

**Leamington Community Primary School**  
**'Together we make a Difference'**



**Teaching and Learning**  
**Policy**

This document is a statement of the aims, principles and strategies for teaching and learning in Leamington Community Primary School. It lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read.

All the staff are committed to valuing all the cultures present in the school and work to promote a policy of equal opportunities for all pupils. We believe that learning is a continuous process that involves acquiring knowledge, skills and concepts, and developing positive and worthwhile attitudes. This learning process is designed to enable the learners to take on levels of responsibilities depending on their stage of development.

We believe that the purpose of teaching is to promote active learning. Effective learning occurs when the following principles and practices are in operation. There are four main elements that affect the learning process, namely:

- ◆ What the child brings;
- ◆ What the school offers;
- ◆ The influence of parents/carers
- ◆ The influence of the "wider community".

"Teaching and Learning" is the purpose of our school. It is the method through which we offer a curriculum, which is broad, balanced, coherent, and appropriate, that meets the requirements of the Early Years Foundation Stage and National Curriculum.

At Leamington Community Primary School there is a commitment to the highest standards in every area of the school life. All members of the school community are encouraged to achieve their maximum potential within a happy, orderly community where:

- ◆ Pupils are stimulated and motivated;
- ◆ Pupils can flourish and achieve;
- ◆ Pupils' independence and responsibility are fostered;
- ◆ Everyone is valued and respected.

We are committed to enhancing pupils' experiences and to raising standards of achievement and learning, by adhering to the following School Aims and Mission Statement.

'We at Leamington School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.'

## **SCHOOL AIMS**

- ❖ To provide a safe, caring, stimulating and welcoming environment in which the contribution of each individual is equally valued.
- ❖ To enable each child to develop emotionally, socially, intellectually, physically, aesthetically, spiritually and morally, thus preparing him/her for life in the world in which they live.
- ❖ To promote effective learning for all through high quality teaching.
- ❖ To develop in our children a wide range of social skills.
- ❖ To ensure that our children achieve to their full potential and work towards raising standards.
- ❖ To promote good behaviour through high standards of care and mutual respect.
- ❖ To foster a mutually supportive partnership between home, school and our neighbourhood.

In order to achieve these aims we need to

- ❖ To create a staff and school community who work well as a team, agree an educational philosophy, accept the strengths and weaknesses of other individuals within that team and have as their priority the needs of the children in their charge. To involve the whole staff in the future development and direction of the school.
- ❖ To develop in children a sense of belonging to the school community, with an awareness of the roles and responsibilities that this entails, and furthermore, to acknowledge that the school itself is part of a wider community, towards whom we also have responsibilities.
- ❖ To help parents to understand the aims and objectives of the school and the educational programme their children follow.

To emphasise that in the education of children, teachers and parents are engaged in a co-operative undertaking.

- ❖ To work together with the governors to create an effective partnership which is beneficial to the whole school community.

## **PRINCIPLES AND BROAD GUIDELINES TO ACHIEVE THESE IN OUR SCHOOL**

### **THE CHILD:**

#### **A) To acknowledge that children bring previous experiences, expectations and styles to their learning.**

- Effective talk between staff and parents when a child begins school to gain information about their home life.
- An awareness of the importance of what has happened pre-school.
- Observation of children in school.
- Communication between staff at transition times (e.g. Children's Centre/ N, N/R, R/Y1, Y2/Y3, Y6/Y7).
- Communication between staff for each new academic year.
- Sharing information between staff and carers at Pupil Review Days and parent-teacher discussions.
- 'News times' and 'circle time' for sharing language, experiences, ideas, artefacts and knowledge.
- Provide opportunities for children to build on experiences other than those gained in school.

#### **B) To understand that children learn best from active, first hand experiences.**

- Hands-on experiences with all safe materials.
- Learning through play in the Early Years Foundation Stage (investigation, exploration, practical experience), then theory and abstraction.
- Continuous provision in Early Years Foundation Stage, extending into Key Stage 1.

- Learning through investigation and research throughout the school and in all curriculum areas.
- Using artefacts and school trips wherever possible.
- Planning for kinaesthetic activities and adopting a mind friendly approach wherever possible.

**C) To acknowledge that individual children develop academically, emotionally, socially, physically and spiritually at different rates.**

- Differentiating work in all areas and at all appropriate levels.
- Identification of SEN and G&T pupils and required provision.
- Offering open-ended activities following open ended questioning techniques.
- Valuing all contributions e.g. displaying a range of work.
- Encourage a sense of "awe and wonder".

**D) To acknowledge that children need feedback and information on their progress in school.**

- Conversations with children about their work and progress-set targets informally.
- Marking written work with children and writing meaningful comments wherever possible.
- A reward/achievement system.
- Review mechanisms-targets set by children, parents and staff. Children involved in target setting and reviews.
- Children presenting their work to each other at celebration assembly.
- Use of 'Assessment for Learning' strategies.

**E) To acknowledge that children's involvement in their own learning is a strong positive influence.**

- Staff are facilitators and stimulators as well as instructors.
- A learning environment that encourages choice and opportunities to explore own ideas.

- Encourage children to work collaboratively where appropriate.
- Children involved in their own target setting.
- Use of 'Assessment for Learning' strategies.

## **THE SCHOOL-LEARNING:**

### **A) To build self-esteem and encourage respect for all other individuals.**

- Refer to school's 'Good Behaviour' policy and the 'Rewards' and 'Sanctions' flow charts (displayed in each classroom).
- Children have responsibilities within school, e.g. buddies, school council, mediators.
- Staff to be an example to children e.g. in displaying work well, working collaboratively, valuing and praising the contributions of others (staff and children).
- Encouraging the constructive discussion of issues in the classroom.
- Celebration of children's work through rewards, display and assemblies.
- Extending rewards to involve parents e.g. sending reward postcards home and merit certificates.

### **B) To include all children in a variety of opportunities to enable them to have equal access to the whole curriculum.**

- Refer to 'SEN' policy.
- Refer to 'Gifted and Talented' policy.
- Refer to schools' 'Equal Opportunities' policies.
- Differentiate learning tasks and activities.
- Provide intervention strategies where appropriate.
- Provide open-ended activities.
- Use a range of teaching organisation (class, group, individual) to enable staff to focus on individuals.
- Use planned support effectively.
- Provide adequate and appropriate resources.
- Refer to 'Extra-Curricular Activities' policy.

**C) To encourage children to develop independent learning skills.**

- Develop good classroom organisation-provide appropriate and easily accessible resources.
- Ensure that children feel comfortable and happy with their routines and timetables.
- Display a timetable in the room.
- Provide Home School Sheets each half term to encourage independent learning outside of school.
- Plan to provide a progression of skills through both open-ended and structured activities.
- Create opportunities and encourage children to take risks in their learning.
- Provide opportunities for children to develop study skills.

**D) To teach children a range of interpersonal learning skills to enable them to make full use of the curriculum offered.**

- Systematically encourage and develop the skills of collaboration e.g. listening, taking turns, and building on the ideas of others.
- Provide opportunities for children to work together.

**E) To promote positive attitudes to learning and self-discipline.**

- Refer to school's 'Good Behaviour' policy and the 'Rewards' and 'Sanctions' flow charts (displayed in each classroom).
- Make children aware of the staff's high expectations e.g. by sharing and praising good work, marking work constructively.
- Setting challenging but achievable tasks and activities.
- Encourage opportunities for self-assessment and self-reflection.
- Use of classroom and school displays.

**F) To encourage the development of critical thinking.**

- Plan for investigative activities in all areas of the curriculum.
- Help children to use well-structured questioning techniques e.g.  
"Why? ", "When? ", "Where? ", "Who? ", "How? " (in line with

Assessment for Learning).

- Positive appraisal of the work of others e.g. in P.E., Drama.
- Direct teaching of thinking skills.

**G) To make speaking and listening central to the learning process.**

- Provide structured opportunities and unstructured situations for individual feedback-one-to-one, staff to pupils, child to class (presentations, relating experience), paired work (sharing book, computer work), group work, class discussions (e.g. circle time).
- Assemblies (whole school, department, show and tell, achievement).
- Junior School Council.
- Extra curricular clubs e.g. Drama Club.
- Drama and role play.
- Show and Tell.
- Festival of speech.

**H) To provide opportunities to take an active part in their learning.**

- Make sure that everyone feels secure in school routines.
- The starting point of activities should reflect the interests and experiences of the children.
- Consultation with children on "key issues" and where to go next.
- Opportunities for children to make choices and express preferences.
- Opportunities for children to be involved in the target setting process.

**I) To encourage children to become self-reflective learners.**

- See (f) and (g) above.
- Develop re-drafting skills where appropriate.
- Develop self-evaluation/assessment skills e.g. positive feedback before negative, starting with what they can do, evaluating their work.
- Pupils are involved in their own self review.
- Children involved in SEF with the use of questionnaires.

**J) To maintain an attractive physical environment to motivate children's learning.**

- Provide challenging and interactive displays.
- Well-organised classrooms and corridors.
- Defined class/school areas with tidy accessible resources.
- Children involved in planning the outdoor environment.

### **Skills that each Teaching Style Demands of Children**

#### **Whole class Teaching**

Listen  
Concentrate  
Make notes  
Remember  
Interpret

#### **Group Work**

Make contribution  
Communicate  
Discuss  
Recognise their role in the group

#### **Investigation: learning:**

Ask questions  
Develop a sequence of questions  
Organise equipment  
Deduce  
Analyse data  
Reflect  
Evaluate

#### **Resource-based**

Manage own time  
Manage resources  
Use the library  
Work independently  
Read & Skim read  
Write and make notes  
Make decisions

#### **Individual Tasks:**

Read  
Write  
Remember task solutions  
Understand instructions

#### **Problem –solving:**

Recognise and analyse problems  
Think of possible  
Test and experiment

Carry out instructions  
Strategies for independent learning

Note results  
Interpret

**A list of Possible Learning Styles:**

<b>1</b>	<b>Working individually, quietly, at a table</b>
<b>2</b>	<b>Working collaboratively as a member of a group</b>
<b>3</b>	<b>Working individually, but moving about, finding things out and researching</b>
<b>4</b>	<b>Working using their own ideas</b>
<b>5</b>	<b>Working using the teacher's ideas</b>
<b>6</b>	<b>Working using another pupil's ideas</b>
<b>7</b>	<b>Answering question from a sheet or book</b>
<b>8</b>	<b>Using the T.V. or Computer to learn</b>
<b>9</b>	<b>Talking to the teacher about their work</b>
<b>10</b>	<b>Talking to other pupils about their work</b>
<b>11</b>	<b>Talking to the class or school about their work</b>
<b>12</b>	<b>Helping someone with their work</b>
<b>13</b>	<b>Explaining a task set to parents or another adult.</b>
<b>14</b>	<b>Using the tape or radio</b>
<b>15</b>	<b>Acting and role play; dramatising an activity</b>
<b>16</b>	<b>Reading and reflecting</b>
<b>17</b>	<b>Watching the interaction of others in class.</b>
<b>18</b>	<b>Observing; listening</b>
<b>19</b>	<b>Playing</b>
<b>20</b>	<b>Predicting and analysis</b>
<b>21</b>	<b>Problem solving</b>
<b>22</b>	<b>Working at home</b>

There are six levels of learning which have implications for our teaching organisation.

<b>Level</b>	<b>What the child does</b>
Acquisition	When the child is beginning to learn the skill and the emphasis is on accuracy
Fluency	When the child performs the skill accurately in a given period of time
Maintenance	When the child is fluent over longer periods of time and does not require teacher assistance
Discrimination	When the child can distinguish between this skill and skills learned earlier, with which it might be confused.
Generalisation	When the child can apply the skill fluently with different materials and different people.
Adaptation	When the child can apply or adapt the skill or knowledge

	to a new situation or a problem.
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**Different levels of learning have implications for our teaching organisation. In most situations the acquisition stage is the most teacher intensive. At this stage, the new skill is being introduced and needs direct teaching.**

The next stage would be to distinguish between whether a child needs to acquire a new skill or whether the child already has the skill but needs to become quicker and more accurate in its use. In such a situation the child would go on to practice a particular skill with less dependence on the teacher, so that greater fluency was attained.

### **Quality learning is when**

Children understand the delivery of the curriculum and not just the content.

Children acquire skills and understanding not just knowledge imparted.

Children learn how to learn not just absorb facts.

Children are aware of the reason for learning.

### **Ofsted reported that the following elements undo quality learning**

Overuse of undifferentiated worksheets

Unchallenging dull tasks

Unclear aims lead to unsuitable tasks

Differentiation by outcome.

### **Differentiation**

**Teaching activities take into account the differing abilities and starting points that children bring to school and so tasks will need to be differentiated. No one method is correct for any one child for the whole of the time.**

The crucial element in differentiation is the matching of the teacher's delivery to individual need. This teaching should begin

from the child's current achievements. What is presented to the child has to be seen as relevant for the child to remain motivated, and in this sense, differentiation is child-centred.

Differentiation expands the possibility for individual achievement rather than diminishing the task to a pre-conceived level of a child's ability. Quality differentiation of tasks gives equal access to the curriculum but at different starting points. Differentiation by outcome alone leads to boredom compressing the horizons of the able learner. Differentiation by task enables the learner to know the high expectations set for them as a learner and person. Quality teaching shares the targets with the children ensuring that they are challenging but achievable. In this way the children are able to take control of their own learning when they know what the current level is, what the next level is and what they need to do to achieve it. Learning must make sense and be set within the context of the continuum of learning so that the children can appreciate progression and progress.

Differentiation also takes account of Gifted and Talented and SEN children and the children identified are recognised in teacher's planning to ensure learning is personalised and challenging for G&T and SEN pupils.

**Above all, whatever the achievement opportunity should be, provide opportunities for it to be celebrated and valued.**

### **THE SCHOOL-TEACHING:**

**A) To ensure the curriculum has breadth and balance and provides progression and continuity.**

- Refer to school's 'Curriculum maps'.
- Have curriculum guidelines in place.
- Liase between key stages.
- Liase between year groups.
- Liase with other institutions (Children's Centre, pre-school, Key Stage 3, other schools).

- Ensure progression in similar units of work throughout different year groups.
- Offer optional extra-curricular activities.

**B) To plan, deliver, monitor and evaluate the curriculum effectively.**

- Refer to the schools' 'Monitoring and Evaluation' policy.
- Monitoring books and planning as a staff for more effective feedback.
- Regular medium term plans for each year group.
- Weekly plans for each class.
- See (a), (c), and (d) above.
- We will develop staff contributions of work samples to school portfolios.
- Ongoing evaluations of work to inform future planning.
- Use local and national benchmarking data to track attainment.

**C) To employ a range of teaching strategies to include the learning needs of all the children.**

- See 'Homework', 'SEN' and 'Gifted & Talented' policies.
- Use a variety of groupings - individual, paired, group work, whole class.
- Use a variety of teaching styles-visual, kinaesthetic, auditory and spatial.
- Provide opportunities for individual/paired/group/pupil led/staff led/enhanced activities.
- Provide a balance between open-ended, investigative and activities with a defined outcome.
- Provide positive models of relationships and behaviour by staff and other adults in school.

**D) To regularly assess each child's learning progress.**

- **Refer to 'Assessment Policy'.**
- Use of individual observations (tracking, area of provision).
- Discussions of individual's work and behaviour.
- Planning for assessment and learning outcomes.
- Formal assessments and tests (including National Assessments).
- Regular sampling of children's work.

- Moderation of standards across classes, year groups and nationally.
- Set appropriate targets for children, including IEPs and IBPs.
- Termly tracking of pupil progress.
- Extra tracking for identified under-performing pupils.

**E) To deploy all available resources appropriately to promote the most effective teaching.**

- See the school's 'Staff development' policy.
- A range of resources, well-organised and accessible, in the classroom. Children taught to take care of resources.
- Subject Leaders to organise and maintain resources for their areas. Effective management of the school budget.
- Staff being responsible for returning equipment to central areas and maintaining tidiness.
- Staff inform Subject Leaders of the need for the replacement and repair of stock.

**F) To use the physical environment to the best possible teaching advantage.**

- Arrangements of furniture to suit teaching styles.
- Easy access to all relevant areas and resources.
- Designated areas for different purposes.
- Planned Continuous Provision in Early Years Foundation Stage.
- Maximise and plan for the use of non-classroom areas, both indoors (hall, gallery) and outdoors (playground, outdoor classroom, garden, playing field).
- Timetables for use of non-classroom areas.
- Use the locality for teaching purposes.

**PARENTS AND CARERS:**

**A) To acknowledge the importance of the learning which takes place in the home environment.**

- See 1(a).
- Home-School links books in Early Years Foundation Stage.
- Home School Sheet sent home each half term.
- Subscription and use of Parentmail.
- School website kept up to date.
- Refer to 'Homework' policy.

- Encourage children to bring their home culture/interests/language into school.
- Sharing of work (completed at home) in celebration assemblies.
- Provision of resources and staff that reflect those cultures, interests and languages.
- The starting point for learning is what the children can do.

**B) To value the unique insight into and support for children's learning that parents and carers can provide.**

- Provide a variety of opportunities for parents/carers to talk about their children, both formally and informally.
- Parent observation sheets in Early Years Early Years Foundation Stage.
- Refer to 'Home/School Agreement'.
- Provide information to parents/carers about topics in planning.
- Invite parents/carers to special events, displays, concerts, performances.
- Encourage parents/carers to contribute any special skills.
- Encourage parents/carers to bring to school their cultures/interests/languages.
- Provide induction for parents/carers on educational issues-workshops.
- Approachable staff members.

**C) To inform parents/carers of their children's progress and involve them in their children's learning.**

- Provide learning opportunities for parents/carers in school e.g. workshops.
- Keep parents/carers informed through newsletters, open evenings.
- Intake meetings and profile meetings in reception.
- Provide a variety of opportunities to talk to parents about their children, both formally and informally.
- Invite parents to help in classrooms.
- Issue annual formal written reports.
- Hold SEN consultations and reviews of statements.

**THE WIDER COMMUNITY:**

**A) To fulfil our legal requirements.**

- Promote all aspects of Inclusion.
- Include National Curriculum, Early Years Foundation Stage and R.E. requirements in school planning.
- Issue annual reports to parents that follow the DCFS requirements.
- Carry out statutory assessments and pass on information to those with a legal entitlement.
- Refer to 'SEN' policy.
- Refer to 'Health and Safety' and 'Safeguarding' policy.

**B) To maintain and actively develop links with the Wider Community.**

- Promote community cohesion.
- Visit local organisations and community services.
- Links with Children's Centre.
- Links to Christ Church.
- Provision of summer play scheme.
- Welcome visits from members of the local community (e.g. students, work experience pupils, councillors).
- Hold fund-raising events for national and local charities.
- Build up commercial links with business.
- Maintain and develop links with other educational establishments.
- Take part in 'Healthy School Activities'.
- Collaborative projects with other school and institutions.
- Recognise and celebrate the contribution of surrounding cultures and communities e.g. Chinese New Year, Community Globe Project, Drumming workshops.
- Continue and develop the partnerships with HE institutions.
- Work with Network Learning Group.
- School-linked police officer.

**C) To ensure the school ethos reflects the wider community.**

- Alternative formats of documents and letters available on request, in line with Disability Equality Scheme.
- Translations of school documents and letters are available on request.

- Displays and events celebrating and valuing a variety of cultures and languages.
- Inclusion in the curriculum content.
- Value senior citizens in our community.
- Be less insular and more global.

**D) To promote the ethos of the schools within the wider community.**

- Advertise school functions locally.
- Participate in community activities.
- Members of staff attend local functions and serve on committees.

**E) To acknowledge that all members of the local communities are involved in the learning process.**

- Co-opt governors from local establishments.
- Value children's achievements outside school e.g. Cubs, Swimming, football.
- Celebrate children's achievements outside school in celebration assemblies.
- Invite speakers into school e.g. Religious Leaders, Police, Road Safety.
- School-linked police officer.

## **CURRICULUM ORGANISATION**

The delivery of the curriculum will take place through a thematic approach. However, links will only be made when appropriate and effective. ICT will inform many curriculum areas as well as being taught as a discrete subject.

We will ensure there is breadth and balance to the curriculum. Consideration is given to timetabling and planning to ensure consistency of approach between parallel year groups and progression through the year groups. Individual subject policies inform this aspect of work.

All teaching and learning in our Early Years Foundation Stage comes from fun, play based activities. All staff are aware "play and other imaginative and creative activities help children to make

sense of their experience and “transform” their knowledge, fostering cognitive development”. Our practitioners always ensure that children’s learning and development occurs as an outcome of their individual interests and abilities.

### **Observation, assessment, planning**

All planning for learning and development comes directly from the children, we observe the children daily, from these observations we base our assessments which allow us to plan the next steps for the children. The children have ownership of the planning as it is based around their interests and is specific to their stage of development.

### **Learning Environment**

The children are able to access well planned continuous provision inside and out on a daily basis. Children are able to make decisions and develop their independence by choosing the areas in which they work. We ensure that the areas are continually enhanced in order to challenge and move the children on whilst developing their interests. Allowing the children to make these decisions is essential for them to become active learners.

We provide a fun, thoroughly planned and organised play environment that offers children rich and stimulating experiences, alongside opportunities to explore, experiment, plan and make decisions for themselves. The programme of activities recognises and takes into account the differing interests, backgrounds and abilities of the children.

We follow the ***Early Years Foundation Stage*** guidance and our curriculum is broken into 6 areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Creative Development
- Physical Development

We are aware that none of these areas of Learning and Development can be delivered in isolation from the others. We fully believe that they are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

### **Key Person**

Each child is allocated a key person. *A key person has **special responsibilities** for working with a small number of children, giving them the reassurance to feel **safe** and cared for and building relationships with their parents.* EYFS May 2008.

### **Why is the key person approach important for teaching and learning?**

- A key person helps a child to become familiar with the setting and to feel confident and safe within it.
- A key person develops a genuine bond with children and offers a settled, close relationship.
- When children feel happy and secure in this way they are confident to explore and to try out new things.
- To be mentally or physically engaged in learning, children need to feel at ease, secure and confident. Key people help to facilitate this.
- Even when children are older and can hold special people in mind for longer there is still a need for them to have a key person to depend on in the setting, such as their teacher or a teaching assistant.

### **Parents as partners**

*Parents are children's first and most enduring educators. When parents and practitioners work together the results have a positive impact on children's development and learning. We know that parents know their child better than anyone else and therefore believe it is essential that we involve parents in planning as much as possible.*

The atmosphere of our Early Years Foundation Stage aims to encourage confidence, independence and enjoyment. Our work has, as its core, the aim of enabling children to develop their emotional, social, cognitive, interpersonal and physical skills, and their desire to explore, discover and be creative ensuring that they develop a love of learning.

Also see '**ASSESSMENT, RECORDING AND REPORTING**' for information on the EYE Profile that is completed in Early Years Foundation Stage.

## **ENSURING CONTINUITY AND PROGRESSION**

Planning is a process in which all staff are involved and within this:-

- The foundation for curricular planning is the School Development Plan, developing a process of consultation with the whole staff, and approved by the governors.
- Themes are monitored to ensure full coverage of all statutory and non-statutory guidance e.g. Early Years Foundation Stage and National Curriculum.
- Medium Term Plans-These have been drawn up for each year group and will be collated and reviewed by subject leaders.
- Short Term Plans-are then drawn up by individual teachers in collaboration with year group partners and monitored by subject managers and the Headteacher.
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Subject leaders or external consultants are invited to lead staff meetings or INSET days to share their expertise and offer support.
- Year group teachers work closely to ensure continuity within year groups.
- Early Years Foundation Stage planning follows children's observations and follows the EYFS guidelines.

Subject leaders have a variety of roles. They:

- Take a lead in formulating the policy documents and oversee long and medium term plans, ensuring progression and continuity in their subject, throughout the school.
- Support colleagues in their development of work plans and implementations of the schemes of work, and in record keeping.
- Monitor progress in their subjects and advise the head and deputy if action is needed.
- Given release time to allow them to support their colleagues within the classroom situation.
- Are expected to attend relevant training to keep up to date with new initiatives.

## **EVALUATION, MONITORING AND REVIEW**

Teachers will evaluate the effectiveness and appropriateness of the teaching strategies employed in partnership with the pupils. The

senior management team, subject managers, team leaders will monitor the variety and effectiveness of school policies through the school giving due regard to individual progress and the raising of standards. (See Monitoring and evaluation, Performance Management Policies). Staff will also work as a team for monitoring books.

## **ASSESSMENT, RECORDING AND REPORTING**

Assessment is an integral part of the ongoing planning process providing a vehicle for future progression in learning. The assessment and recording procedure needs to provide a manageable and consistent record to be available to any relevant body, for e.g. parents, governors, teachers, L.A, children, etc. It should be diagnostic, formative and summative. Children's progress is tracked throughout the year and discussed with teachers and head teacher to ensure assessment is being used effectively. Assessing Pupil Progress (APP) will be a main tool for assessing children throughout the academic year. There will be an annual report to parents recording the child's progress as well as information regarding the whole Year 6 cohort of children's results in the SATs. There is a transfer document to inform other schools about the individual child. At the end of Early Years Foundation Stage, an EYE Profile is completed. It is an ongoing record based on child-initiated observations and formal assessment of children. Formative assessment will inform the child of where they are in the process. Each child will know the purpose of any particular learning and will know the criteria for success. Children's work is marked in such a way as to aid the child's learning. Mistakes are recognised as a vital part of the learning process.

For more information - see 'Assessment Policy', Marking Policy' and 'Early Years Foundation Stage Policy'.

## **EQUAL OPPORTUNITIES AND SPECIAL NEEDS**

Equal opportunities involve all staff and pupils whatever race, creed, gender or ability. Each individual can make a unique and valuable contribution to the life of the school.

All children regardless of ability are entitled to experience all parts of the curriculum in learning situations that allow them to experience success and to fulfil their potential. Our SEN policy seeks to identify individual needs to provide appropriate learning responses to these. We use outside agencies e.g. Medical authorities, Educational psychologist, SENISS, etc, to help us establish children's needs and then seek to differentiate work to meet individual requirements.

## **GOVERNORS**

School Governors inform themselves closely about the running of the school. Committees and the full governing body provide the legal framework that enables the school to function. They involve themselves in financial, staffing and curriculum matters and ensure that performance management is effective. Governors are also concerned with creating a safe environment for learning. They support the school in its community and creative ventures e.g. attending concerts, parent's evening, special assemblies and other events. Parent Governor's are an effective conduit that other parents use to bring up various matters pertinent to the school.

## **HEALTH AND SAFETY**

Health and safety issues are the responsibility of all who work in Leamington Community Primary School. The Headteacher will collect any information about issues and deal with them directly.

## **DISSEMINATION OF THIS POLICY**

This policy will be discussed with staff and all will receive a copy. Alternative copies of this policy are available from the office on request.