjustments (if any) will form part of the child's PEP plan drawn up in conjunction with the Inclusion Leaders, the Virtual School Headteacher and the Executive Headteacher.

Severe behaviour

Severe behaviour rules:

1. **Swearing/verbal abuse**
2. **Stealing**
3. **Fighting**
4. **Bullying**
5. **Vandalism**
6. **Racial abuse**
7. **Refusing to follow instructions**

Sever behaviour can be referred to SLT. Teachers can make referrals using CPOMS.

First severe will be a phone call and letter to parents followed by half day reflection time. The SL will start a behaviour chart to record improvements over the week. This will be reviewed at the end of the week and discussed with the class teacher and parents.

Reflection time is to include restorative work and class work provided by the class teacher.

Second severe will be a phone call and letter to parents followed by a meeting. Full day reflection and the start of a nurture program. The SEND co-ordinator will be informed and advice and support will be taken from outside agencies.

Third severe will be a phone call and letter to parents followed by a meeting with parents and home exclusion for one day.

Parents have the right to appeal a home exclusion and all usual appeal procedures will be followed.

Appendix 1 **Anti-Bullying**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.' It is everyone's responsibility to try and prevent occurrences of bullying by dealing with any incidents quickly and effectively.

Anti-bullying is promoted in school by,

- Encouraging the caring and nurturing side of children.
- Promoting a positive, respectful, co-operative ethos in school.
- Using assembly, SEAL, investors in pupils and philosophy for children to teach positive messages
- Ensure adequate supervision in playgrounds
- Encourage the safe use of technology and teach children E safety messages at an age appropriate level.

We regard bullying as particularly serious and always take firm action against it. We encourage children and parents to work against it and to report any incidents of bullying. Bullying can be physical, verbal emotional or cyber bullying by a single person or a gang.

Incidents of bullying can include:-

- name calling
- malicious gossip
- damage or stealing property
- coercion into acts they do not wish to do.
- violence and assault.
- punching/kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging school work and equipment
- Sending or displaying offensive messages or pictures
- Using others passwords or accounts
- "Hacking" into others folders, work or files for any reason

Reasons for being a victim of bullying may be:-

- race/gender/class
- new child in school
- child with family crisis
- disability or difference of any kind
- children who are timid, unlikely to fight back, loners with few friends, anxious or fearful children, younger children and those outside a group.

Early signs of distress can be:-

- withdrawn
- deterioration of work
- spurious illnesses
- isolation
- desire to remain with adults

- erratic attendance
- general unhappiness/anxiety/fear
- late arrival for school
- bed wetting

Reasons for being a bully may be:-

- victim of violence
- enjoyment of power/creating fear.
- copying behaviour at home or on T.V.
- loneliness

Procedure for Allegations of bullying.

All complaints to go to the Deputy Head and Headteacher.

Incidents are thoroughly discussed with those involved and the details are recorded on a serious incident record sheet with perpetrators made fully aware of the serious implications of their behaviour. Parents are involved and actions taken explained thoroughly. The support that parents can offer will be discussed and recorded. All incidents and actions are recorded on CPOMs under the heading of bullying.

Strategies for addressing bullying

- Stress that watching and doing nothing is supporting.
- Be aware and tackle any racist or sexist language.
- Give support to both victim and bully. Victim needs self esteem and self value. Bullies need to work with others (co-operation rather than competition). Do not bully the bully, find out why they are bullying.
- Reward non-aggressive behaviour in school.
- Follow up, to support victim and prevent reoccurrence.
- Make clear to parent unacceptability of bullying.
- Use peer group pressure and disapproval.
- Help children to see other point of view, 'How would you feel if...?'

Appendix 2 Racial Harassment

We take racial harassment very seriously and always take firm action against such incidents. We encourage staff and children to be vigilant in recognising and reporting any racist incident. We provide training and education to help to combat such incidents.

Incidents of racial harassment can include,

- Refusal to work/co-operate with peer
- Verbal abuse:
 - names and comments
 - ridicule
 - threats
 - incitement
- Written abuse:
 - graffiti
 - in/on books etc
 - offensive pamphlets/cartoons
- Physical abuse
 - Vandalism/abuse of property
 - Organised racist activity
 - badges and insignia
 - leaflets and other material

Procedure for Allegations of racism.

All complaints to go to the Deputy Head and Headteacher.

Incidents are dealt with as soon as possible and thoroughly discussed with those involved and the details are recorded on a serious incident record sheet with perpetrators made fully aware of the serious implications of their behaviour. Parents are involved and actions taken explained thoroughly. The support that parents can offer will be discussed and recorded.

21. Special Educational Needs and disabilities:

Rationale

At Sandy Lane Primary School we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges. In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

Our Aim

- Our aim is to ensure all children are supported, so they may work confidently towards reaching their full potential.

Policy and practice reflect the philosophy and fundamental principles within the SEND Code of Practice: The Code of Practice sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

- A child with special educational needs should have their educational needs met
- The views of the child and parents should be sought and taken into account
- Parents support their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Please also see our local offer on our school website

To achieve our aims we will:

- Work within the guidance provided in the SEND code of practice 2014
- Provide a SENCO/ Inclusion Manager who will work with the SEND policy
- Identify need as early as possible and provide effective support
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- View our special needs provision as an ongoing, developing process
- Provide support and advice for all staff working with special educational needs pupils which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Develop an effective partnership and high levels of engagement between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff in the regular review, development and evaluation of policy and guidelines
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

Equal Opportunities

- The staff of Sandy Lane Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Admission arrangements

- No child will be refused admission to the school on the grounds of additional needs/SEND unless the school cannot adequately meet the needs or safely provide for that child. All admissions are co-ordinated centrally by the local authority/BMDC.
- The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent pupil provision plan (or the other school's equivalent) when a child is transferring from another school.

SPECIAL FACILITIES

- There is disabled access to the whole school; there are two disabled toilets.
- All pupils will be offered a broad and balanced curriculum, including the National Curriculum, unless an EHCP indicates otherwise.
- We will provide appropriate teaching strategies/resources and differentiated work to suit all needs. Pupil's individual targets should be implemented at least in part in the normal classroom setting. Children with additional needs/SEND may be withdrawn for individual or group teaching or attend off-site support groups to meet their specific need.
- The interventions which are delivered will follow a structured approach and will be time-limited. They will be carefully monitored for success and adjusted accordingly for each child as and when necessary.
- Specialist teachers and other professionals will be consulted where required for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed
- In line with the requirements of the Disability & Discrimination Act (as amended), the school has a duty to make "reasonable adjustments" for all disabled pupils to ensure that they are not discriminated against or put at a disadvantage.
- Detailed risk assessments will be carried out to ensure that children's needs are well met on all visits and residential trips.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEN and the four main areas of need

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed, and we acknowledge that whilst the four areas of need broadly identify aspects of primary areas of need for children at Sandy Lane Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

The four areas of need are:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties. Specific learning difficulties such as dyslexia or dyspraxia may require specific programmes to aid progression in cognition and learning.

Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Their need may be profound or have a lesser impact, it may also be temporary. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children experiencing difficulties in any one or a combination of these areas may be added to the SEND Register.

There are other needs which may impact on progress and attainment, but are not classed as special educational needs. These can include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

At Sandy Lane Primary School, we ensure that all children are tracked carefully with regards to their achievement (progress and attainment) and produce provision maps to ensure that all children are receiving appropriate interventions where required.

The identification, assessment, monitoring and provision for learners with SEND.

‘Special educational provision is educational or training provision that is additional to or different from’ that made generally for others of the same age. This means that provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching’. SEN Code of Practice (2014).

‘This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.’

‘Achievement for All’ (National Strategies: 2009).

- We believe that all learners should have access to Quality First Teaching.
- All teachers are teachers of SEND children and have a responsibility for their learning.

Identification and Assessment:

Children’s needs should be identified and met as early as possible through:

- The analysis of data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies).
- Classroom based assessment and monitoring arrangements.

- Ongoing, termly discussions between the Class teacher, SENCo and SLT through Pupil Progress Meetings and informal methods.
- Following up parental concerns.
- Tracking individual progress over time.
- Undertaking more in depth individual assessments (including using commercially available assessments) to deliver appropriate and useful information on a pupil's needs.
- Involving external agencies where it is thought that a SEND is significant.

Curriculum Access and Provision

Where children are working below age related expectations and/or identified as having SEND, the school may provide for these additional needs in a variety of ways:

- Teachers differentiate work, tasks, resources and/or expectations as part of Quality First Teaching.
- If a child is unable to access whole class teaching, a specific intervention will be planned (either for an individual or small group) to support an area of learning. Progress should be made so that the child can then take part in whole class teaching and learning. These interventions should be time limited.
- Small group work
- 1:1 work
- Additional support through use of staff, timetable, groupings, additional activities and additional resources.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND learners is carried out in the following ways:

- Ongoing teacher assessment
- Ongoing assessment of progress made by intervention groups.
- Work sampling/book scrutiny at least once a term.
- Scrutiny of planning.
- Learning walks to monitor provision.
- Teacher interviews with SLT at regular Pupil Progress meetings.
- Informal feedback from all staff.
- Classroom observations by SENCo and SLT
- Pupil progress tracking using the whole-school assessment trackers.
- SEND Governor visiting school
- Alternative forms of assessment used where appropriate, such as pre key stage checklists.

The Graduated Approach to identifying SEND Procedures: (see SEND Flow Chart).

Stage one-Identifying a possible SEN need

Where we have concerns that a child has SEND, and therefore needs additional or different provision, we follow the agreed SEND flowchart (appendix 1). This is a summary of the actions followed:

- A potential SEND is identified by a parent, teacher or outside agency. Information is passed on to the SENCo. Where the information has not been passed on via the teacher, the SENCo must share information with the teacher. Parents should always be informed if a concern is raised and if additional support is being provided.
- Children who are consistently working below age related expectations will be discussed during half termly pupil progress meetings, and additional provision or assessment planned for.
- The teacher will fill in an initial concerns form, with the SENCo if appropriate. This will outline the areas of need and what is being put in place to support the child. This will be shared with the SENCo. The provision and impact of provision will be monitored over 6 weeks.
- During the 6 weeks monitoring period, the SENCo will observe the child and may conduct some assessment, such as the Bradford baseline assessment or other commercially available assessments.
- If the additional support has resulted in the child's needs being met, this progress will be updated within the initial concerns form. Their progress will continue to be monitored.

- If concerns remain, the SENCo and the teacher will use the matrix of need to determine the level of need and to support them in devising specific provision. Parents will be notified and if needed, a meeting will be arranged. Parents will be given chance to give their view and if all parties are in agreement, the child's SEND provision will start and they will be added to the SEND register.
- Documents relating to a child's SEND are reviewed each term.

Stage Two: Additional SEND support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is additional to or different from the core offer (as defined by the SEND code of Practice 2014). The teacher and/or SENCo will complete the documents below to support and plan for progress.

- Documents detailing provision- this will include information about the child's needs and barriers to learning, personal targets and provision. (depending on level of need, these documents will vary in detail).
- Individual attainment information overview.
- Individual provision map.

Provision will be tracked and reviewed using-

- The documents above.
- Observations of the child interacting in class
- Monitoring of children's work in their books
- Pupil progress meetings between class teachers and SLT
- Whole school assessment
- Key Stage provision map

SEND documents

- SEND documents are based on the Assess, Plan, Do, Review model. For children with a low level of need, they will have a one page profile; for children with a greater need, this profile will include the provision the child receives; for children who require more bespoke provision they will have a my support plan; for children requiring a high level of support such as 1:1 support, they will have an EHCP.
- The documents will identify the pupil's learning need and any barriers to learning; plan strategies and interventions to meet that need; implement the provision; review progress and set new targets.
- In best practice, SEND documents are to be created jointly by the school, parents and learners.
- SEND documents are to be working documents, which can be constantly refined and amended.
- SEND documents will be accessible to staff who are involved in their implementation.
- Pupil targets should be shared with the learners so they have an understanding of them.
- Teachers are to have ownership of the identification of targets and of the practical administration of provision in their classrooms.
- Although quality first teaching is used in the first instance, children with additional needs may be withdrawn for individual or group teaching or attend off site support groups to meet their specific need. When this occurs, timetables will be coordinated (wherever possible) to ensure that no child will miss out on curriculum entitlement.
- Individual provision should be implemented, at least in part, in the normal classroom setting.
- Assessment data will be used to review targets and set new targets when SEND documents are reviewed.
- Specialist teachers and other professionals may be consulted for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed. The input of outside agencies will be included in the SEND documents where appropriate.
- SEND documents should contain no more than 4 SMART targets set for or by the pupil.
- Targets will address identified underlying reasons why a child is having difficulty with learning (not "more literacy" or "more maths").
- Provision will be time limited. A date for review will be set.
- Provision and its effectiveness are to be monitored by the SENCo.

Education, Health and Care Plans and My Support Plans

If a child's needs are within the SEN support section of the matrix of need, the SENCo will complete a My Support Plan. This is a document recommended by Bradford Local Authority to help support those children with complex needs, but who do not require an Education Health and Care plan. School is obliged to review this document termly.

When a child's needs are greater, an application will be made for an Education, Health and Care plan assessment. This assessment can be requested by school or by parents.

- Pupils with an Educational Health Care Plan will have an Annual Review of their EHCP, involving key professionals and parents.
- Sandy Lane will comply with all local procedures when applying for an EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our notional budget at an earlier stage to EHCP.
- Our review procedures comply with those recommended in Section 6 and 9 of the SEND Code of Practice 2014, and with Bradford MDC policy and guidance – including timescales set out within the process.
- For children who have an EHCP in Year 6: Preparations for transfer to secondary school will start in Year 5. Parents/carers will be asked to visit prospective secondary schools. The Annual Reviews will take place to ensure the EHCP has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). Once a secondary place has been allocated (by Easter) the SENCO/SEND Team of the receiving secondary school will be invited to the Annual Review (if this has already taken place in Year 6, an additional meeting will be held to outline provision and make transition plans) and further reviews, as appropriate. Sandy Lane Primary School will liaise with the allocated secondary school to arrange appropriate transition arrangements for the individual child, such as additional visits to school to build relationships with key staff members.

Other processes in school-

- **Individual Behaviour Plans**

These may be devised for children who need an alternative behaviour system in school.

Individual behaviour plans will be updated by the Class Teacher and the Inclusion Leader.

- **Common Assessment Framework**

A CAF works with parents and pupils in order to work out what extra support a child may need.

In many cases, different agencies are involved in providing support such as Team around the Family and Speech and Language Specialists.

- **Health Care Plans**

Health care plans are held in school for children who have long-term, life impacting medical conditions such as epilepsy, anaphylaxis or diabetes. They inform staff of procedures to follow in the event of the child becoming ill with that condition. Healthcare plans are generally set up by health professionals, usually the school nurse, in consultation with parents/carers. It is the healthcare professional's responsibility to update or amend the plans.

- Sandy Lane Primary School may also set up a health care plan, on the advice of parents, and will consult with the school nurse on the appropriateness of the plan.

- **Personal Education Plans**

PEPs are completed for children who are 'Looked After'. The SENCo is responsible for liaising with the child's social worker, carer and a staff member from the virtual school for looked after children, to set up a PEP review meeting. It is the social worker's responsibility to update and circulate the plan. PEPs should be updated every 6 months.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Executive Head Teacher and Head of School, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND
- Reports annually to parents on the school's policy for children with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy

The Head of School

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN.

Admissions

In every instance, when a parent seeks a place for a child at Sandy Lane Primary School, the Head Teacher:

- Ascertains whether or not the child has an Education Health Care Plan (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the Education Health Care Plan until the LA have been consulted
- Informs the LA that an approach for admission has been made.

SENCO

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEND
- Interpreting legal requirements for staff, parents and governors
- Monitoring and Evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Overseeing the records of all children with SEND
- Maintenance of the SEND register
- Liaising with parents of children with SEND
- Organising and/or delivering training in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated

Teachers

They will:

- Clearly identify the role of teaching and support assistants
- Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENCo to decide the action required to assist the pupil to make progress
- Work with the SENCo to collect all available information on the pupil
- Develop and review pupil provision plans for SEND pupils

- Work with SEND pupils on a daily basis to deliver the individual programme or differentiated learning set out in the SEND documents
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENCo to identify their own training needs around SEND

Teaching Assistants

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCO and teaching staff in the preparation of SEND documents

Pupil Participation

The school actively encourages the involvement of children in their education. We do this by:

- Involving the child in decision making regarding the methods by which their individual needs will be met
- Inviting the child to attend all or part of review meetings, where appropriate
- Discussing the purpose of assessment arrangements and the implications of the SEND documents with the child
- Encouraging the child to comment on his or her SEND provision through an appropriate medium.
- Involving the child in the implementation of the pupil provision plan and aim to further develop the child's self-confidence and self-esteem.

Parent / Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend review meetings
- Discuss the purpose of assessment arrangements and the implications of the SEND document with the parent/carer providing them with a copy of the SEND document
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their SEND documentation
- Encourage the parent/carer to comment in writing on their child's SEND provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Liaison with other agencies

The school works closely with outside agencies where appropriate. Advice and expertise is drawn from Social Services and Health Authority employees.

Bradford LA is equipped with a team of advisory staff who may be called upon to advise and support. Other agencies within Bradford Local Authority include:

- Communication and Interaction (including Autism)
- Early Years
- Social, Emotional and Mental Health
- Learning Support (Cognition and Learning)
- Educational Psychology Team
- Bradford Speech Therapy

- Visually Impairment Team
- Hearing Impairment Team
- Multisensory Impairment
- Physical and Medical Team

The school also values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

In Service Training/ Funding

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCO attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENCO if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENCO gives feedback to the Governing Body on SEND provision at Governors meetings.

There is an allocated budget for SEND. The effective spending of this is the responsibility of the Headteacher and the SENCO.

Complaints Procedure

The school's complaints procedure is outlined on the website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs.

SEND Flow Chart- Adding a child to the SEND register

