

Newton Flotman C of E V.C. Primary School



Teaching and Learning Policy

Policy agreed by: _____

Date: _____

Review date: _____

Overview

We aim to provide a stimulating, safe and structured environment where children can explore areas of learning, develop their skills and grow through pushing their boundaries in a caring and positive atmosphere. We want children to experience excitement and success from their learning. We provide a range and breadth of opportunities that will allow all pupils to explore new areas, learn from mistakes without fear of failure, develop independence and reach a high level of achievement. Positive reinforcement of progress and attitude is key, even small steps forward will be praised and valued.

Planning

Through the planning process, we aim to ensure that all children cover the Early Learning Goals in the Foundation Stage and the National Curriculum in Key Stages 1 and 2, according to their individual needs, and to ensure continuity and progression throughout the child's education.

Planning will reflect progression, National Curriculum objectives, differentiation and state the learning intentions and success criteria.

Our plans incorporate three levels of Curriculum Planning:

Long Term Plans: Both Key Stages – A Curriculum Map

(An overview of the year organised as a two-year rolling programme)

Long-term plans are a broad framework for each Key Stage, which reflects the school's overall curriculum aims and objectives and which:

- Ensures coverage of the Early Learning Goals, all National Curriculum subject and R.E.
- Organises content into manageable and coherent units of work
- Sequences work
- Provides progression and continuity in each subject
- Shows balance and coherence within and across subjects

Medium Term Plans: Each School Term

Medium term plans are a detailed specification for each unit to be taught within the term. They remain flexible and may be amended in response to the needs of the children. They set out:

- Specific learning objectives
- Cross curricular links and references to other units of work
- Resource requirements (main subject page)
- The nature of the children's activities
- Assessment opportunities (Learning Outcomes)

These plans aim to develop each Key Stage plan into a detailed sequence of subject-related units of work. We use the QCA documents where appropriate, placing photocopies in planning files. Where QCA documents are not used plans will reflect detailed progression, time-frame, resources and learning objectives.

If using the QCA medium term plans, they will be altered to fit with the requirements of the class and they are either dated or ordered into blocks of taught work. At the end of the unit of work, taught areas will be highlighted to show coverage.

Short Term Plans: Each Week or Day

Short term plans are produced on a daily or weekly basis and ensure effective day-to-day teaching. They include:

- The activity taken from medium term plan
- Clear Learning Intentions
- Organisation of groups where appropriate, and differentiation
- Use of other adults
- Assessment notes - record only children who do not fulfil or who exceed the Learning Objective

These weekly and daily plans are personal to staff.

All plans will be available for the Headteacher to monitor.

Planning Files Checklist

Please include the following in your planning files:

Literacy	- medium term - weekly - handwriting - spelling - phonics - drama	ICT RE Art & Design Design & Technology Music PE History Geography PSHE & Citizenship Timetable
Maths	-medium term -weekly	
Science		

Assessment

The principles of Assessment for Learning

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Assessment for Learning should:

- Be part of effective planning of teaching and learning
- Focus on how children learn
- Be central to classroom practice
- Be sensitive and constructive
- Motivate the children
- Promote understanding of learning goals and success criteria
- Help the children know how to improve
- Develop the capacity for self-assessment
- Recognise all educational achievement

Formative Assessment

(Day to day assessment based on how well children fulfil learning objectives, providing feedback and involving children in improving their learning)

Assessment notes will be jottings only about children who have not achieved or who have exceeded the learning objective. These notes will feed directly into the next day's or week's planning and are the most manageable record of children's attainment.

Sharing learning intentions

We aim to ensure the children are focused on a clear, concise and achievable Learning Intention and are aware of how to meet the success criteria that are closely matched to the Learning Intention.

Learning Intentions and Success Criteria will be clearly communicated to the class.

Strategies:

- Writing the learning objective on the board (for older children)
- Remind children, during the lesson, of the purpose
- Whole school commitment to the strategy
- Older children to write learning objective in book

Pupil Self Evaluation

Our aim:

- Children will learn to evaluate their own achievements against the learning objective and the success criteria
- Children will be involved in setting their own targets as appropriate

Marking and Feedback

Work will be marked with reference to the Learning Intention and Success Criteria. Where appropriate time will be given to redraft written work in response to constructive comment.

For assessment to be formative, the feedback information has to be used. We aim to use marking as an assessment tool to:

- Provide clear feedback to children about strengths and indicate the next steps in their learning
- Reflect the learning objective of the task
- To inform and reinforce formal tracking

Strategies:

These can be written or oral:

- Discussion with the child
- Written comments based on the learning intention and success criteria
- Build in a short time for the child to reflect on marking

Target Setting

- We will set setting SMART targets (Specific, Measurable, Achievable, Realistic and Time related).
- While official targets are set for children in Year 2 and 6, we follow the principles of good practice by setting targets for each child from Year 1.

School level:

In July each year, the Year R/1 teacher will do assessments of where the children are and make predictions of where the children will be in one year's time

The Year 2 & 6 teachers will use the normal end of Key Stage assessments for English, maths and science

The children in Years 3, 4 & 5 may use the optional SAT tests for English and Maths

The Headteacher and Leadership team will analyse the predictions and produce whole school targets for English and Maths. These will be discussed at a staff meeting and action needed to achieve these targets will be recorded.

Individual level:

Individual English and Maths targets will be identified from the child's work and will be discussed with parents at consultation evenings. These targets will

enable children to increase their motivation and self- esteem and their pace of improvement. The target should be the next most achievable one in the child's development and should deliberately be one that the child is close to achieving. Targets will be discussed and agreed with the child.

Record of Achievement

We aim to celebrate significant aspects of achievement in order to provide motivation and self esteem and therefore enable the children to achieve academic success more readily.

Strategies:

- Special Books- a piece of writing, maths, science, and R.E. to be added each term and annotated with reference to the learning objectives (the writing will be levelled each term to record progress)
- A drawing of themselves to be done each September to highlight development
- Special child of the week book, where particular achievements or progress are recorded
- Annual reports - our annual reports highlight the children's strengths and areas for development, progress in reaching their targets in academic work and personal /social development and those to aim for next.
- Children are to add their own self evaluative comments, from Year 1, about their achievements in school.
- Parents are invited to comment on the report and on achievements outside school.

Summative Assessment

(Snapshot testing which establishes what a child can do at the time)

The following tests are used in the school:

National statutory tasks and tests

These are used for benchmarking - to enable pupils' and schools' performance to be compared and targets set for improvement. They are taken at the end of Key Stage 1 & 2 in May each year. Children should be prepared for these tests at the beginning of the Summer Term by practising similar tests.

National Non-statutory tests

Externally produced tests in English and Maths for the end of Year 3, 4 & 5 may be used to track pupils progress in Key Stage 2. These are timed and similar in style to the Year 6 tests.

School Tests

The Young's Parallel Spelling Test is administered from Year 2 to provide a spelling age and to measure progress. Year R/1 use the High Frequency reading words, Phonics and early High Frequency spellings to provide information on progress for reporting to parents and the next teacher.

Class Tests

Created by individual teachers and used during day-to-day lessons e.g. mental maths tests, spelling tests etc. where appropriate.

End of Key Stage Teacher Assessments

Year 2 & 6 teachers decide a level for each child's attainment in the core subjects using the level descriptions and their professional judgement.

Assessing Pupils' Progress (APP)

APP is a structured approach to periodically assessing mathematics and reading and writing so teachers can:

- track pupils' progress through Key Stage 2
- use diagnostic information about pupils' strengths and weaknesses.

Using APP materials teachers can make level judgements for each of the following National Curriculum attainment targets (ATs):

- reading
- writing
- using and applying mathematics
- number
- shape, space and measures
- handling data.

Based on the assessment focuses (AFs) that underpin National Curriculum assessment, the APP approach improves the quality and reliability of teacher assessment. It has proved to be robust, manageable and effective in practice.

Record Keeping

Aims for Record Keeping

Effective records will enable teachers to:

- Track the progress of individual pupils or groups of pupils
- Confirm end-of-year and statutory end-of-key stage teacher assessment
- Set individual and group targets for improvement
- Discuss pupils' progress with their parents and other teachers

Records should:

- Be fit for the purpose they serve and help teachers, school management teams and parents track the progress of individual pupils
- Arise from routine processes of teaching, learning and assessing
- Be manageable, concise and accurate

Individual Pupil Records – Office kept

Each child has a file in the office containing:

- Admission form
- Foundation Stage Profile
- Copy of Annual Reports sent to parents
- SAT results
- Letters to or from parents

Individual Pupil Records – Kept by SENCO

The SENCO will keep:

- IEP's (Individual Education Plans)
- Reports from outside agencies
- Referrals for pupils at School Action Plus
- Statements
- Other relevant documents

Individual Pupil Records – kept by teacher

Daily/Weekly Records:

These records should relate to short term learning objectives. They are day to day assessments and are recorded as a combination of assessment notes, marking on pupils work and jottings on the back of Literacy and Numeracy plans. Foundation Stage Profile observations should also form part of record.

Termly/Half Termly Records

These include:

- IEP'S For children with special needs - teachers write and review targets for children at the School Action stage. Copies will be given to SENCO and parents.

- **Maths:** Copies of the objectives from the Primary Framework are kept in the red record file for both individual and class assessments. The class record should be updated termly.
- **Reading:** Early Years to check high frequency words & highlight when the child can read them. The Letters and Sounds phonic checklist is kept. Informal notes on group guided reading records.
- **Spelling:** Early Years to check high frequency words & highlight when the child can spell them. Spellings are linked to high frequency words and tested weekly. The Youngs Spelling Test is used in September and June from Y2
- **Science:** Comments are written in child's book or on science plans
- **ICT:** Class lists to be used with learning objective on top - to be ticked when accomplished. Each class to have records kept in file

Each child will be assessed termly in reading, writing and maths. The results will be entered on the Norfolk Tracking Tool which allows us to track the progress made by individuals and groups of children. From this evidence we are able to target intervention work at an early stage. The tracking procedure is given time in the staff meeting schedule to enable staff to discuss the interventions appropriate to the needs of the child.

Annual Records

- Foundation Stage Profiles
- Youngs Spelling Test in September & June from Y2
- Optional SAT's for Y3/4/5
- Teacher assessments and predictions for reading, writing & maths to be kept on pupil tracking sheet for school target setting
- Annual reports should be written following the QCA document guidance
- Records to be passed on to next teacher - see table.

Records to be passed to next teacher

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Foundation Stage Profiles	*						
Phonic Checklist	*	*					
High Frequency:							
Spelling		*	*				
Reading	*	*	*				
Reading diaries	*	*	*	*	*	*	
Group Reading sheet	*	*	*	*	*	*	
SAT writing			*	*	*	*	
End of year Reading score	*	*	*	*	*	*	
End of year writing score	*	*	*	*	*	*	
English target card	*	*	*	*	*	*	
Latest IEP	*	*	*	*	*	*	
Concern Sheet	*	*	*	*	*	*	
Special Books	*	*	*	*	*	*	
Maths Records	*	*	*	*	*	*	
QCA Science	*	*	*	*	*	*	
ICT	*	*	*	*	*	*	

The Learning Environment

Classrooms should be communities of enquiry where children both think and behave creatively and develop skills for learning. The way a teacher organises the classroom has an effect both on the teacher and the children.

We aim for the learning environment to be one where:

- Children feel physically and emotionally safe and secure
- Children are confident and happy
- Children have high self esteem
- The emphasis is on learning collaboratively and independently
- The surroundings are relaxing and stimulating
- Everyone is treated with respect

Consideration should be given to the following aspects:

- Grouping of tables to allow sufficient space for movement and to facilitate cooperative group work when appropriate
- The availability of a carpeted area where the whole class can be gathered together
- The use of music to relax, inspire or stimulate moods
- The arrangement and labelling of resources to enable children to select, use and return them independently
- General tidiness to encourage care of equipment

Display – we aim to make the room an attractive and welcoming place. Displays will celebrate children's work and provide stimulation and information. Care will be taken with mounting, labelling and naming. Space should be provided for the display of models, where appropriate, as well as wall space. Teachers should use a variety of labelling styles e.g. stencils, computers etc.

The setting up of specific areas e.g. an attractive book corner, a well-organised art and craft area and a computer area where space permits. Key Stage One should have an area available for role-play e.g. home corner, shop, dressing up etc. Through Mantle of the Expert, children at all stages of their learning journey are given the opportunity to think, speak and act 'in role' as part of investigations into a range of subjects.

Time – time is a valuable resource and Time Management within the classroom needs careful thought. When fixing times for the use of the hall, ICT or music, teachers should aim to maximise teaching and learning time. Teachers should ensure that the appropriate proportion of time is spent on each subject.

Classroom routine- it should be clear to children exactly what is expected of them:

- On entry in the morning
- Where to put dinner money etc.
- During registration
- At playtime and dinner time including wet playtime
- In assembly
- When changing for P.E.
- When going to the toilet
- When they need help
- When they need resources
- When they have finished work
- When tidying up
- At the end of the day
- The routine for changing home readers
- When the teacher wants the attention of the whole class i.e. putting hands up

Classroom Ethos

The classroom atmosphere should be conducive to productive working and learning.

Children should be aware of the behaviour and values expected of them.

Ground rules for behaviour should be discussed and agreed with the children at the beginning of the school year. These rules, which will be fairly, firmly and consistently applied, should be displayed and referred to when inappropriate behaviour occurs.

The children are expected to show care and consideration for others. The children should respect each other and all adults working or helping in the school and they should know the consequences of inappropriate behaviour.

All children should feel valued and experience a supportive relationship with the teacher. Teachers should praise good behaviour to emphasise what is expected. The giving of stickers, stars or House Points for effort should be encouraged. The 'Golden Book and award of Headteacher's Stickers is recognition of outstanding contribution during the week.

Encouraging Responsibility and Independence

We wish to encourage children to think for themselves and to develop their self-discipline.

Movement should be careful and quiet so as not to disturb others. Noise should be kept to a minimum.

Children are expected to settle quickly to a task and find, use and return their own equipment.

When working co-operatively, children should show sensible behaviour and realise the importance of listening to each other.

Older children should know how to find information without interrupting the teacher.

All children should be encouraged to think for themselves before asking for help.

Similarly, in P.E. and Art, children should try to do things for themselves and help each other.

Guidelines for parent helpers should be given at the start of the year.

The importance of looking after personal belongings and class equipment should be stressed.

Children should be taught the correct and safe use and storage of equipment.

Outdoors

It is our intention to use every part of the school grounds to extend the children's learning experience. Children will be encouraged to explore learning opportunities outside from their first days at school. The Early Years Foundation Stage Curriculum places a great and welcome emphasis on the development of an outdoor curriculum. We encourage children to take an interest in the environment around them and the weather so they can dress appropriately for the conditions. Throughout the school outdoor opportunities are planned into the teaching and learning in all areas of the curriculum.

Off site visits

Children benefit greatly from off-site visits linked with their learning. To this end we have bought a minibus to cut the cost of transport to a minimum, and have a reciprocal agreement with another local school for borrowing their minibus. Several members of staff are trained Minibus drivers.

All Off-site visits comply with County regulations and get approval prior to going. Risk assessments are carried out on all activities.

The Children's Learning Experience

We aim to create a learning culture with a positive ethos in all areas of the school. We believe that children learn best when they are:

- Relaxed-feeling physically safe and emotionally secure
- Alert, attentive, motivated and inquisitive
- Positive learners - having a strong self belief in their capacity to learn and achieve

Learning must be focused on an individual child's needs and abilities. The teacher's task is to provide a broad and balanced curriculum, which includes the Early Learning Goals, leading to the National Curriculum and the social, moral, and aesthetic values we wish to foster.

The strategies for teaching and learning should be varied, for example:

- Practical tasks
- Investigative tasks
- Stimulating and active learning
- Reading
- Reinforcement
- Games
- Speaking and listening
- Discussion or role play
- Creative activities
- Imaginative activities
- Learning through play

Teachers need to cater for different learning styles - auditory, visual and kinaesthetic - and build this into their plans.

Grouping

Organisation for effective teaching and learning must be flexible. The grouping of children should be considered and a balance of whole class, group and individual teaching should be used as appropriate.

Different groups will suit different tasks and children need experience of a variety of groups including:

- Ability
- Mixed ability
- Friendship
- Pairs

Children should have the opportunity to work collaboratively within a group. When children are working in groups, the teacher should aim to be mainly with one group. The others must be able to work independently to some extent.

Teaching Strategies

Teachers need to practise a range of techniques and a balance should be sought between direct and indirect teaching methods.

The range of techniques includes:

- Explaining
- Instructing
- Facilitating
- Questioning - both open and closed
- Listening
- Observing
- Assessing
- Diagnosing
- Interacting
- Giving feedback

Alongside these, the teacher will offer praise, encouragement and opportunities for autonomy.

Differentiation

While aiming for children to progress according to their ability, it is important that their learning is correctly matched to their ability. The work should be sufficiently challenging and should be appropriate to the stage of learning that the child has reached.

Children also need practise and consolidation where appropriate.

This differentiation should either be by task or outcome. Expectations should be made clear to the children. They should be encouraged always to produce work to the best of their ability.

Special Educational Needs

Children with learning difficulties should be monitored by the class teacher and referred to the Special Needs Coordinator (SENCO) if necessary, following discussion with the parents.

Teachers must also be aware of the more able children and ensure that their needs are met. Such children with particular gifts or talents will be given planned opportunities to develop their potential. The Gifted & Talented co-ordinator is available for advice and support.

Equal Opportunities

All efforts will be made to ensure that children have equal access to all curricular activities. This differs from treating all children equally insofar as it recognises that all children are different and require individual treatment to gain the greatest benefit from the opportunities offered.

Teachers should avoid generalised assumptions about particular groups of children, especially relating to race, gender or social background.

Teachers should also be sensitive to books and resources that are used and be aware of negative or stereotyped images, which may be portrayed.

We aim to build positive attitudes towards an understanding and acceptance of differences between people.

All our policies and practices are in line with our Equality policy

Professional Development

Staff Development

Staff development has a major role to play in the effectiveness of the school. A variety of In-service (INSET) opportunities, school based, cluster based or external, are used both to further an individual's needs and the requirements of the school as a whole. Limited resources mean that careful consideration must be given to the allocation of INSET. Our aim is to offer a balance between school and individual needs and to allocate resources as fairly as possible.

Types of INSET

Staff Meetings

General day to day information is given mainly via notices or short lunchtime meetings to enable more curriculum based discussion to take place during the regular, weekly after school meeting. The context of these meetings is generally based on priorities within the School Improvement Development Plan. The discussion, exchange of ideas and final agreement provide an opportunity for staff to learn from each other. Subject Leaders also have the opportunity to develop their own areas of the curriculum. Outside speakers may be invited to staff meetings as appropriate.

Regular staff meetings should help to provide a coherence and consistency throughout the school, contribute to greater staff awareness, provide an agreement as to what constitutes good practice and ultimately benefit the children and raise standards.

INSET Days

These are planned by the Headteacher and are mostly school based. The longer time available allows in depth development to take place benefiting both staff and school. These may be school led or outside help may be used.

Cluster Days

Certain training days are used for broader INSET involving several schools. The content of these is decided amongst schools.

Visits to other schools

The value of visiting other schools during the working day is acknowledged. This may be requested by individual staff or suggested by the Headteacher.

Course Attendance

It is our policy to try to give staff the training opportunities that they request, subject to a consideration of the budget and school as a whole. All staff, including non-teaching, are encouraged to attend courses.

Individual help within the school

Subject leaders are available to offer guidance, advice and support. It is hoped that mutual respect and trust will encourage staff to use each other's expertise. The close co-operation during planning in Key Stages also presents opportunities for learning from each other. At times, subject leaders may spend time in the classroom to either help teachers in their own classes or to have other teachers watch them.

The INSET budget

The money allocated for INSET will need to be carefully managed in order to ensure that it is fully committed for the financial year. In order to maintain value for money, staff should give consideration to the quality of INSET provided.

Identification of INSET needs

A variety of factors will contribute to the identification of INSET needs.

Individual requirements identified from:

- A performance management review
- An individual's request
- The Headteacher's or a subject leader's assessment of an individual's needs
- A teacher's specific responsibility
- A change of teaching requiring updating or new training
- DCSF guidance
- Advisory service strategies

School needs identified from:

- Staff discussion
- The School Improvement Development Plan
- Governor's requests
- Subject leaders
- Assessment of children
- An Inspector's report
- Changes to statutory requirements

It is important that all staff are involved in the needs identification process and that they are fully informed of how decisions for the prioritising of INSET are made.

Consideration will need to be given to the differing needs for KS1 and KS2..

Dissemination of INSET

Efficient dissemination of the knowledge and skills, which teachers learn on training courses, is necessary if both the individual and the school as a whole are to benefit from the training.

Staff have the opportunity to feedback to other staff during weekly meetings. The dissemination of INSET also extends to the support which is considered necessary from other staff, subject leaders or the Headteacher.

Governors will be kept informed of staff INSET through the Headteacher's report and the Staffing committee.

Monitoring and Evaluation of INSET

Initially, individual staff who attend courses will need to evaluate whether the course was considered worthwhile and 'value for money'. This will have implications for future INSET.

If training is to be of value, it is important that it is effective - contributing to the improved quality of teaching and learning. Staff should be able to identify improvements which have followed INSET.

Whole school policies should be monitored by subject leaders and the Headteacher to ensure that they are effective.

The Performance Management process also provides an opportunity to see if the benefits have been made from the previous INSET.

The Headteacher has overall responsibility for the monitoring.

The administration of INSET

This is primarily the responsibility of the INSET co-ordinator. Any member of staff wishing to apply for a course should talk to the INSET co-ordinator or the Headteacher. The school secretary keeps a file of course applications and expenditure. She is also responsible for arranging supply cover.

Teaching Assistants

Aim

Teaching assistants are an invaluable support to teachers. We aim to provide as much teaching support as possible within the constraints of the budget. They are equal members of staff and part of the team. They should be kept informed of decisions that affect the school as a whole. Training opportunities will be offered to teaching assistants, both County based and INSET. Teaching assistants work in partnership with teachers and it is important that they feel valued and receive and give both thanks and praise.

Areas of Responsibility

A teaching assistant's role in the class is extremely varied. We recognise the skills of an experienced teaching assistant and while their job may involve general, repetitive tasks, where possible these should be given to parent helpers. Teaching assistants should spend the majority of their time working with groups of children under the direct supervision of the teacher. Sometimes they may be asked to supervise the class while the teacher works with a group. In view of this, children are expected to give teaching assistants the same respect as they do teachers and follow their instructions. Where applicable, some teaching assistants will be trained to teach intervention groups such as Springboard Maths, Catch Up, ELS etc. We will encourage Teaching Assistants to pursue NVQ levels and, ultimately HLTA status by supporting their study needs and releasing them for training days.

Planning and Assessment

Tasks, discussion points and suitable questions, including the aim of the activity, should be carefully explained to the teaching assistant. This could be via a contact book. They also need to be aware of any child who has special needs. The teacher should discuss the activity with the classroom assistant at the end of the lesson where possible and discuss any relevant notes that may have been kept. Special Needs assistants working with children on the Special Needs register should receive copies of the I.E.P.'s and any other relevant curriculum plans.

General

All teaching assistants will receive a job description that is subject to annual review. They should be kept aware of any changes in personal circumstances that might affect the children they work with and need to be aware of the need for confidentiality. A copy of all policies will be kept in the office to which classroom assistants will have access. Part of a teaching assistant's duty will involve doing playground duty and they should be aware of the school's behaviour policy.

Parents & the Community

Aim

We recognise that meaningful links between home and school and between community and school are invaluable. We have a key role in promoting community cohesion.

We aim to foster such links and make full use of the parents and various support services who offer their help e.g. the church, the school nurse, dentist, police, fireman, performers, students etc.

If there are close links between home and school, children's achievement is improved and they are more highly motivated. The Home/School agreement serves to outline the responsibilities of parents, pupils and the school.

Children learn through contact with all people. Visitors to school or excursions into the local community provide a link with the real world and a relevance to their work. We wish to encourage an atmosphere and ethos, which is warm and welcoming. Teachers are ready to meet parents anytime by appointment. Parents have a right to know, to discuss and to challenge the education that their child receives.

Parents' Meetings

There are several formal meetings for parents:

- An initial meeting for Reception parents
- Home Visits
- Meeting to discuss Foundation Stage Profile in Summer term
- Parent consultation in the Autumn and Spring terms
- An open afternoon to view work throughout the school
- Occasional curriculum evenings e.g. Numeracy, Literacy etc.
- Residential trips
- Parents are also encouraged to visit the school prior to their children starting school and are invited to termly class assemblies.

Information

All parents receive a school brochure and a copy of the behaviour policy. A class brochure is sent to parents at the beginning of each term to explain class procedures, work to be covered, homework etc.

Information is distributed to parents regularly via a monthly newsletter. There is an information, photographs and news board for parents in the entrance corridor.

Detailed formal reports are sent home at the end of the year.

Parents have an opportunity to discuss their child's report with the class teacher.

Parent Help

We firmly believe in the value of teachers and parents working together. Parent help is enlisted for reading at home and regular homework is sent to practise spellings and to carry out a Maths task or other work connected to a topic.

Parents are also asked to help with school outings and in the classrooms, although we do not encourage parents to help in the class that their children are in. Parents also help in the school library in the mornings.

A booklet has been produced, and is available in school, which offers guidelines to parent helpers.

Fund Raising

The Friends of the School arrange fund raising events during the year.

Community

We aim to build purposeful relationships with the wider community.

Various money-raising activities take place each year for charity and the school supports a particular charity each year. Children visit the local elderly to sing carols at Christmas and they are invited to attend the dress rehearsal of the Christmas production.

We invite the community into school for fund raising events.

Liaison

There is regular liaison with other schools via the Cluster group.

The Reception teacher visits the playgroups and the playgroup children visit the school regularly.

Full use is made of the various LEA support services such as Educational Psychologist, Special Needs Department etc.

Additional Activities

An important part of our curriculum is to provide a wide range of after school activities such as football, cricket, French, drama, pen pals, rugby, cross country, table tennis, theatre, athletics etc. Such provision is reliant upon voluntary help from staff, parents and members of the community.