

BOURNE PRIMARY SCHOOL

LEARNING, TEACHING AND ASSESSMENT POLICY

1. Introduction

- 1.1 Our school community believes in the concept of life-long learning. The aim of this policy is to ensure that the learning experience is challenging, rewarding, stimulating, inclusive and fun.
- 1.2 The intention of this policy is to equip all staff with the necessary tools to fulfil this aim.

2. Objectives

- 2.1 For all our learners to have a successful learning experience.
- 2.2 To ensure that all staff deliver effective teaching.

3. Effective Learning

- 3.1 Pupils are more likely to be engaged with the curriculum they are offered if they believe it is relevant and if they are given opportunities to take ownership of their learning. Clearly, learning is not confined to the time they spend in school, but at Bourne School, we believe that we have a central role in helping pupils to develop the skills and attitudes for learning on which they can draw throughout their lives. Setting clear expectations and modelling positive attitudes, particularly for those whose experience outside of school may not reinforce the importance of learning, is therefore of paramount importance.
- 3.2 We acknowledge that children learn in different ways and recognise the need to continue to evolve and develop strategies to enable all our children to learn in ways that best suit them.
- 3.3 We believe that children learn best when...
 - they feel happy, secure, confident and valued
 - their surroundings are lively and interesting
 - they have access to a range of appropriate resources
 - they have entitlement to the full range of the curriculum irrespective of ability or disability, social background or gender
 - they have time to reflect and talk about their experiences
 - they know they are making progress and are able to celebrate their achievements
 - they have opportunities for practical, relevant exploration of ideas
 - they are able to work collaboratively as well as independently
 - they know what is expected of them
 - work is matched to their individual needs
 - learning is relevant to their lives in the wider community
 - they are taught the skill of perseverance.

4. Learning Partners

- 4.1 At Bourne School, the children are not grouped in class by their academic achievement, and are not set across year groups, as educational research shows that this has little or no effect on improving learning. The children work in their own class for all their lessons unless they are withdrawn for intervention work, or for guided reading.
- 4.2 Learning partners are chosen at random, and for the whole week, the children sit next to their learning partners, or work with them if they are out of the classroom. Sometimes they will work on a project together, sometimes they will discuss their ideas, and sometimes they will read through and feedback back on each other's work.

- 4.3 At the end of the week, the names are jumbled up again, and new learning partners are chosen for the following week.
- 4.4 Teachers may use their assessment knowledge to identify groups of children who will need targeted teaching away from their learning partners – e.g. focus groups held back for additional teaching – but they will be sat with their learning partners once independent work is resumed.

5. Learning Outside

- 5.1 We believe that every child should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. We believe that places other than the classroom should be used for teaching and learning. We aim to use our own premises as well as the local community and the wider environment to support our curriculum. Experiences outside the classroom will develop learning.
- 5.2 It is important that:
- Learning outside the classroom provides valuable learning opportunities for all children whilst contributing to their social and emotional development. Therefore, it is essential that children in all year groups are given opportunities to go on educational visits
 - The school plans that each year group from Reception to Year 6 should undertake at least one local area visit and one out of area visit during an academic year
 - The school is also committed to providing an annual residential trip for pupils in Year 6
 - All learning outside the classroom must have a clear educational purpose which needs to be communicated to both parents and children
 - The trip should be linked to something the children are learning about and its purpose should be to enrich children's learning and bring it to life
 - Educational visits provide children with the ideal opportunities to learn about risks and how to manage them safely. Asking children to identify potential risks prior to a visit teaches them about responsibility and how to avoid dangerous situations
 - For information on procedures, such as pre-visits, risk assessments, transport arrangements and medical requirements, refer to the policy for educational visits.

6. Reflective Learning

- 6.1 We reflect our diverse community through our teaching and learning by tailoring our curriculum to meet the needs and backgrounds of our community.
- 6.2 The teaching and learning of the curriculum aims to reflect the needs, backgrounds and diversity of the class. Texts and other resources will be carefully considered for their cultural quality and broad in nature and a range of work will reflect the school community.
- 6.3 We hold events to embrace and celebrate our diverse community such as international day.
- 6.4 We encourage children and their parents to share their expertise and knowledge with the school community.
- 6.5 School and class displays should reflect the class makeup and the school's community.

7. Learning Skills

- 7.1 At Bourne, we believe that children should explicitly be taught the skills demonstrated by effective and successful learners. These are taught alongside the National Curriculum.
- 7.2 The key learning skills required by pupils are defined by Bourne School as:
- Creativity
 - Co-operation
 - Independence

- Enquiry
- Commitment
- Reflection.

8. Effective Teaching

8.1 At Bourne School we believe in consistently providing high quality teaching to meet our learners' needs as effectively as possible. We believe that securing at least good quality teaching will benefit everyone and build a purposeful and meaningful learning environment where all can succeed. Teachers will ensure that all learners are challenged to reach their full potential and that children are provided with the skills to go on to continue to learn and progress throughout their lives.

8.2 At Bourne School:

- Teachers will show a commitment for quality first teaching at all times
- Teachers will be prepared and organised for all lessons
- Teachers will use prior knowledge of assessment to inform their teaching
- The school adopts different teaching models according to year group and time of year, directed by SMT, and teachers must follow these models
- Teachers must adapt teaching styles to encompass all needs and learners.

8.3 We believe that securing the following principles of teaching will benefit everyone and strengthen the relationship between learning and teaching:

- Resources will be used effectively to support learning in all areas of the curriculum
- Lessons will have a good pace ensuring there is adequate time for learning
- Lesson will be pitched at the appropriate milestone for each class or group
- Teacher will set clear expectations that are challenging but achievable
- Teachers will ensure that all pupils know what they are learning and how to achieve
- Teachers will have good subject knowledge
- A range of quality questions will be used to probe, extend and assess a child's knowledge
- Learning will be engaging and purposeful
- Effective differentiation will ensure all children can achieve and be stretched
- The school's behaviour policy will be followed as part of good classroom management
- Children will be encouraged to be independent learners
- Teachers will create an atmosphere where children feel confident enough to take risks and can accept and learn from failure
- Teachers will ensure all of the curriculum is covered for their year group at appropriate times
- Teachers will use their professional judgement to adapt and change lessons
- Teachers will use a variety of lesson structures to best fit the learning
- Teachers will form positive relationships with all pupils in the class
- Teachers will make use of independent, paired, group and whole class activities.

9. Planning

9.1 At Bourne planning is based from the National Curriculum across all key stages and subjects. It will encompass long term overviews, medium term plans and short term plans which will be adapted and amended as necessary. Planning is a working document which takes into account differing needs, abilities and learning styles.

9.2 We expect that:

- All lessons will be planned or adequately prepared
- All lessons should have a clear purpose or learning intention
- Success criteria should be discovered, created or given
- In the majority of lessons three levels of challenge will be identified to support differentiation

- All plans must be on the school system by the end of directed time on a Friday for the following week
 - All plans must be dated.
- 9.3 At Bourne, effective long term planning:
- Will be derived from the National Curriculum programme of study , to ensure all areas are covered across 6 terms
 - Identifies opportunities for cross curricular links
 - Will be topic based inspired by a key quality text
 - Will identify opportunities for impact days and school trips and visits.
- 9.4 At Bourne, effective medium term planning
- Will be created for English and Maths from year 1 to year 6
 - Will allow opportunities for children to apply skills
 - Will have a clear progression of skills
 - Will use long term plans and schemes of work to identify skills to be taught
 - For English, will follow a clear written progression (see appendix) which may be started at any point and revisited when appropriate throughout the term.
- 9.5 At Bourne, effective weekly planning:
- Can be in any format which suits the needs of the team who will be using it
 - Should not be full of content or detail
 - Will include clear and specific learning intentions that children and other adults can understand
 - Be easily differentiated to provide three levels of learning (Discover, Explorer and Pioneer)
 - Include opportunities to encompass a variety of learning styles and challenges
 - Will be shared with all relevant colleagues in accordance with the year group contract

10. Effective Assessment

- 10.1 At Bourne we aim to ensure a consistent approach to assessment that is in line with LA and national requirements. It will show progression developments and achievements of individuals whilst highlighting areas for further development. At Bourne we believe that assessment can improve learning not just measure it. Assessment at Bourne is both formative and summative.
- 10.2 At Bourne, we expect that:
- All teachers will carry out ongoing assessments
 - All children will be assessed regularly through teacher assessment and appropriate tests
 - Teachers will regularly analyse data and use this to inform their teaching
 - Regular moderation will take place to ensure grades are accurate
 - All assessment grades will be given to LA and National databases when required.
- 10.3 For assessment to be effective:
- Children will need to understand their strengths and weaknesses and identify their next steps in learning
 - Teachers will use a variety of assessment methods to inform their judgements of an individual in all areas of the curriculum
 - Teachers judgements will be regularly moderated against the national guidelines
 - Bourne will take opportunities to collaboratively assess with like and different schools against national guidelines
 - Tests (including national) will be used as a part of formal assessment
 - Assessment is used regularly to identify gaps in learning, therefore informing future teaching and learning

- Pupil progress meetings will be used to monitor progress against end of year targets and commission support/ intervention if needed
- Assessments will be periodically reported to parents, LA, Governors and National databases
- Data will be collected regularly and analysed to identify areas of strength and weaknesses at school, group, class and individual level. This will be used to inform school improvement plan, commission support and celebrate areas of strength
- All children will be expected to make a least good progress most children will be challenged to make accelerated progress
- National data is used to assess the school's overall progress and attainment to set challenging targets
- Throughout Key Stage 2, both teachers and pupils make regular use of learning journeys will be used to assess learning as an ongoing assessment tool
- Baseline assessments of all children will happen within the first 6 weeks of joining the school
- Observations will be used to inform assessments.

11. Marking and Feedback

- 11.1 At Bourne we aim to ensure a consistent approach to marking and feedback following clear guidelines (see appendix). Marking will be demonstrated in a variety of ways by teachers and learners. It will be used as part of ongoing assessment to identify gaps and move learning forward. At Bourne we believe that marking and feedback should celebrate children's strengths and support future learning.
- 11.2 Our non-negotiable expectations are:
- All teachers will mark in blue pen
 - Pink and Green highlighters will be used to evidence success and move learning forward
 - All children will respond to marking in green pen
 - All work will be marked or acknowledged
 - A range of marking will be evident in books, with different marking styles used as appropriate to the pupils' work and development needs
- 11.3 Throughout the curriculum, effective questioning will be used as an assessment tool.
- 11.4 Throughout all lessons teachers will provide verbal or written feedback at a class, group or individual level.
- 11.5 Some feedback will consist of information about learning intentions and success criteria, pointing out success and areas for improvement.
- 11.6 In response to marking and feedback learners should be taught how to develop strengths and address weaknesses.
- 11.7 Marking should be legible and children should be able to understand it
- Children should be given time to read and respond
 - Children may be encouraged to mark their own work or that of their peers
 - Final pieces of writing should not be marked in a way that dominates a child's work
 - Marking should always have some positive comments
 - Marking should support all children being able to spell correctly age appropriate key words.

12. Inclusion and Equality

- 12.1 We aim to be an inclusive school, and treat all our pupils with respect regardless of race, religion, gender, sexual identity, home background or any other element of their life.

- 12.2 Prior to a child starting in school we liaise with previous schools and outside agencies to access individual needs of the child entering the school.
- 12.3 We actively seek to remove the barriers to learning.
- 12.4 We aim to provide opportunities outside the National Curriculum such as after school clubs.
- 12.5 The staff are committed to ensuring pupils reach their potential.
- 12.6 We celebrate any differences and value all pupils equally.
- 12.7 All children are valued irrespective of age, ethnicity, gender, disability or background.
- 12.8 Bourne school will not tolerate racism, bigotry, sectarianism or discrimination.
- 12.9 We acknowledge the ability to speak more than one language is of great value to the individual and the school.
- 12.10 We are committed to supporting bilingual pupils with the help of the EALS service.
- 12.11 Equality of opportunity is a reality for children within the school through the attention given to the individual as well as the groups of children in the school community:
- Pupil Premium
 - Girls and boys
 - Minority ethnic and faith groups
 - Children with English as an additional language
 - Children with Special Educational Needs and disabilities SEND
 - Able, gifted and talented children
 - Children who are at risk of disaffection.
 - Travellers
 - Asylum seekers/refugees
 - Children who are looked after by the Local Authority
 - Others such as those who are sick, are young carers, are in families under stress.

13. SMSC and British values

- 13.1 Bourne School is committed to promoting and enhancing the pupil's social, moral, spiritual and cultural development as part of a democratic and ethnically diverse society. We also promote British values which are:
- democracy;
 - the rule of law;
 - individual liberty; and
 - mutual respect and tolerance of those with different faiths and beliefs.
- 13.2 We are committed to preventing the radicalisation of our pupils, and have a robust and comprehensive PREVENT policy and strategy.
- 13.3 We believe that children should be taught to have: resilience, self-respect, respect for others, to have high aspirations and expectations of themselves in order to be prepared for life as British citizens in a challenging and ever changing society.
- 13.4 At Bourne School, we promote the children's spiritual development by:
- Teaching a comprehensive and relevant Religious Education curriculum
 - Emphasising the links within and between learning by delivering a holistic and creative curriculum which encourages the sense of awe and wonder
 - Promoting and developing every learner's growth mindset and creativity

- Teaching all members of the school's community to be reflective and increasingly self-aware.

13.5 At Bourne School, we promote the children's moral development by:

- Exploring controversial viewpoints and topics within the curriculum
- Using circle time and the PSHE curriculum to explore issues in their own, and others', lives
- It is up to teacher's and all school staff to provide a safe and secure learning environment in which all views are valued, respected and given equal weight. This should be seen as part of the culture of our school and be part of normal daily practice
- At Bourne we have clear expectations in terms of behaviour and a clear policy to deal with behaviour that is not acceptable. Pupils are encouraged to take responsibility, be self-reflective and understand the consequences of their actions
- The rule of law, the difference between right and wrong and respecting the law of the land will be taught both explicitly as part of the curriculum and included in the general ethos of the school as a community.

13.6 At Bourne school we promote the children's social development by:

- Promoting inclusive playtimes and having high expectations from our children in terms of tolerance and respect for others regardless of religious, ethnic or socio-economic background as part of our school culture
- Teaching as part of the curriculum, how to resolve conflict and cooperate with others, especially where there is disagreement
- The teaching of British values, promote the social skills in order to participate fully as a citizen in modern Britain
- Having clear boundaries and expectations in terms of behaviour with clear policies that are consistently followed.

13.7 At Bourne we promote the children's cultural development by:

- Celebrating the diverse demographic of our school through events such as International Day
- As part of the curriculum, learning about and celebrate the beliefs and ideas of different countries and cultures
- Teaching about elections and the British parliamentary system through the curriculum and in assembly time
- Providing opportunities for the children to participate in activities which promote cultural awareness, such as: an annual dance concert, art galleries, Modern Foreign Languages and trips to museums and other places of cultural interest
- Having an active school council which is democratically elected and acts as a conduit between senior staff and pupils.

14. The Use of Information and Communication Technologies

14.1 Bourne School is committed to the safe, appropriate and professional use of ICT to support and develop learning and teaching. We also recognise that many children will have more confidence and experience with ICT than the teaching and support staff, and seek to use this expertise to enhance learning opportunities.

14.2 Bourne School recognises the huge developments in ICT in the recent past and sees this field as ever changing and as a result seeks to build comprehensive skills and knowledge which will equip children well for a future that remains unpredictable.

14.3 ICT at Bourne is not seen as a solely discrete subject, but as an opportunity to enhance learning across the curriculum, although discrete Computing lessons are used to develop specific skills.

14.4 We use ICT in the Curriculum in the following ways:

- By following the National Curriculum for Computing
 - The school has purchased the Rigby Rising Stars scheme to support the delivery of the computing curriculum. This should be used as an aid to support the skills of the curriculum as contained in the Learning Journey
 - Every classroom, and many support rooms, are fitted with Interactive Whiteboards, which support the teachers and other staff in delivering interactive learning opportunities. It is the school's view that these should be used as part of daily practice, however they should not be used all the time as this can cause familiarity and monotony
 - ICT is also used to support the wider curriculum through the use of peripheral equipment such as digital cameras, electronic microscopes, musical instruments, etc.
- 14.5 The school is committed to ensuring that children know how to use ICT safely and responsibly, and has a well-defined Online Awareness Policy. This important area is also taught as part of the wider computing curriculum. An annual e-safety day is held at the school.
- 14.6 The school has both a website and a virtual learning environment. Both are used to enhance learning, and improve home-school relationships.
- 14.7 ICT is also used to support the management of learning and teaching.
- Planning and resources are stored on the school's central server, in a well-organised drive
 - Pupil data is stored on SIMs. All teaching staff have the ability to access SIMs, but are required not to amend information after it has been finalised. It is the teacher's responsibility to ensure that data is kept up to date, and deadlines for data uploads are kept
 - Data tracking information is also managed through excel, and this data is held in the staff shared drive
 - Teachers will provide annual reports using ICT and these will be professional and appropriately presented
 - Text messages can be sent by the office to contact parents and remind them of important information
 - As part of their teaching and learning responsibility, teachers may write letters to parents as part of keeping them informed of curriculum needs, events or visits. These must be professionally written and checked before being sent out
 - Staff are expected to check their email every working day as this is a key method of communication in the school.

15. Learning Environments

- 15.1 At Bourne, the following principles will be evident in all classrooms and learning spaces:
- All learning spaces should facilitate independence
 - Classrooms and other learning spaces should be tidy and organised
 - All learning environments should be well and appropriately resourced
 - Displays should be purposeful and useful
 - Behaviour systems/management should be consistent in line with school policy
 - The environment should be flexible and adapted to purpose
 - Success should be celebrated
- 15.2 We facilitate independence in the following ways:
- By providing clearly labelled and accessible resources
 - By providing a range of resources that support learning (word mats, times table grids etc)
 - By encouraging children to use all resources independently as appropriate
- 15.3 Learning environments should be tidy and well organised:
- Classrooms should be kept tidy and free of clutter, especially surfaces.

- Children should be expected to be responsible for managing class resources appropriately
 - Classroom and school rules and routines should be clear and consistent and displayed where appropriate
- 15.4 All learning environments should be well and appropriately resourced:
- Each class should have a book corner designed to encourage reading
 - Classroom and school resources should be responsibly shared and managed
 - Each class has assigned to it a basic allocation of resources suitable to each year group and other resources are kept in subject areas
 - There is a distinction between curriculum resources, such as: word mats, times table grids etc, and classroom resources such as: glue sticks, pens, pencils etc. These should be responsibly managed by the class teacher
- 15.5 Displays should be of high quality and purposeful:
- There should be broadly speaking two types of display in the classroom:
 - displays that show children's work and the current class topic
 - displays that directly support the children's learning, for example: literacy or maths walls
 - See staff handbook for display expectations
- 15.6 Behaviour systems and management:
- The school's behaviour policy must be displayed in the classroom and be consistently followed by all staff
 - Teachers must take into account the diversity and varying needs of their class
 - Positive reinforcement is a key principle in managing behaviour
 - There should be clearly established rules and routines in place
 - Marble jars and team points should be displayed and used consistently
- 15.7 Classrooms should be flexible and suited to purpose:
- Teachers should be encouraged and supported to experiment with the layout and organisation of their class to facilitate the best learning environment
- 15.8 Celebrating success:
- House points should be awarded for positive behaviour and recorded visibly in class
 - Marble jars and treats should be awarded for whole class effort and success
 - Head teacher awards are to be given to celebrate: progress, effort and/or a learning breakthrough
 - Super Citizens certificates acknowledge an individual child's contribution to the life or wellbeing of the wider class
 - Star of the Week certificates should be given to children who have stood out during the week either with their behaviour or personal academic achievement.
 - Star of the Week and Super Citizens certificates are to be given out in celebration assembly on Monday mornings

16. Behaviour

- 16.1 At Bourne School we aim to promote a pleasant, positive and respectful attitude in all our pupils, with an emphasis on self-discipline; respect for others, their opinions and property; courtesy; and good manners.
- 16.2 We are committed to working in partnership with parents and outside agencies in creating a happy, balanced, caring and safe environment in which our pupils can thrive and achieve academic and personal success.

- 16.3 At Bourne School, we endeavour to ensure that staff work together to maintain high standards of behaviour with all members of the team supported and valued.
- 16.4 Our aim is to be positive and praise and reward good behaviour and to be fair and just to all our children.
- 16.5 At Bourne, we expect children to come to school with a positive learning behaviour.
- To arrive in school ready to learn
 - To be motivated and on task
 - To work collaboratively with their learning partner
 - To follow the class rules and expectations
 - To attend school daily and on time.
- 16.6 We expect that all staff will follow the Behaviour Policy:
- To promote respectful attitude in all our pupils
 - To be positive and praise and reward good behaviour
 - To display the school code of conduct and systems of sanctions in the class room and referred to it on a regular basis
 - To establish a set of class rules in consultation with the pupils at the beginning of the year
 - To provide motivational rewards such as house points and super citizen of the week certificate.
- 16.7 In addition, we expect staff to:
- Commit to working in partnership with parents and outside agencies
 - Ensure all staff work together to maintain high standards of behaviour
 - Provide an exciting and stimulating curriculum
 - Be fair and just to all our children.
 - Have clear and consistent expectations
 - Have consistent and overt routines
 - Have good classroom management skills and organisation.
- 16.8 Some children will require additional support from the Behaviour Team. We provide school based intervention; nurture groups, sand tray work, anger management and mentors/key workers for some individuals.

17. Presentation of Work

- 17.1 At Bourne we expect all work to be presented to the best of each child's ability. This reflects a pride and care in their work that we strongly encourage as part of our wider school culture.
- 17.2 In the Early Years, children are taught correct letter formation, finger spacing, etc, as part of their presentation of learning
- 17.3 As children progress through the school, they are required to present their formal written work neatly, using the following acronym:
- **D**: Date
 - **U**: Underline
 - **M**: Miss a Line
 - **T**: Title
 - **U**: Underline
 - **M**: Miss a line
- 17.4 In the early years, children are encouraged to choose the writing instrument they will use in a given task. As they progress through the school, the children continue to make this choice between pen and pencil, however there are some restrictions to this:
- The school provides black pens for all pupils

- The school provides writing pencils for all pupils
 - Biro's and other pens are not appropriate to be used for writing in school books
 - The school does not encourage the use of rubbers in any subject other than art and design. Written errors should be corrected by a neat, single line horizontally through the error.
 - Felt-tip pens should not be used in exercise books. Any colouring should be in pencil
 - All drawings and diagrams in books other than the sketch book must be in pencil.
 - Work in Maths books should be in pencil. The children should write one digit or symbol in the squares on the page, although written work does not need one letter per square.
- 17.5 Books must be kept neat and tidy. Doodling on the cover of a book, or within a book is not accepted.
- 17.6 Maths books will regularly include clearly labelled 'Thinking Pages'. These allow the children to record the process of their mathematical thinking. While it is acknowledged that these might not be as neat as other work, teachers and children should aspire for the children to record these process notes as neatly as possible.
- 17.7 If the presentation of work falls short of the school's expectations for that child's age or ability, the teacher should use their own professional judgment in deciding whether the child should redraft the work in their playtime or lunchtime, and the teacher is responsible for ensuring that the child is appropriately supervised by an adult.
- 17.8 The school has a clear handwriting policy, and it is expected that handwriting should be taught explicitly for ten minutes each day Key Stage 1 and for terms 1 and 2 in Year 3, and three times a week from term 3 in Year 3 until the end of Year 6. Fine motor control and accurate letter formation are encouraged and supported throughout the Early Years, in line with each child's personal development

18. Homework

- 18.1 At Bourne we believe that homework is vital to help the children and parents understand that learning is a life skill that does not just happen in the classroom. We nurture a belief that learning is a continuous process which should be happening outside as well as in school. We encourage parents to take an active role in their child's learning. Homework should enhance the child's experience of the curriculum, and should inspire the children to share their learning with their family and friends.
- 18.2 At Bourne, homework is set weekly. This is called 'Mind Craft' and will be completed in a dedicated book which the children return weekly.
- 18.3 Homework will be acknowledged by the staff using a stamp.
- 18.4 A star award will be awarded to children who are seen to have made a fantastic contribution to their homework.
- 18.5 We expect the children to learn mental maths skills at home in order to complete the Maths Challenge, which will be tested weekly in class.
- 18.6 We expect that children will read at home regularly and parents to record this in a reading record.
- 18.7 Key words will be sent home to learn.
- 18.8 We encourage parents to support their child's learning by accessing the learning platform and we expect parents to support any activities set for home learning.

18.9 In Year 6, additional homework may be sent home as part of the preparation for the transition to Key Stage 3.

19. Parental and Community Involvement

19.1 At Bourne School we believe that parental and community involvement is an important part of a child's development. We encourage everyone to participate fully in the life of our school community. We foster strong links between families and the school and encourage involvement in every aspect.

19.2 Parents are encouraged to take an active part in their child's learning:

- We provide a warm, welcoming environment, for example by teaching staff being visible and available at the beginning and end of each day
- Staff are open and approachable
- There is open communication between the school and its community through things such as parents evenings, regular newsletters, the school website, texts and letters, and workshops
- We have a Parent Council that we try to ensure represents the school community
- Parents are expected to sign a home/school agreement which covers such things as homework, behaviour and ICT.
- The school participates as much as possible in the life of the wider community using links such as The Towner Art Gallery, local businesses, volunteer readers and parent helpers, the Congress Theatre, multi-agency links, the Library and other community groups
- Where possible, staff should support FOBSA and should attend a range of FOBSA events including the Christmas and Summer fairs
- Staff should demonstrate professional integrity when working with parents, the community and outside agencies
- We build positive relationships with new pupils before they start, usually through a home visit

19.3 At Bourne we celebrate the children's success with their families by:

- Inviting family members to class assemblies to celebrate and share our learning with parents and the community
- Applauding their achievements with certificates
- Holding many events that involve the whole community such as an annual Dance Concert, sports days and International events

19.4 We share the children's progress with parents by:

- Holding two parents' consultation evenings each year to discuss children's progress and learning
- Offering opportunities to meet teachers after the publication of annual reports, at the Summer Open Evening in Term 6
- Offering 'Come and See' sessions throughout the year in years 1 to 6
- Offering 'Pop in and Play' sessions in the Early Years Foundation Stage
- Welcoming parents into the school to discuss progress at other times if needed,
- Fulfilling our duty to offer parents of a child with a statement or an education health care plan an annual review
- Offering a 'meet the teacher' morning held in Term 1 to introduce the staff and expectations of the year
- Writing a personal report for each child informing parents of progress and attainment which is sent home in July
- Fulfilling our statutory obligation to report a child's national curriculum assessment results and teacher assessments to parents:
 - Early Years Foundation Stage Profile
 - Year 1 Phonics Check

- End of Key Stage 1 SATs
- End of Key Stage 2 SATs

20. The Curriculum and Timetables

- 20.1 The aim at Bourne School is to provide pupils with a broad and balanced curriculum, while guaranteeing to meet the demands of the National Curriculum and the Curriculum Guidance for the Early Years Foundation Stage. Emphasis is placed on exploring cross-curricular links, to provide an enriched, creative and meaningful curriculum, where the children are active, independent and motivated learners.
- 20.2 In the Early Years Foundation Stage, provision for delivering the prime and specific areas of learning is made each day, with full access to outside areas. Subjects in Key Stages 1 & 2 are delivered across the day. In Key Stages 1 & 2 there is a commitment to delivering daily literacy and mathematics learning, unless exceptional circumstances prevail.
- 20.3 Outline timetables are drawn up and distributed by the school leadership team at the commencement of the new educational year, who need to be informed of any subsequent timetable changes.
- 20.4 Special events such as curriculum focus weeks (e.g. 'Book Week') and performances from theatre groups are seen as being an integral means of providing an enriched curriculum. Furthermore, a specialist music teacher delivers music lessons throughout the school, and Bourne is committed to providing access to a range of instrumental tuition. Opportunities are also provided for pupils to have access to specialist teachers/coaches in P.E..
- 20.5 Bourne School offers a range of extra-curricular activities, as these are seen as being another means of extending the curriculum on offer.
- 20.6 Planning, Preparation and Assessment arrangements ensure that teachers in parallel year group classes have the same release time out of the classroom, to promote cohesion in planning and curriculum delivery. PPA cover is provided by experienced teaching staff, including our experienced Music Specialist HLTA, who deliver discrete self-planned lessons, having previously consulted with the class/year group teacher.

21. Transition and Developing Knowledge of the Children

- 21.1 All children go through a period of transition as they change year groups but some transition periods are more significant. Children need time to settle and become used to a new and / or different set of systems. This should happen gradually and progressively.
- 21.2 Where possible, all new starters at Bourne receive a Home Visit, regardless of their age. If personal circumstances mean that families are unable to host a visit, they are invited to visit the school
- 21.3 Nursery children at Bourne mix with their Reception peers on a daily basis, and this serves as an induction to the Reception year. Children who don't attend our Nursery are visited at home as are all Nursery starters. This supports the staff in developing knowledge of the children. There are two intakes per year, in September and January dependent on a child's birth date.
- 21.4 When children transfer from Reception into Year 1, the teachers plan according to the Curriculum Guidance for the Foundation Stage until the end of Term 1. This is then reviewed by the classteachers, the Key Leader for the Infants the Assistant Headteacher.
- 21.5 The transition from Year 2 to Year 3 includes running a shorter 'infant morning', with the children heading out to play at 12noon, and with a group staying behind with the teacher for guided reading. This runs until the end of Term 1

- 21.6 End of year meetings are held between existing class teacher and receiving class teacher. This are planned within the cycle of staff meetings.
- 21.7 Children also get the opportunity to visit their new teacher and classroom at the end of the summer term in order to familiarise them with their new environment.

22. Resources

- 22.1 Each class and the music room has an interactive whiteboard, linked to the internet. We use smartboard technology to run these. It is not expected that these will be used in every lesson, but is encouraged where the technology would positively impact on learning and teaching.
- 22.2 Teachers are provided with laptops to support planning, assessment and resource making. Laptops are pre-loaded with programmes used in school. It is the teacher's responsibility to ensure that laptops are locked away securely at the end of the working day.
- 22.3 Infant classes have continuous ICT provision, while Junior classes have access to the laptop trolleys
- 22.4 Classrooms are expected to have a basic set of resources – dictionaries, thesauruses, a class library, a set of maths resources, and other items to support curriculum delivery. These must be accounted for at the beginning and end of each academic year (or when a teacher leaves a class mid-year).
- 22.5 All other resources are stored centrally. Where subjects are taught through topic, resources are collected together in topic boxes. Resources are managed by the subject teams, but all staff have a shared responsibility for making sure shared resources are tidy and organised.
- 22.6 The school is committed to working with other agencies to supplement our resources – for example the Schools Library Service.
- 22.7 Consumable stock – pens, pencils, exercise books etc – is ordered and stored centrally following an audit in the summer term. It is important that these resources are used effectively and not wasted. The school expects children and staff to treat resources with respect in order that waste is minimised, damage to the environment is lessened, and school financial resources are not spread too thin.

23. Monitoring

- 23.1 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Senior Leadership Team.
- 23.2 This policy will be reviewed on a three-yearly basis.

BOURNE PRIMARY SCHOOL
MARKING GUIDELINES

FEEDBACK SYMBOLS – ONLY USED WHEN FEEDBACK / SELF / PEER MARKING			
TEACHER / TA	PUPIL (SELF OR PEER)	DESCRIPTION	
 VS	 VS	VISUALISER STOP	A line drawn underneath work before a visualiser has been used to demonstrate a learning point
 TI	 TI	TEACHER INPUT	A line drawn underneath work before a teacher has given input to an individual or a group during the original activity
 TAF		TEACHING ASSISTANT FEEDBACK	A line drawn underneath work before a teaching assistant has given feedback to an individual or a group during the original activity
	 PI	PEER INPUT	A line drawn underneath work before another child has given feedback to an individual
 Child's work	 Child's work	TICKLED PINK HIGHLIGHT	Used to highlight examples of how children have met their success criteria or the learning objective (children use pencils)
 Child's work	 Child's work	GREEN FOR GROWTH HIGHLIGHT	Highlights areas for children to improvement in order to meet success criteria or the learning objective (children use pencils)
Written comment		CLOSING THE GAP PROMPT	Teacher comments which prompt the children to improve their work in line with the lesson objective or success criteria
	Written improvement	POLISHING PEN	Further work undertaken by a child in response to feedback or input in order to improve or polish their work.
 JM			Supported work – initials of the adult

SECRETARIAL SYMBOLS – ONLY USED WHEN SECRETARIAL MARKING			
TEACHER / TA	PUPIL (SELF OR PEER)	DESCRIPTION	
		SPELLING ERROR	Word underlined (or in margin). Correction written by child in the margin or under the finished work with a polishing pen
		GRAMMATICAL ERROR	Word underlined (or in margin). Correction written by child in the margin or under the finished work with a polishing pen
		PUNCTUATION ERROR	Punctuation error or omission circled (or in margin). Child provides correction with a polishing pen