

# Teaching and Learning Guidelines

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# Teaching and Learning Policy

This document supports the principle focus of the school to further improve standards and provision for children at the school and in so doing retain the "Outstanding" OfSTED status. Through the implementation of this policy the school will ensure teaching and learning is consistently outstanding and never less than good.

The Teaching and Learning Policy is broken into the following areas which will support teachers in providing the highest calibre of teaching and learning for pupils at the school:

- Teaching and Learning in the Classroom
- An Engaging and Challenging School Curriculum
- Assessment, recording and reporting
- Intervention to meet the needs of every child
- Monitoring to ensure consistently high standards
- Ensuring good Behaviour and Courtesy

This document and supporting material is available online.

## **The schools published mission statement is:**

"Inspiring today's children for tomorrow's world"

## **This is supported by the schools core words and aims:**

### **Inspire**

We will inspire each other to do the best  
We will support each other to set high goals  
We will have open minds to new ideas and challenges in the world around us  
We will inspire each other to become independent, self-motivated and confident in our own abilities

### **Pride**

We will take pride in how we present ourselves and all our achievements  
We are proud to belong to the school and the local community  
We take pride from our active participation  
We take pride in always doing the best we can

### **Flourish**

We have high expectations in all we do and how we do things  
We will experience a broad, balanced curriculum with exciting experiences  
We will learn how to live, work and play together and learn from each other  
We will achieve the very best we can attaining personal milestones even if they are small steps

### **Safe**

We provide a safe, friendly and supportive environment in which to thrive  
We foster a nurturing environment in which positive relationships meet all pupils' needs  
We will build happy and positive relationships where pupils feel secure to be wrong!

We will build a community where all feel safe and free from fear

## **Respect**

We value all, irrespective of individual differences

We will show good manners and courtesy to all and take responsibility for our actions

We will respect ourselves through trying our best to be healthy, active and confident

We recognise and promote fundamental British values of tolerance, fair play and being truthful

### **The most important purpose of teaching is to raise pupils' achievement and the key aims of the Teaching and Learning Policy is to support this through:**

- Ensuring all pupils make good progress and achieve highly relative to their starting points irrespective of disability, special educational needs, economic or social background and ethnicity (including those eligible for the pupil premium)
- Ensuring all pupils' reading, writing, communication, mathematics and other skills are well taught and apply these across a broad balanced exciting and challenging curriculum
- Ensuring teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum
- Preparing pupils for the next stage of their education
- Narrowing the gap between the performance of different groups of pupils, both in the school and in comparison to those of all pupils nationally
- Ensuring teaching promotes pupils' spiritual, moral, social and cultural development.
- Ensuring all staff have consistently high expectations of pupils
- Improving the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions
- Creating a positive climate for learning in which pupils are interested and engaged and have positive attitudes to their learning
- Ensuring assessments, marking and constructive feedback from teachers contributes to pupils' learning, progress and attainment
- Promoting teaching strategies, including setting appropriate homework, together with support and intervention that match individual needs.
- Supporting teachers in managing the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- Ensuring all is done to improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff
- Ensuring all teaching staff benefit from appropriate professional development and that performance is rigorously managed

# Teaching and Learning in the Classroom

## Non Negotiable Elements for all Lessons

At Elburton the following principles have been agreed as non-negotiable elements of every lesson.

1. All children make at least good progress in the lesson.
2. There are clearly stated intentions with high expectations of achievement for all pupils. Success criteria are evident as appropriate.
3. The lesson builds on prior knowledge and assessment, so learning begins at the children's starting points. Misconceptions are predicted, identified and addressed.
4. There is clear differentiation to support all pupils to achieve AREs and greater depth of learning.
5. Activities motivate and sustain children's concentration so they are engaged throughout the lesson and enjoy learning. They are resilient and develop deeper thinking.
6. Very effective relationships exist between staff and pupils and between pupils which promotes very good learning and behaviour.
7. High quality questioning exists to promote learning.
8. Effective use of quality resources including Teaching Assistants.
9. Teachers' subject knowledge is up to date and relevant.
10. There is effective assessment with evidence of progress as a result.

## Lesson Structure

The key objective of lesson structure is to ensure the quality of teaching and its contribution to learning in all subjects. OfSTED do not advocate a particular method of teaching or show preference towards a specific lesson structure. However, at Elburton the following are guidelines to support effective teaching and long term learning.

All lessons should contain each of the following areas and many of the following elements:

### Planning (see details of planning later):

- Planning is consistent with school policies
- It has a clear learning intention linked to assessment focus
- It identifies where in the sequence of work the lesson is
- Teacher and differentiated pupil activities are clearly stated
- The role of other adults is identified
- Planning is openly available in the class with pupil progress sheets attached
- Daily planning is evaluated during and as well as after the lesson and amended as necessary
- Real life expectations across the curriculum
- Applying skills

### Sharing learning intentions

- Learning intentions are shared with pupils
- Learning intentions are referred to through the lesson and returned to at the end of the lesson
- Learning intentions are linked to assessment and therefore make the success criteria for the lesson
- Key questions

### Teacher Led Activities

The following non exhaustive list includes some of the features that we would expect to see:

- Modelling
- Dialogue
- Challenge
- Talking partners

- No hands up
- Speaking Skills
- Awe and wonder
- Active listeners
- Thinking laterally
- Questioning
- Stimulating
- Motivate
- Articulate
- Investigate
- High expectations
- Consistency
- Teacher inspire –children motivated – outstanding progress
- Pace
- Use of IT

**Pupil activities** The following, non-exhaustive, list includes some of the features that we would expect to see:

- Talking and answering in full sentences.
- Collaboration
- Good attitude to their learning
- Pace
- Engaged
- Focused
- Concentration
- Mixed ability groups
- Learn through mistakes – okay to be wrong
- Making links – seeing links – understanding links
- Social interaction and progress
- Recognise own progress
- Perseverance and resilience
- Confident
- Respond to formative assessment

### **Learning Environment**

- Use of other adults
- Happy and secure environment
- Appropriate support materials
- Well and appropriately resourced lessons
- Learning walls and information to support learning

**Assessment** see section on assessment

- Evaluate and adapt lessons as they proceed
- Informative and challenging marking
- Pupils are clear about what they have achieved and what their next steps are

### **Summation**

- Pupils are clear about what they have learnt
- Misconceptions are dealt with
- Celebration of achievement – reinforcing what has been learnt
- Priming pupils for next steps

### **Behaviour see Behaviour section**

- Developing relationships – from being self-centred to learning to be part of a wider community
- Attentive and enthusiastic learnings engaged in their learning

## **An Engaging and Challenging Curriculum**

Although an Academy and part of Horizon MAT therefore having the facility to design our own curriculum the school has resolved to develop the curriculum offered to pupils based on the National Curriculum 2014. The reasons for this are:

- The National Curriculum makes a framework on which to develop a school curriculum ensuring consistency and progression of skills and knowledge.
- Our pupils will go to secondary schools where it will be assumed that they will have covered the primary stages of the national curriculum.
- It identifies end of Key Stage statements of achievement against which the school can develop assessment procedures

The school does reserve the right, as an Academy, to adjust and apply the curriculum as to how it best addresses the needs of pupils at the school ensuring high standards.

The school believes in distributive leadership and openness in ensuring high standards. The school has a clear leadership structure:

#### Senior Leadership Team

- Headteacher
- Deputy Headteacher
- Assistant Headteacher

#### Teaching and Learning Team – overview of standards of achievement throughout the school

- Senior Leadership Team
- Leaders of Communication, Logic and Thinking, Community and Culture, Creativity and IT Pods
- Intervention Leader

#### Senior Management Team – overview of school procedures and organisation

- Senior Leadership Team
- Leaders of Communication, Logic and Thinking, Community and Culture, Creativity and IT Pods
- Intervention Leader
- School Business Manager
- Any teacher willing to commit to at least one years attendance

This structure is further supported by being part of Horizon MAT which offers greater accountability, challenge and support.

# How we teach the curriculum at Elburton School

The curriculum at Elburton School is delivered through 5 Pods: Communications, Logic and Thinking, Community and Culture and ICT. Each of these Pods contains discrete subjects headed by subject leaders. The following are the principles of the Pods and discrete curricular areas.

## Communication POD

### Lead: Miss E Marriott

#### Our Vision of the importance of Communication

It is our belief that communication is the most important skill in equipping all our children for their future lives in an increasingly technological and communication based world. Communication is a part of everyday life; a fundamental skill that enables our children to make sense of the world around them and to take an active part in it. At Elburton, we firmly believe that all children have the right to be able to communicate effectively and we therefore take every opportunity to develop every child's full literacy skills and in doing so we develop their ability to speak, listen, read and write in order to fulfil an individual's potential and their place in society.

As teachers, we have the ability to inspire children as communicators by providing inspirational teaching and embedding these key literacy skills throughout the whole curriculum. The importance of this has been highlighted in the new curriculum which states: '**English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum**'. These important building blocks are embedded through outstanding teaching in the foundation stage and these skills built upon throughout both key stages. Where children are experiencing difficulties with communication, effective intervention is put in place to ensure these children succeed and are able to speak and listen.

PSHE lessons across the school links emotional literacy, social skills and spiritual development alongside an integrated mindfulness approach in order to support pupils. This aspect of the children's education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Through our exciting MFL teaching, children are given skills to aid language acquisition and develop a love of communication. At the end of their time at Elburton Primary School, we aim to ensure that every child leaves with these skills and as a passionate communicator with the skills needed to live in tomorrow's world, as encapsulated in our school's ethos:

*Inspiring today's children for tomorrow's world.*

**English/Literacy: Lead Miss E Marriott supported in Key Stage 1 by Mr K Smithers with further support from Mrs H Jenkins.**

At Elburton School we believe that Literacy is central to children's learning. At Elburton School we use a combination of Letters and Sounds, Read, Write, inc. and the Hamilton Trust as a basis for planning and delivering high quality Literacy lessons. This involves structured Literacy teaching each day to incorporate a wide range of reading, writing, word and sentence level work and differentiated independent activities to practice and extend skills. Guided reading and writing is incorporated both within and outside of literacy lessons. Guided reading is often taught using the Reciprocal Reading approach and is structured around the Project X reading scheme. Other resources including: high quality texts, e-books and Oxford Owl are

used to embed reading comprehension skills. Our library areas are well stocked and we use a range of E-books are used to support independent reading.

The skills taught in English are also used throughout other curriculum areas: listening to and discussing topics; reading a range of non-fiction texts for reference and extensive study; writing in different styles appropriate to the task; and showing an awareness of audience. There is an emphasis on spelling, punctuation and grammar, which is taught both discretely and practiced through our daily Literacy lessons to ensure these essential skills are incorporated into all aspects of the writing process. The Spelling and Grammar Bug is used as a way of encouraging children to learn about punctuation and spelling in an exciting way.

We wish to encourage children to love books, have a desire to read for pleasure and to gain knowledge by using the skills taught. We strive to enable pupils to use high quality writing skills extensively in a range of situations. We aim for our pupils to become confident speakers and listeners.

### **Modern Foreign Languages: Lead Mrs L Booth.**

At Elburton School all Key Stage Two children must access to a modern foreign language. It will enhance skills, knowledge and development of children's oracy and literacy and their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

From Year 3 to 6 we have a specialist French teacher. She teaches to the National Curriculum expectations and provides continuity across the school.

The provision of modern foreign languages at Elburton School is inclusive and aims to provide quality of opportunity for all children. Children for whom English is a second or additional language contribute to the intercultural understanding of their fellow pupils and are encouraged to take pride in, and develop their existing language skills.

### **Logic and Thinking Pod**

#### **Lead: Mr P Agnew and Mrs C Churchill**

#### **Our Vision of the importance of Logic and Thinking**

We feel that the Logic and Thinking Pod, within the Elburton Curriculum, encompasses our ethos of

*Inspiring today's children for tomorrow's world.*

We firmly believe that through our subjects; Maths, Science and Gifted and Talented we have the power to provide inspirational teaching and prepare our children for their future. The vehicle that we can use to create logical thinkers, scientific minds and Number Happy children is by developing a curriculum which challenges all children in an environment where they are encouraged to question, justify and investigate as well as enjoy.

Through all areas of this Pod, we will endeavour to equip children with essential life skills and provide them with the opportunities to flourish and celebrate their achievements both in school and in the wider community. This will prepare them for the world that they will live in.



## **Mathematics: Lead Mr P Agnew and Mrs C Churchill**

Elburton School is currently following the National Curriculum. This provides the school with a framework for the teaching of Mathematics. We use a variety of planning resources to deliver a mastery curriculum to support our children in embedding the Mathematical content and to tackle deeper thinking tasks.

Elburton School is part of the Cornwall and West Devon Maths Hub and works with lead mastery Mathematicians.

We also support the teaching of Maths with a wide range of practical resources to enable children to move freely between the concrete, pictorial and abstract aspects of Mathematics.

We believe it is important to help the children develop a positive 'can do' attitude to Mathematics as an interesting and enjoyable subject and to think clearly and logically with confidence, independence and flexibility. We aim to help them develop an understanding of Mathematics through questioning, practical experience and experiment, including the use of computers and an appreciation of the patterns and relationships in mathematics through investigation. We also stress its links with other curriculum areas.

The acquisition of mathematical skills and knowledge, including fluency of basic number facts, is essential to these aims, as is the development of sound mental processes. We aim to ensure that the children become mathematically competent and aware of the skills at their disposal.

There is a carefully structured programme of skill acquisition, and regular monitoring of the children's progress through a range of assessment tests related to the National Curriculum.

## **Science: Lead Miss A Collinson**

The principal focus of science teaching is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. Pupils should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. Science is taught through units related to the National Curriculum. By upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.

Science is taught and learned through individual, group and whole class work, both in explicit science lessons and through cross curricular teaching. Through working scientifically (investigation and experimental work,) children are given the opportunity to discover and investigate the world around them. We aim to allow children to develop an enquiring mind and a scientific approach to problems by teaching them the skills of observation, recording and interpreting. We also encourage them to question what they observe and to work co-operatively.

Opportunities are sought to link other areas of learning including Health and Environmental Education to Science. Every effort is made to ensure that Science activities and investigations provide the children with equal opportunities and the safe use of equipment is promoted at all times.

## **Community and Culture POD**

### **Community and Culture Pod: Lead Mrs A Baldwin**

### **Our Vision of the importance of Community and Culture**

The work of the Community and Culture Pod is best expressed by the maxim, "Learning about today's world; looking after tomorrow's".

The vision of the Community and Culture Pod is:

- To open children's minds and inspire their curiosity to understand the world around them.
- To create an environment where children can get involved in the greater community and be proactive, responsible citizens.
- To celebrate the cultural diversity in our society and understand the influence of religion in the local, national and global community.
- To gain knowledge and understanding of religion and to learn to articulate their personal beliefs, ideas and values.
- To enthuse, motivate and inspire pupils to want to know more about the world they live in.
- To understand the relationships between the human and physical worlds, how they affect each other and how they might be managed for a sustainable future.
- To consider how historical knowledge influences the present and how this can help decisions about personal choices, attitudes and values.

### **History: Lead Mrs S Bates**

In this curriculum area, we aim to help the children to understand the present in the context of the past. Through the study of History, we aim to foster enthusiasm and interest in the past, and also to develop attitudes such as respect for evidence and understanding of conflicting viewpoints.

We provide opportunities for the children to study a variety of History: local, national and from other parts of the world; from recent times to ancient civilisations. We encourage the children to develop a sense of time, recognising that some things change and some things stay the same. We look for reasons and results, for links between events, and similarities and differences.

As the children are increasing their knowledge and understanding of History, other important learning skills are being developed. These include research, organisational and communicational skills. These are valuable in many other curriculum areas, and thus a study of History contributes to a broad and balanced general education.

### **Geography: Lead Mrs R Light**

The aims of the geography curriculum are to encourage pupils to ask questions about their surroundings – both about the physical nature of the landscape, their environment and the effect of humans on the landscape.

Pupils are provided with guidance and the means to answer these geographical questions; through first hand observations, field study and research methods.

They are encouraged to consider their own views and others opinions about issues relating to the world around them. Global links further support their understanding of the wider world.

### **Religious Education: Lead Mrs L Sumner**

It is a legal requirement that all County and controlled schools must provide religious education for all pupils. In Devon, this is carried out in accordance with the agreed syllabus drawn up by a conference involving local churches, teachers and the LA. Parents may request that their child be withdrawn from Religious Education lessons. Work and supervision for such children will be provided. Such a request should be made to the Headteacher in writing.

Religious Education at Elburton School seeks to contribute to the development of the child's own beliefs and values, and to bring them to a knowledge and understanding of religion. We aim to meet the requirements by following the Agreed Syllabus for Devon, Plymouth and Torbay. The focused religions include Christianity, Hinduism, Judaism, Islam, Buddhism and Sikhism. Wide ranging aspects of each

religion will be explored. Visiting speakers and workshops are organised to further broaden their understanding of these religions.

At the end of their time at Elburton School, the children will have had the opportunity to share their views, and develop a respect and tolerance for other people's beliefs.

### **Creativity POD**

#### **Lead: Mr S Griggs**

#### **Our Vision of the importance of Creativity**

Creativity is a part of everyday life, a powerful unique form of communication that can change the way pupils feel, think and act. It helps to prepare pupils to participate in tomorrow's rapidly changing world encouraging them to become autonomous and creative thinkers.

The teaching of creative subjects encourages the development of coordination, speech, language, aural perception, social skills, emotions, physical skills, imagination and aesthetic and cultural appreciation. It also promotes active involvement in different areas, both individual and communal, developing a sense of group identity and togetherness.

In addition creativity provides opportunities for pupils to face up to different challenges and develop positive attitudes which can lead to improving the quality of life. Pupils learn how to plan, perform and evaluate their actions or ideas to improve both the quality and effectiveness.

Finally creativity is unique in that it can allow some children to access the curriculum, who might otherwise feel excluded. These children may not be successful in the more academic subjects, but through creative subjects, can explore and demonstrate their talents. This leads to them discovering aptitudes, ability and passion for areas of the curriculum that can develop feeling of self worth and appreciation. It also reinforces the fact all people are different and that everyone has something to offer.

#### **Art, Craft and Design: Lead Miss A Norton**

Art, Craft and Design is a subject on which children can learn through visual research from the world in which they live. Art is used as a means of visual and tactile communication. We aim to develop children's practical design and craft skills, creatively, expressively and with technical competence. Children are encouraged to respond visually and express ideas and feelings about their own and other artist's visual images and artefacts, showing imagination, enjoyment, understanding and inventiveness. They will be given the opportunity to understand the contribution of artists, designers and craft workers to their own and other cultures past and present. It has an important part to play in school, both as a subject in its own right, and in playing an inherent communicative and supporting role in most other areas of the National Curriculum, as we deliver them in our school.

The children are given opportunities to visit local art galleries and churches, and we forge links with local artists who come and work with the children.

#### **PE: Lead Mr S Griggs and Mrs T Sammels**

PE at Elburton School involves pupils in the continuous process of planning, performing and evaluating in the areas of Games, Gymnastics, Dance, Athletics, Outdoor and Adventurous activities, and Swimming. We are committed to providing a minimum of 2 hours of high quality PE for all our children.

The greatest emphasis is placed on each child's enjoyment of being physical and the need for activity and movement. We seek to promote physical activity and healthy lifestyles, to develop positive attitudes and to always ensure safe practice.

PE also plays a vital role in the emotional development of children. It can inspire children to achieve not just physically but also academically. Children can learn the vital skills of team work which can also be applied to forming friendships both in and out of school.

At Elburton School we have two playgrounds, a school hall, a sports field, and our own swimming pool.

Information about the sporting clubs available to the children can be found on the clubs section of our website. Throughout the year there are opportunities for participation including Football, Netball, Athletics, Tag-rugby, Dance, Rowing and Cricket

PE and Sport is supported by use of the School Sports Grant. The school is a member of both the Plymstock and Plymouth Sports Partnership. All children participate in level 1 competitions. Representative teams compete at level 2 competitions in a variety of sports. The school has regular access to a specialist PE teacher. The SSG has also been used to support other specialist coaching including Bikeability and Balanceability.

Our school has a proud sporting tradition and a very strong reputation across the city for talented sports stars but also and just as importantly fair play, team work and sportsmanship.

### **Design and Technology (DT): Lead Mrs T Hatch**

Design and Technology capability requires the children to combine their designing and making skills with knowledge and understanding, using aspects from Art and Science, in order to design and make products. This capability will be developed through three types of activity.

Design and Make assignments will enable children to develop a product to meet a need, e.g. a Christmas decoration or Healthy sandwiches. Whilst, for example, learning how to use a saw effectively, the child will be engaged in a focused practical task. By exploring existing products, children can apply what they have learnt to a product of their own.

To achieve success with their products, the children will need to have a working knowledge of a range of materials. By the end of Key Stage Two, children should have had experience of each of these: resistant materials, textiles and food.

### **Music: Lead Mrs A Baldwin**

Music is a very important part of the creative arts in general, and therefore has an essential place in the balanced education of all children. The school uses a scheme called Charanga, a highly effective interactive scheme that has clear progression and can be accessed by all staff. Through Music, we aim to enable the children to use, and understand, sound as a medium of expression and communication. To achieve this, every child, by the end of Key Stage Two, will have been given many opportunities to listen to, invent, perform and appraise music in various forms.

All children in Year 4 and 5 receive expert clarinet tuition on a weekly basis. Children learn to read music and perform together and aspects of Charanga are also used to support the learning in these year groups. At the end of the year pupils have the opportunity to perform to the school in a Musical Talents assembly. In year 6, we run a clarinet club for those wishing to develop their knowledge and ability further and this is held weekly.

We also have a School Band club (held after school) which invites children who play an instrument to join and experience being be part of an ensemble.

Peripatetic tuition for keyboards and guitar is arranged termly and a charging policy is in existence for these half hour sessions. Children who learn to play an instrument, either in school or privately, may perform during assemblies.

Through teaching Music with clear progression, it is hoped that every child will develop a wider appreciation and enjoyment of the subject.

The school is very proud of the high standard of singing amongst all children and this love of singing is started in KS1. Pupils in KS2 are invited to join the choir in the Autumn term and it is always well attended. Children have the opportunity to perform at the school fair, nursing homes in the local community, KS2 Carol services and from time to time the Lord Mayor's carol service held in St Andrew's church.

### ICT POD

#### Lead: Mr S Griggs

#### Our Vision of the importance of ICT

At Elburton we recognize the importance of computer technology in everyday life. Through following the new National Curriculum for computing, we aim to equip our children with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives.

The children will be taught how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content. Allowing children regular, meaningful access to a range of computer-based technology throughout the curriculum will help to embed these skills and develop their understanding.

We view 'computational thinking' as a key skill within this curriculum area, and one which can be applied across a range of other curriculum areas. Solving problems, refining ideas, de-bugging, drawing on prior learning and thinking logically, systematically and creatively are all skills that we teach the children in order to be successful in computing. These skills are vital to prepare children for the workplace and able to participate effectively in the digital world.

Children's safety is of paramount importance to us; however, we not only provide a safe environment in which children can learn, but we also teach our pupils how to use information technology safely and respectfully themselves and how any misuse or inappropriate content can be reported and dealt with affectively. We understand how many parents may feel daunted by their children's use and understanding of technology; for this reason we also provide parents with guidance as to how issues involving eSafety can be raised, debated and monitored at home.

#### **Computing: Lead Mr S Griggs**

The core of computing is computer science; our goal is to teach pupils in Key Stage 1 and 2 the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Pupils are taught how to use information technology safely and respectfully to create programs, systems and a range of content which can be applied throughout the curriculum.

Through following a progressive, challenging programme of studies, the pupils will become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – to think computationally and become active participants in the digital world.

## Foundation Stage

The children in the Early Years Foundation Stage at Elburton Primary School are valued as unique individuals who develop and learn in individual ways and at varying rates. A high quality Early Years experience provides a firm foundation on which to build future academic, social and emotional success. A child's first experience of school has a major impact on their perception of learning. A child who is happy, safe and secure in their environment will have a firm foundation from which to develop, grow and flourish.

At Elburton Primary School we carefully consider each child in our school in terms of their needs, interests and stage of development and use this information to plan a challenging and enjoyable curriculum across all the areas of learning and development. All staff throughout the Foundation Stage make careful observations and assessments to monitor the children's progress and further develop their learning.

In our two Foundation classes we follow the Early Years Foundation Stage statutory framework. The Foundation Stage curriculum focuses on three prime areas of learning: personal, social and emotional development, communication and language and physical development and four specific areas of learning: literacy, mathematics, understanding the world and arts and design.

Each area of the curriculum is taught through our exciting topic work, so that learning is always meaningful and relevant. Each topic is introduced with a 'Wow' moment to capture the children's imagination and concluded with a final celebration of our topic (these activities include school trips, visitors and topic related themed days.) Our topics include; Ourselves, Autumn, Celebrations (Diwali/Christmas), Light and Dark, Frozen, Houses and Homes, Signs of Spring, Easter and Under the Sea.

Following an initial baseline assessment, Teachers and Teaching Assistants complete regular ongoing observations and assessments to monitor the children's progress throughout the year. At Elburton Primary School we capture children's development by creating an electronic learning journal specific to each child. This learning journal is shared with parents regularly throughout the year. Observations and assessments feed into planning of lessons and activities to ensure children make progress and engage with the Foundation Stage Curriculum.

Children are welcomed into stimulating, organised indoor and outdoor classrooms with interactive learning areas to engage, interest and encourage them to become independent, enquiring learners.

# **The Curriculum at Elburton**

The school has decided as an Academy to use the National Curriculum as the basis of ensuring that pupils follow a Broad and Balanced Curriculum.

Pupils will encounter daily literacy and maths. This will be closely based on the National Curriculum. Whenever possible both Literacy and Numeracy will be referenced to other aspects of the curriculum. The school uses Letters and Sounds as its Phonics scheme.

In the Foundation Stage pupils will follow the National Early Years Foundation Stage curriculum. Pupils will be taught knowledge and skills in Communication and Language, Personal, Social and Emotional development, Physical development, Literacy, Numeracy, Understanding the World and Expressive Arts and Design.

The school believes that children need to be aware of the discrete subject that they are being taught in any lesson. So although they may be taught a topic, pupils will know which subject they are being taught as part of that topic.

	Science	IT	History	Geography	Art	DT	PE	Music	MFL	RE
Year 1	Ourselves Animals including Humans Materials (3 little Pigs) Plants Seasonal Changes	Computer Skills –logging on, mouse control, using a keyboard, computer navigation, word processing. Programming-Bee-bots. We are collectors	Famous Lives – Guy Fawkes, Florence Nightingale, Queen Elizabeth. Toys- past and present	Elburton study-Our locality. Amazon Rainforest –a comparison with Elburton	Self Portraits Painting Drawing Sculpture-Andy Goldsworthy- Natural materials and clay Printing-Printing patterns found in nature/linked to plants.	Moving pictures – mechanisms Food – perfect pizzas.	Game Skills (multiskills) Yoga Gymnastics Dance-Animals/Penguins Swimming Jump Start Jonny	Songs about our body (percussion) In the groove Round and Round Tempo Duration Timbre Dynamics	N/A	Myself(what do we do in relationships?) Celebrations Belonging to a faith/community/family/club. Baptism.



<b>Year 2</b>	Materials Animals Including Humans Plants Living things and their habitats	Word Processing Computer Science Use of Internet	Significant Events – The Great Fire of London and Pepys Significant people – Brunel Communication then and now.	Locational Knowledge Coll Local Study Elburton Artic. Map skills.	Painting – Landscapes- (drawing, painting, colour mixing, collage.) Textiles – Great Fire of London Group collage. (Tie die, plaiting, sewing) Printing- vegetables, microprint, bread . Pointelism. Artist-William Morris – Wallpaper designs for wrapping paper.	Flags Bridges Food - Picnics	Dance Gymnastics Swimming Multiskills Games (unihoc, football) Athletics	Pitch Duration Texture Structure	N/A	Believing Leaders/Teachers Symbols
<b>Year 3</b>	Light and Darkness Animals including Humans Rocks Forces and Magnets Plants	Computer Sciences Word Processing Communication with the Internet Data Multimedia	Pre Historic Britain. Invaders and Settlers. Children in WW2	Local study. (Sherford/London) Fieldwork UK Europe.	Stone Age Printing/Painting 3D Architecture Painting and Printing WW2 posters	Shields Architecture models Food – ration Cakes	Multiskills Invasion Games Athletics Striking and Fielding Dance Gymnastics Swimming	Tempo Timbre Dynamics	French	Worship, Pilgrimage and Sacred Places Symbols and Religious Expression Teaching and Authority

<b>Year 4</b>	Animals Including Humans Sound States of Matter Electricity Living Things and Habitats	Computer Science Multimedia Data Word Processing	Anglo Saxons, Picts and Scotts. Egyptians	Locational Knowledge Earthquakes and Volcanos. Village settlers. Countries of the world. Fieldwork	Painting, drawing, textiles/collage and 3D through the following projects The Mousehole Cat Hokusai Egyptian Gods Weaving	Food – Sushi Weaving	Gymnastics Dance Yoga Swimming Multiskills Outdoor Adventure Invasion Games Striking and Fielding Athletics	Pitch Duration Texture Dynamics  All pupils receive Clarinet teaching	French	Inspirational People Religion, Families and Community Religion and the Individual
<b>Year 5</b>	Properties and changes of materials. Earth and Space Forces Animals including humans, living things and their Habitats.	Computer Science Multimedia Spreadsheets	Vikings Ancient Greece	Scandinavia. North America. Natural Resources.	Painting, drawing, textiles/collage and 3D through the following projects History of Painting, drawing, textiles/collage and 3D through the following project Art – Winter through Depictions Textiles and making a money container	Food- Greek Food Designing a money container	Gymnastics Table tennis Dance Striking and Fielding Swimming Multiskills Orienteering Invasion Games Outdoor Education Athletics yoga	Tempo Timbre Dynamics Clarinet Charanga	French	Faith and the Arts Beliefs in Action in the World It Matters to me, it matters to others

<b>Year 6</b>	Animals including Humans Electricity Light Living Things and Habitats Evolution and Inheritance	Computer Sciences Multimedia Safe use of Internet Power Point Skills. Kodo – programming. Prezi – presentation.	Medicine and Disease. Mayans.	South America. Our local area. Rivers – with fieldwork on Dartmoor	Painting, drawing, textiles/collage and 3D through the following projects William Morris Mexico landscape	Food – Mexican Design – Mobile phone covers	Multiskills Games Athletics Swimming Gymnastics Dance Outdoor Activities	Pitch Duration Texture Dynamics Structure	French	Beliefs and Questions Belief in Action The Journey of Life and Death
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Other aspects of the curriculum such as PSHE and Citizenship are taught in a variety of ways. These may be one or two sessions on such aspects as Sex education and Drugs Action. They may be linked to other subject matter i.e. Moral Education linked to RE or Democracy and British values through History. They may also be taught through visitors to the school i.e. aspects of Multi-cultural Britain being taught through speakers in Assemblies. Other faiths have regular opportunities to present assemblies. School and class assemblies also teach these aspects of the curriculum.

The curriculum is shared with parents through termly class newsletters and annual "Getting to Know Meetings".

Overview of Early Years Curriculum		
Communication and Language		
<b>Listening and Attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	<b>Understanding</b> Children follow instructions involving several ideas or actions. They answer “how” and “why” questions about their experiences and in response to stories and events.	<b>Speaking</b> Children express themselves effectively, showing awareness of listener’s needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narrative and explanations by connecting ideas and events.
Personal, Social and Emotional		
<b>Making relationships</b> Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.	<b>Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.	<b>Managing feelings and behaviour</b> Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Physical		
<b>Moving and Handling</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing	<b>Health and Self Care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
Literacy		
<b>Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	<b>Writing</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	
Numeracy		
<b>Numbers</b> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	<b>Shape, Space and Measures</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
Understanding our World		
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations about animals and plants and explain why some things, occur, and talk about changes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design		
<b>Exploring and Using Media and Materials</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, from and function.		<b>Being Imaginative</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Typical Weekly Plan

	Session 1			Session 2	Session 3			Assembly	Session 4
Day	8.55		9.55	10.10	11.10	12.10	1.25	1.30	2.00 – 3.15
<b>Mon</b> EM Duty GC in		Lit		Maths	ICT			2.20 – 3.00 Football skills	Quiet Reading French – How are you? session 3
<b>Tues</b> GC in		Lit		History/ DT Make Saxon village				PPA Assembly	Num
<b>Wed</b> GC in		Literacy		Clarinet	ICT For and against PPT			Num	Assembly
<b>Thurs</b> GC in		Lit		Num	Science Teeth – determining diet by teeth type.			SINGING ASSEMBLY ***	PPA RE - Creation
<b>Fri</b>		ASSEMBLY resources		Lit	maths			Outdoor PE 2.00 – 2.45pm 2.45 – 3.00 - presentation	Golden Time Homework Star of the Week

Planning: To reduce workload and focus on the learning planning is often created as lesson design and completed on workboards that support children's learning. These are reviewed to strengthen subsequent plans.



FOUNDATION WEEKLY PLANNING CLASS: FKS/FCS TERM: Summer 1 WEEK 1, and WEEK 2

DATE:

LEARNING PROVOCATIVE- Mini beasts - Bad Tempered Ladybird (WOW week 1 Trip to Saltram Woods)

LEARNING AND DEVELOPMENT				
	DEVELOPMENT MATTERS 40-60 MONTHS	ENABLING ENVIRONMENTS		
		OPPORTUNITIES FOR CHILD INITIATION		
		CLASS BASE	DECKING	PRACTICAL
PRIME AREAS	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Making relationships with other children	Making relationships with other children	Making relationships with other children
		Sharing equipment	Choosing board for free flow areas	Choosing board for free flow areas
	Making relationships	Toileting independently /hand washing	Tidying up and taking care of resources	Tidying up and taking care of resources
	Self- Confidence and Self-Awareness	Recognise and use class rules	Behaviour expectations	Behaviour expectations
	Managing Feelings and Behaviour	Manage coats	Sharing equipment	Sharing equipment
		Choosing board for free flow areas	Recognise and use class rules	Recognise and use class rules
		Tidying up and taking care of resources		Using new role play area (bug station) play to be encouraged and supported where appropriate
		Behaviour expectations		
		Using role play kitchen FKS		
		Taking turns to build models and play with models in creation station/construction areas FKS/FCS	Mud kitchen, child initiated and adult directed	



SPECIFIC AREAS	COMMUNICATION AND LANGUAGE  Listening and Attention  Understanding  Speaking	Listening station  Small world play  Construction and building bay  Creation Station  Construction station  Re-tell story of the Bad Tempered Ladybird using story map	Role play  Small world play  Construction kits	Role play  Listening station
	PHYSICAL DEVELOPMENT  Moving and Handling  Health and Self-Care	Fine motor activities  Writing table  Clipboards  Construction kits  Pencil control sheets.	Large whiteboard  Chalk board  Construction kits  Soft play equipment  Large building blocks  Ride on toys	Sand tray  Water equipment  Fixing and building  Soft fun  Soft play  Modelling
	LITERACY  Reading  Writing	Fine motor activities  Writing table  Literacy games  Puzzles  Book corner  Computer bay  Clipboards  Numeracy games (number and shape)	Book box fiction/ non- fiction  Magnetic board  Whiteboard  Large alphabet mats  Clipboards  Easels  Large whiteboard  Chalk board	Sand tray  Water tray  Whiteboards

	<p>Listening station</p> <p>Small world play</p> <p>Construction and building bay</p>	<p>Small world play</p> <p>Down pipes, gutters and stands to experiment</p> <p>Construction kits-</p> <p>Sand tray- use pulleys to pull things up to the giant.</p>	
<p>MATHS</p> <p>Numbers</p> <p>Shape, Spaces and Measures</p>	<p>Roll and write numbers</p> <p>Numeracy games (number and shape)</p>	<p>Sand tray numbers to 20</p> <p>Numeracy box</p> <p>Magnetic board</p> <p>Whiteboard</p> <p>Construction large construction blocks</p> <p>Number squares</p>	<p>Water tray</p> <p>Sand tray</p> <p>Fixing and building bay</p>
<p>UNDERSTANDING OF THE WORLD</p> <p>People and Communities</p> <p>The World</p> <p>Technology</p>	<p>Computer bay</p> <p>Beebots</p> <p>Listening station</p>	<p>Sand tray</p> <p>Water equipment</p> <p>Role play</p> <p>Book box fiction and non fiction</p>	<p>Listening station</p> <p>Role play</p> <p>Modelling</p> <p>Painting</p> <p>Sand tray</p> <p>Water tray</p> <p>Role play</p> <p>Topic table</p> <p>Fixing and building bay using reclaimed materials and tools</p>

EXPRESSIVE ARTS AND DESIGN	Small world play  Construction	Role play  Easels  Musical instruments box  Musical exploration area	Modelling  Painting  Fixing and building bay using reclaimed materials and tools  Free drawing
Exploring and Using Media and Materials			
Being Imaginative			

**WEEKLY FREE FLOW FOCUS** Decking

Week Beginning:

	AM			PM		
	Objectives	Activities	Outcomes	Objectives	Activities	Outcomes
Mon	<b>Being Imaginative 40-60</b>  Introduces a storyline or narrative into their play.  Plays alongside other children who are engaged in the same theme.  Plays cooperatively as part of a group to develop and act out a narrative.	<b>Mud Kitchen</b>  <b>Continuous Provision</b>  Lynne - Mud Kitchen  Gillian - To set up continuous provision on the decking, enabling children to self-select resources where appropriate.	Children will be observed socialising with one another; their conversations will be recorded on the Ipad including objectives.  Children will learn to take turns/act out a narrative and play alongside children who are engaged in the same game.	FCS Induction See Timetable		
Tues	Phonics/PE			FKS Induction See Timetable		
Wed	<b>Being Imaginative 40-60</b>  Introduces a storyline or narrative into their play.  Plays alongside other children who are engaged in the same theme.	<b>Mud Kitchen</b>  <b>Continuous Provision</b>  Myriam- Mud Kitchen  Xanthe- To set up continuous provision on the decking, enabling children to self-	Children will be observed socialising with one another; their conversations will be recorded on the Ipad including objectives.  Children will learn to take turns/act out a narrative and play alongside children who are engaged in the same game.	<b>Moving and Handling 40-60</b>  Shows increasing control over an object  Uses simple tools to effect changes to materials.  Handles tools, objects, construction and malleable	<b>Water Station</b>  Encourage children to safely collect and transport water. Set water station up on the fencing. Enable children to pour water through the tubes and funnels.  <i>Could we add anything to the funnels to make the water</i>	Children will safely collect and transport water. The children will take turns to pour water and observe what happens as the water travels through the tubes. Children will create their own water pathway using tubes. Observations will be made using the IPad to record the language that the children use and their thought

	Plays cooperatively as part of a group to develop and act out a narrative.	select resources where appropriate.		materials safely and with increasing control.	travel in a different direction? <b>Rachel</b>	processes as they design their water path.
Thurs	<b>Saltram Woods Trip</b>					
Fri	<b>Being Imaginative 40-60</b>  Introduces a storyline or narrative into their play.  Plays alongside other children who are engaged in the same theme.  Plays cooperatively as part of a group to develop and act out a narrative.	<b>Mud Kitchen</b>  <b>Continuous Provision</b>  <b>Rachel-</b> Mud Kitchen  <b>Lynne-</b> To set up continuous provision on the decking, enabling children to self-select resources where appropriate.	Children will be observed socialising with one another; their conversations will be recorded on the Ipad including objectives.  Children will learn to take turns/act out a narrative and play alongside children who are engaged in the same game.	<b>Moving and Handling 40-60</b>  Shows increasing control over an object  Uses simple tools to effect changes to materials.  Handles tools, objects, construction and malleable materials safely and with increasing control.	<b>Water Station</b>  Encourage children to safely collect and transport water. Set water station up on the fencing. Enable children to pour water through the tubes and funnels.  <i>Could we add anything to the funnels to make the water travel in a different direction?</i> <b>Gillian</b>	Children will safely collect and transport water. The children will take turns to pour water and observe what happens as the water travels through the tubes. Children will create their own water pathway using tubes. Observations will be made using the iPad to record the language that the children use and their thought processes as they design their water path.

**WEEKLY FREE FLOW FOCUS**      **Practical Area**      Week    Beginning:

	AM			PM		
	Objectives	Activities	Outcomes	Objectives	Activities	Outcomes
Mon	<b>The World 40-60</b>  Looks closely at similarities, differences, patterns and change.	Support children in the investigation role play area. Encourage children to notice the changes that have occurred to the tadpoles over half term. Challenge children to draw pictures of the tadpoles/froglets and label them. <b>Xanthe</b>	Children will notice changes to the froglets using magnifying glasses.  The language the children use will be captured on the Ipad. Children's will be challenged to draw and write about their observations.	<b>FCS Induction See Timetable</b>		
Tues	<b>Phonics/PE</b>			<b>FKS Induction See Timetable</b>		

Wed	<b>The World 40-60</b> Looks closely at similarities, differences, patterns and change.	Support children in the investigation role play area. Encourage children to notice the changes that have occurred to the tadpoles over half term. Challenge children to draw pictures of the tadpoles/froglets and label them. <b>Rachel</b>	Children will notice changes to the froglets using magnifying glasses. The language the children use will be captured on the Ipad. Children's will be challenged to draw and write about their observations.	<b>Shape, Space, Measure 40-60</b> Beginning to use everyday language related to money.	Set up a mini shop in the practical area. Encourage children to come to the shop to 'pay' for items. Model being the shop keeper then encourage children to take over this role. <i>Can you pay with the correct amount? Can you pay using different coins?</i> <b>Emma</b>	Children will consolidate their learning of money from throughout the week. Through role play the children will pay for amounts and select the correct coins. Children will have observations on the Ipad of their understanding of money including the language that has been used.
Thurs	<b>Saltram Woods Trip</b>					
Fri	<b>Shape, Space, Measure 40-60</b> Beginning to use everyday language related to money.	Set up a mini shop in the practical area. Encourage children to come to the shop to 'pay' for items. Model being the shop keeper then encourage children to take over this role. <i>Can you pay with the correct amount? Can you pay using different coins?</i> <b>Gillian</b>	Children will consolidate their learning of money from throughout the week. Through role play the children will pay for amounts and select the correct coins. Children will have observations on the Ipad of their understanding of money including the language that has been used.	<b>The World 40-60</b> Looks closely at similarities, differences, patterns and change.	Support children in the investigation role play area. Encourage children to notice the changes that have occurred to the tadpoles over half term. Challenge children to draw pictures of the tadpoles/froglets and label them. <b>Lynne</b>	Children will notice changes to the froglets using magnifying glasses. The language the children use will be captured on the Ipad. Children's will be challenged to draw and write about their observations.

**WEEKLY FREE FLOW FOCUS FKS**

Week Beginning:

	AM			PM		
	Objectives	Activities	Outcomes	Objectives	Activities	Outcomes
Mon	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using the counters that with dots (1/2/5) Children to match the counter to the correct coin.  Model to the children tapping the counter twice if it has 2 spots etc. Are the children able to match the correct numicon plate to the coin too?  Extend children to counting in multiples of 2/5 <i>If I had three 2 dot counters how many dots would I have?</i>	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value.	<b>FCS Induction See Timetable</b>		

		Keith	Capture observations on Ipad			
Tues	Phonics/PE			FKS Induction See Timetable		
Wed	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using the counters that with dots (1/2/5) Children to match the counter to the correct coin.  Model to the children tapping the counter twice if it has 2 spots etc. Are the children able to match the correct numicon plate to the coin too?  Extend children to counting in multiples of 2/5 <i>If I had three 2 dot counters how many dots would I have?</i> Emma	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value.  Capture observations on Ipad	<b>Exploring M and M 40-60</b> Constructs with a purpose in mind, using a variety of resources.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.	<b>Construction Area</b>  Support children to firstly design and the construct a model. Use large flipchart paper on the floor to draw a design of the model that is going to be made. As a team attempt to create this model. How could this model be improved? Did our model look like the design?  Xanthe	Children will design a model and work collaboratively to build it. Observations of the planning process, language used and the building process will be captured on the Ipad.
Thurs	Saltram Woods Trip					
Fri	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using a range of different priced items, can the children find the correct coins to make the total? Encourage those that still need to tap the coins to tap.  Keith	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value. Children will be able to make amounts to 10p using different coins. Capture observations on Ipad	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using a range of different priced items, can the children find the correct coins to make the total? Encourage those that still need to tap the coins to tap.  Keith	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value. Children will be able to make amounts to 10p using different coins. Capture observations on Ipad

WEEKLY FREE FLOW FOCUS FCS

Week Beginning:

	AM			PM		
	Objectives	Activities	Outcomes	Objectives	Activities	Outcomes

Mon	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using the counters that with dots (1/2/5) Children to match the counter to the correct coin. Model to the children tapping the counter twice if it has 2 spots etc. Are the children able to match the correct numicon plate to the coin too? Extend children to counting in multiples of 2/5 <i>If I had three 2 dot counters how many dots would I have?</i> Taff	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value.  Capture observations on Ipad	FCS Induction See Timetable		
Tues	Phonics/PE			FKS Induction See Timetable		
Wed	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using the counters that with dots (1/2/5) Children to match the counter to the correct coin. Model to the children tapping the counter twice if it has 2 spots etc. Are the children able to match the correct numicon plate to the coin too? Extend children to counting in multiples of 2/5 <i>If I had three 2 dot counters how many dots would I have?</i> Chantal	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value.  Capture observations on Ipad	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using coins 1p/2p/5p Children to match the coin to the correct large coin. Model to the children tapping the coin twice if it is a 2p etc. Are the children able to match the correct numicon plate to the coin too? Extend children to counting in multiples of 2/5 <i>If I had three 5p how much money would I have?</i> Gillian	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value.  Capture observations on Ipad
Thurs	Saltram Woods Trip					
Fri	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using a range of different priced items, can the children find the correct coins to make the total? Encourage those that still need to tap the coins to tap.  Chantal	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value.  Children will be able to make amounts to 10p using different coins. Capture observations on Ipad	<b>SSM 40-60</b> Beginning to use everyday language related to Money  <b>Numbers 40-60</b> Recognises numerals 1-5	Using a range of different priced items, can the children find the correct coins to make the total? Encourage those that still need to tap the coins to tap.  Chantal	Children will be able to recognise a 1p/2p/5p  Children will know that they have to tap a coin the number of times for its value.  Children will be able to make amounts to 10p using different coins. Capture observations on Ipad





## **Elburton School Homework Policy**

The whole school has an agreed homework policy and the following information will be helpful in putting this policy into practise. Teachers value homework as it helps consolidate learning, highlighting misconceptions and consequently inform future planning. At Elburton homework fosters and develops parents' greater understanding of the work of their child and the school. Homework encourages pupils to become independent learners and informs parents about the nature of the school curriculum.

Planning teams should clearly set out their timetable for homework in the termly letter to parents and at "Getting to Know Meetings".

The main focus of homework for children at Elburton School will be on literacy and numeracy. Occasionally other subjects may be added to the programme as pupils move up the school, without losing this focus on numeracy and literacy and to broaden their application across the curriculum.

Reading should be the key focus with all children being encouraged to either read to a parent or carer, be read to, or if fluent readers read on their own for at least 10 to 20 minutes a day.

Other literacy related homework may include; phonics, learning spellings, grammar, handwriting or punctuation.

Numeracy homework will revise and consolidate work covered in class as well as learning number facts and tables.

While there is a designated amount of time to be spent on homework it is less important than the quality of tasks set and the way they are planned to support learning. Tasks should have:

- a clear learning intention for the pupil and parent and clear time guidance
- homework should be part of the weekly planning process.
- give plenty of opportunities for pupils to succeed
- be varied
- be manageable for teachers

	<b>Reading</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>Other work</b>
<b>Years 5/6</b> <b>Total 3</b> <b>hours</b> <b>per week</b>	Expected daily emphasis on sustained independent reading but children should still be encouraged to read to or listen to parents. As pupils become more confident the time spent engaged in sustained independent will increase.	Weekly task relevant to current work.	Weekly task or linked to developing mental skills	Relevant work whenever appropriate. These may be tasks related to class work or extension activities
<b>Years 3/4</b> <b>Total 2</b> <b>hours</b> <b>per week</b>			Weekly task or linked to developing mental skills	Research or finding out tasks whenever appropriate
<b>Key Stage 1</b> <b>Total 1</b> <b>hour</b> <b>per week</b>		Occasional short literacy task including differentiated phonics and spellings	Small task eg tables, number facts. This may be a practical task	Children may occasionally be asked to find out a small research piece at home linked to class work

# Assessment, recording and reporting

## Assessment

The school uses Age Related Expectations as its means of assessing all pupils. Assessments will be recorded using Pupiltracker.

Elburton School will ensure that there is:

- a suitably broad and balanced curriculum and the system of assessment set out what pupils are expected to know, understand and do, and by when
- the assessment system is linked to the school's curriculum
- information about what is taught in the curriculum is shared with parents and carers, including by meeting the legal requirement to make curriculum information available on the school's website
- the school uses detailed formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard or if they need to catch up
- assessment information, including test results, is used to improve teaching and the curriculum for all pupils.

## Accuracy of assessment

Elburton school will ensure that:

- any baseline assessment, teacher assessment and testing are used to modify teaching so that pupils achieve the expected standards by the end of year or key stage
- assessment draws on a range of evidence of what pupils know, understand and can do in the different aspects of subjects in the curriculum, for example, through regular testing
- teachers make consistent judgements and share them with each other; for example, within a subject, across a year-group, between adjacent year-groups and with other schools.
- accuracy of assessment is ensured through internal and external standardisation and moderation
- governors assure themselves of the rigour of the assessment process
- schools adopt the best practice of working together to moderate assessment for year groups and the end of key stages, and to develop common understanding of attainment and share records at points of transfer (within the context of the revised common transfer file).

## Progress

Elburton school will ensure assessment promotes progress:

- pupils' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system
- all pupils are set aspirational targets and that they are on track to meet or exceed these expected standards by the end of each key stage
- assessment, including test results, targets, performance descriptors or expected standards are used to ensure that all pupils make the progress their teachers expect and that more all pupils do work that deepens their knowledge and understanding
- progress in literacy and mathematics is assessed by drawing on evidence from other subjects in the curriculum, where this is sensible

- pupils' strengths and misconceptions are identified and acted on by teachers during lessons, and more widely, to:
  - plan future lessons and teaching
  - remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum
  - deepen the knowledge and understanding of the most able.

## **Summative Assessment**

- Summative assessments on pupils are reported on Pupiltracker. After each unit of literacy and maths, at the end of term (and May) the ARE element of Pupiltracker is completed. Foundation teachers complete an ongoing learning journal on each child and termly summative assessments are added to Pupiltracker.
- During the year summative assessments are made every term. At the end of May a summative judgement is made for reporting to parents and DFE for Y2 and Y6. A final end of year assessment is also made in July to reflect and progress since May.
- Assessment levels of all foundation subjects on excel file, spoken language and Science are recorded annually on Pupiltracker
- These assessments correspond with Pupil Progress meetings during which the progress and attainment of each pupil is discussed and where appropriate interventions are agreed to ensure maximising of progress. These are recorded on Pupil Progress sheets. These include SEND and Pupil Premium pupils. These sheets are to be kept alongside planning in classrooms and Teaching Assistants should be very clear about the agreed strategies that have been documented.
- In Foundation pupils have entry assessments made within the first three weeks of arriving. These are made using Durham University's PIPS system. They are also assessed using the same system at the end of the year to judge progress over the year. During the year formal assessments are made and recorded on Pupiltracker and evidence is retained in individual Pupil Journals, maths and phonics books.

## **Formative Assessment**

Pupil progress meetings ensure that next steps for pupils learning are agreed and reviewed.

Teachers regularly review Pupiltracker to ensure that pupils are making expected attainment and progress.

Assessment is against AREs.

AREs shared with parents in July and followed by a Parent's evening

## **An Example of the Annual Assessment and Pupil Progress Cycle**

### **Pupil Progress Meetings will take place as follows**

#### **With HT and Intervention Leader:**

September Term 1

January Term 3

April Term 5

## With DHT, Intervention Leader and Co-ordinators

November Term 2

February Term 4

## End of year/Start of Year Information Transfer

July Term 6 Confidential/safeguarding information in meeting with HT. Also class teachers meet to do formal handover meeting.

## Pupil Progress Cycle

Please have these completed before meetings.

Catch up children should be all under attaining from prior starting points and indicated as pink or red + all slow movers in column 4 (final assessment). Years 4 and 5 may use the teacher assessments in column 3 for writing only. For the January and April pupils deemed as slow moving will be added. Ensure that additions to pupil progress sheet are able to be supported- use professional judgement.

**Pupil Premium (both FSM and service) and Pupil Premium + pupils must be indicated at the beginning of the catch up support sheet with SEND children. Most able pupils must also be considered.**

Mid-term meetings will be reviewing the sheets and these should be updated before the meetings.

## Updating Pupil Tracker

All columns are to be completed by all year groups to ensure that progress can be measured every term. Below is a chart for this

Year	Assessment Column			
	1 by end of Autumn term	2 by end of Spring term	3 by May half term	4 by July
F	Continuous on-going assessment during the year			
1	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available
2	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available	ARE from SATs TA
3	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available
4	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available
5	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available	ARE with support of formal test if available
6	ARE with support of	ARE with support of	ARE with support of	ARE from SATS

	formal test if available	formal test if available	formal test if available	
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## Report Dates

May Column 3 etc completed +attendance update prior to Pupiltracker button being pressed!  
June Reports to HT by this date  
July Reports to parents

## Parents Evenings

September- October Years 1-6 Getting to Know Evenings  
September Foundation Final induction Meeting  
November Parents Evenings (parents to see children's work)  
January Foundation Reading and Maths Meetings  
March Parent/Pupil Sharing of work  
July Reports and Parents Evenings (parents to see children's work)

## **Elburton Primary School Marking and Feedback Policy**

This policy is based on review of effective practise within school a well as the DfE workload review on marking and research from the Education Endowment Foundation.

Marking is only one element of feedback to secure better pupil outcomes.

Planning to address common misconceptions so that pupils avoid them as well as changing future planning as a result of feedback and marking if they do occur, is key.

Constant assessment and verbal feedback by adults and pupils within a lesson, so that errors and mistakes can be dealt with as soon as they occur, is also crucial in securing better pupil outcomes and achieving strong progress.

The quality of feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Marking must be:

**Meaningful.** It will vary by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable.** Marking should be proportionate so as to be time effective and make the most difference to pupil outcomes and progress in relation to the time spent doing it.

**Motivating.** Marking should help to motivate pupils to progress. This does not mean always writing in depth comments or being universally positive. Short, challenging comments are more effective. The pupils should be doing more work than the teacher and should do work differently next time as a result. They should not become reliant on the teacher marking work as it reduces their responsibility for improving their work.

### **A. Careless mistakes should be marked differently to errors resulting from misunderstanding.**

Mistakes are where a child shows they do know how to do something but on that one occasion they have not eg used capitals for proper nouns 3 times in a piece but not on a fourth occasion. Have 3 out of 4 similar sums correct. These can be marked wrong for the child to correct.

Errors (misconceptions). This is where a child has got something wrong each time or most times or clearly has a misconception about what is right. This must be addressed with hints or questions or instruction about a rule to lead pupils to the underlying principles. This is where most progress will be made.

Pupils must be encouraged to review their own work to ensure they check for mistakes – this will mean most marking is around errors and misconceptions which will have most impact on outcomes and progress.

### **B. Use targets to make marking specific and actionable.**

Setting clear targets / next steps and reminding pupils of these before they complete a similar piece of work in the future is most likely to improve outcomes and mean children don't repeat errors.

Short term and a small number of targets are also most effective. Targets where pupils have had a role in setting them or are asked to re-write them in their own words are also more effective.

### **C. Pupils are unlikely to benefit from marking unless some time is set aside to enable them to consider and respond to it.**

Faster feedback is usually easier for pupils to respond to but should not be at the expense of the quality of the marking. So fast verbal feedback in the lesson combined with quality marking is a good balance.

**D. Research suggests that feedback should be about complex or challenging tasks or goals.**

This will emphasise the importance of effort and perseverance as well as be more valued by pupils.

Feedback can come from peers as well as adults. Peer marking may reduce mistakes and help to address errors if carried out in class during a lesson. If children peer mark after a short period of time it will help highlight class or individual errors and misconceptions which can then be addressed at the time.

**Consistent Code** ( To be available in class )

Green Pen to be used

V = Verbal feedback to child

I = Independent Work (Can be used as appropriate especially for the youngest children.)

S = Supported Work

GW = Guided Work

SM = Self Marking

PM= Peer Marking

Tick = correct Dot = Wrong

T  $\Rightarrow$  or (For Target or Next step)

Work that is 'Writing' will be marked to GHaSP expectations which will be displayed in each classroom.  
(Based on minimum requirement for that age group and aspirational expectations)

To minimum expectations in other subjects and ability appropriate expectations in **Writing** tasks in literacy lessons.

**G = Grammar Ha = Handwriting Sp = Spelling P = Punctuation (CL = Capital letter FS = Full Stop)**

The word or phrase in question may be underlined to direct the child to the correction.

Children will be given time to act on corrections expected.

As soon as they are able to (generally starting in Y2) Children should show that they have seen a comment, T  $\Rightarrow$  in some way eg tick or OK or response.

Extended Writing will have a star and target from the child as soon as they are ready for this to promote their engagement with improving.

Occasionally (when children are ready), word classes will be underlined using agreed colour codes to develop childrens' understanding.

Work marked 'Notes' will not be marked in this way.

## Reporting

- Elburton will ensure that School reports effectively to give parents and carers details on the progress and attainment of pupils. The school reports will help parents to understand how well their children are doing in relation to any standards expected.
- During the Autumn term parents will meet with teachers at Getting to Know Sessions. Teachers share the outline of the curriculum for the year with particular emphasis on literacy and maths. Parents are made aware of how they can support their children and the expectations for homework. Overall targets for the year group are shared. Teachers and parents will then meet individually if there are concerns on either side.
- In November, teachers meet parents in a formal meeting. At this any issues are discussed including the setting targets. Parents have a chance to see their child's books before the meeting.
- In March, pupils and parents share their work. Teachers act as guides pointing and clarifying work that has been completed so far.
- At the end of the summer term there are formal parents evening. These follow the distribution of written reports on each pupil. The focuses of these meetings are the written reports. Parents have a chance to see their child's books before the meeting. Any issues for the following year are shared.
- Parents may also request to speak to teachers about the progress of pupils at any point during the year and meetings arranged at mutual convenience.
- On a termly basis progress of pupils, including specific groups, is reported to Governors by the headteacher. These reports are based on data accessed from the school's internal data in Pupiltracker. The governors also review Analyse School Performance with the headteacher. The governors then produce a report based on this analysis and identifying challenges to the school on the attainment and progress of pupils.
- In January, Parents are invited to a Foundation Reading/Maths Meeting. In this meeting parents have the opportunity to learn the teaching methods for early reading and maths.
- In addition to the reporting outlined above, Foundation parents are given a copy of their child's learning journal six times a year at the end of each half term. This learning journal will consist of assessments and observations made by class teachers and learning assistants throughout the term.



# Intervention to Support the Needs of Every Child

## Special Educational Needs and Disability

The staff and Governors at Elburton Primary School are committed to adhering to the 1996 Education Act and the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014).

The SEN Information Report details how we monitor progress, identify needs, assess needs and adapt the curriculum, teaching or environment to fulfil our responsibilities for children with SEN.

***'This means that whenever decisions are taken relating to children with SEN, consideration must be given to what the Code says. Bodies must fulfil their statutory duties towards children with SEN in the light of guidance set out in this Code of Practice.'***

Special Educational Needs (SEN) Code of Practice: 0-25 years. (2014:6)

Mrs. Emma Johnson : Special Educational Needs Co-ordinator (SENCO)

### **Definitions of SEND:**

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

*'A child of compulsory school age or a young person has a learning difficulty or disability if she or he:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 situations'*

The SEN Code of Practice (2014: 4-5) definition:

The Code of Practice (2014) identifies 4 broad areas of need:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Children who have English as an Additional Language are not regarded as having a learning difference if the only difficulties are language barriers.

Health conditions and/or physical disabilities which require special educational provision to be made will be covered by this SEND definition.

### **Identifying Special Educational Needs at Elburton Primary School**

- The progress of **all** pupils at Elburton Primary School is monitored closely through the use of School Pupil Tracker Online (SPTO) which is updated regularly by teaching staff. The school uses RAISE Online data to monitor the progress and effectiveness in closing the gap for pupils with SEN.
- It is the school ethos that every teacher is responsible for the progress of pupils with SEN in their class. The school is accountable to the governing body and Ofsted for the progress of all pupils as well as the pupils with SEN.
- Every pupil is monitored through the half termly Pupil Progress Meetings with the head teacher and SENCO three times a year and the Literacy/Numeracy subject leaders and the SENCo three times a year.
- The SENCo and Intervention Team members are present for all Pupil Progress Meetings so that the progress of children on the SEN register can be discussed as part of an Inclusion Review.
- The Staff have a deep understanding that some learning needs only become apparent as children develop and are therefore, committed to the need of early identification using our 'Graduated Response' framework.
- Fortnightly referral meetings allow staff to refer a child causing concern to the head teacher, SENCo and Family Support Worker (FSW).
- High quality teaching (the majority outstanding as observed by internal monitoring and corroborated by Ofsted) ensures appropriate differentiation addressing the needs of pupils. This is monitored by lesson observations, planning scrutiny, book scrutiny and 'leadership drop ins.'
- The progress of all pupils is monitored through formal assessments three times a year, updated Pupil Tracker six times a year, daily marking and assessment for learning strategies in class. Pupils also monitor their own progress in lessons through 'respond to marking time,' success ladders, peer shared marking or a traffic light system for younger children. Self evaluation is a priority for all pupils in lessons – allowing time for pupils to reflect on their own progress and next steps.
- Progress is shared with parents 3 times a year through two Parent's Evening and one Parent Sharing open afternoon. At these times, Staff meet with parents to share Individual Education Plans (IEPs) to review and set targets.
- Staff (teachers and assistants) have received training on identification processes and use the 'Graduated Response' framework.
- Parents can meet with the class teacher, SENCo or FSW to share their concerns or seek advice.
- After a referral to the SENCo, a bank of evidence is created including the use of Pupil Tracker, classroom observations, views of staff and parents or checklists (for example to Inclusion Development Programmes Dyslexia checklist or the Social Communication Checklist). Any information from previous settings such as Early Years is also used.
- The SENCo may also use a range of appropriate assessments, screenings or observations to identify needs.
- The SENCo may also seek advice from outside agencies or advisory services.
- The collaborative process between staff, parents and the individual pupil along with outside agencies, if needed, ensures that all stake holders have a voice within the process. Identifying barriers to learning and planning provision can then take place. An IEP may be required at this point.
- 'Person-centred Planning' is an approach used to write the IEPs so that pupils have ownership of their own IEP.
- Staff liaise closely with parents, sharing concerns if a child requires additional support. The Staff highly value the role of parents in creating an IEP and an intentional planned approach to supporting pupils with additional needs and learning differences is a collaborative process.
- Many needs may be addressed through school action and early help (a single agency response).
- However, some needs require a multi-agency response. The school may seek advice from the Educational Psychology Service, Speech and Language Service, Child and Adolescent Mental Health Service (CAMHS),

Communication Interaction Team (CIT), Occupational Therapy, the Child Development Centre, Adoption Support UK, Autism Society UK, Jeremiah's Journey and other voluntary organisations.

- Any intervention that takes place, will be reviewed every six weeks in the Pupil Progress Meetings.

### **Planning, the curriculum and the learning environment at Elburton Primary School**

- If a pupil requires further support to access learning or the school environment, provision will be outlined on the IEP. The primary area of need will be highlighted on the IEP.
- If a child is not making adequate progress, strategies will be implemented to narrow the gap such as changes to the general classroom organisation, visual timetables, concentration aids, help cards, visual prompts, printed screens, coloured overlays, physical aids, toilet plans or bespoke interventions.
- Some pupils may require intervention from the in-school Intervention Team in the Learning Zone.
- All interventions are monitored with an assessment in and out and also against the progress on Pupil Tracker.
- Most children with Special Educational Needs will have their needs met through a high quality differentiated curriculum, planned provisions or focused interventions. Where the provision is not allowing the child to make adequate progress, a request for an Education Health and Care (EHC) plan will be made to the Local Authority.
- Provision made will be subject to the needs of the individual and where appropriate, may include a Teaching Assistant or Key Worker.
- School will seek advice from Advisory Services and outside agencies.
- Other support frameworks to remove barriers to learning may include the use of a CAF (Common Assessment Framework) also called 'Early Help', a 'Team Around Me' meeting may be held or the use of PEPs or EPACs (Personal Education Plan for children in care or Education Plan for Adopted Children).

### **Preparing for Transition and Adult Life at Elburton Primary School**

- The school works closely with the local Pre-schools to ensure quality transition for pupils with SEN so that successful strategies can continue with a new setting.
- The school adheres to the Local Authorities Transition Programme using the appropriate paperwork and transition codes.
- Enhanced transitions are used for Year 6 pupils where appropriate.
- The SENCo and Year 6 teachers invite the Secondary SENCo into school. The Y7 SENCos are also invited to the Year 6 EHC review meeting.
- Where transition from class to class within school is needed passports to their new class are created and extra visits planned beyond the universal transition morning.
- The school is committed to supporting children in moving between phases of education.
- Targets and provision will allow the individual to narrow the gap or maximise their achievement. Key ambitions and aspirations will be identified to ensure appropriate provision to enable children to achieve these outcomes which could include higher education, employment and successful participation in society.

### **Expertise and training of staff to Support Children with SEN at Elburton Primary School**

- At Elburton Primary School, all teachers are the teachers of children with Special Educational Needs.
- If a parent has a concern regarding their child, they can firstly speak with their class teacher. Following this, the parents could make an appointment to see the Intervention Team Leader/SENCo using the school phone number or admin email on the school web site. If appropriate, the parents could seek advice from the Family Support Worker. If the parents wish, they could then make an appointment with the head teacher.
- Staff training is intentionally planned according to whole school needs and individual needs.

- The Special Education Needs Coordinator has completed the National Award for SEN Coordination at Masters Level.
- The teaching staff are aware of the four main areas of need and staff training is place accordingly.
- All staff have received training in how to identify SEN, supporting children with Specific Literacy Difficulties, the Inclusion Development Programme – Dyslexia, understanding Attachment Disorder and Talkboost Language Development.
- Some staff have received more enhanced training such as I CAN Talkboost, BLAST, Colourful Semantics, Non-violent crisis intervention, ELSA, ELKLAN, Enhanced transition and other training. See Appendix 1 for Staff Training Audit.

### **Evaluation of the Effectiveness of SEN Provision at Elburton Primary School**

- Elburton Primary School liaise closely with Parents/Carers to have the statutory right to contribute to the decision making process about their child's provision for SEN. The Parents/Carers are involved in each stage of the process from early identification, planning, intervention, assessment and evaluation.
- Individual Education Plans and any interventions will be discussed with the Parents/Carers. An open dialogue will be essential in the 'plan, do, review' process.
- Pupil Voice and Person-centred Planning will be central to this process.
- The rigorous systems in place alongside monitoring of all data, planning, teaching and learning will ensure the entitlement for all learners of high quality teaching, including high quality differentiation.
- The use of School Pupil Tracker Online, RAISE Online and SIMs to review progress, achievement and attendance monitors all children, as well as pupils with SEN.
- The Intervention Team Leader/SENCo monitors the progress of specific groups of children.
- The school is accountable to Ofsted and the Secretary of State for Education through the Academy Funding Agreement. As an Academy, Elburton Primary School may invite the Local Authority or other external bodies to complete Audits of the SEN department.

### **Supporting pupils with SEN to have full access to the school community at Elburton Primary School**

- The use of ICT, ancillary aids and physical aids are used to meet individual needs. Support and advice from outside agencies and experts, allow the school to use these aids to full impact. Aids currently used are: move 'n' sit cushions, wobble seats, sloping desks, specialist chairs, pencil grips, coloured overlays, fidget feet foot stool, enlarged print resources, touch screen computers, oversized computer mouse, personal laptops with specialised programmes such as SPLASH and Clicker 7, text with symbols such as communicate in print, calm boxes, electronic concentration timer towers and hand strengthening fidget toys.
- Elburton Primary is an inclusive school. All pupils can pay to attend Breakfast Club at 7.45am and After School Club until 6pm. All pupils are welcome to take part in the extra-curricular activities available.
- Inclusion Works support pupils to access extra-curricular activities where appropriate.
- Please see our Equality policy for further information related to the Equality Act 2010.

### **Improving Social and Emotional Development at Elburton Primary School**

- Part of the school ethos is to provide a safe environment where everyone in the school community can flourish. This is not only to grow in academic areas but also includes the well-being of physical, mental and emotional aspects of being. This includes the protection from bullying and abuse. (see the up to date Anti-Bullying Policy)
- The School Council, run by the children, provides an evaluation tool for feedback and pupil voice.
- The Family Support Worker liaises closely with families and children. Parents can be guided to other agencies, advisory services or Parent Courses through the Family Support Worker.
- Support for families with Looked After or Adopted children is provided through training workshops and consultation.
- Intervention Teaching Assistants have been trained and are also ELSAs (Emotional Literacy Support Assistants).
- The school leadership are fully trained in Child Protection as is the Family Support Worker.

### **Sharing concerns at Elburton Primary School**

- All staff at Elburton Primary School endeavour to provide quality provision and intervention for all pupils. However, if you have on-going concerns, there are several ways to resolve this:
  1. Talk to the class teacher
  2. Talk to the Intervention Team Leader/SENCo
  3. Talk to the Head teacher
  4. Seek impartial advice from Plymouth Parent Partnership
  5. Follow our complaints procedure found on our website

### **The Local Offer and Who to Contact at Elburton Primary School**

- The Local Authority offer for children and young people with SEN and their families can be found at [www.localoffer.plymouth.gov.uk](http://www.localoffer.plymouth.gov.uk) . This contains a directory of services available to parents and children regarding SEN support in Plymouth.
- Any other information about Elburton Primary School can be found on the school website, prospectus or through contacting the School Office (details on school website).

## **Appendix 1**

### **SEN Staff Skills Audit**

#### **Specialist**

National Award for SEN Coordination at Masters Level (2012-13) – Mrs S Lakey

#### **Enhanced**

Middle Management (2007) Maths  
Middle Management (2012) – Research project Phonics into Spelling - EM  
ELSA Training (2013, 2014) – TF, AF  
Communicate in Print (2012) – NW, AF  
Makaton (2009) - TF  
Precision Teaching (2011) – All teaching and support staff (new staff since 2011 to be trained)  
Colourful Semantics (2012) – SH, LM, SL, EM, NW, AF, HH – shared with whole staff  
I CAN Talkboost (2012) – AF, SL  
Understanding Attachment with CAMHs 18 day course (2014) – SL  
Numicon (2014) – All teaching and support staff.  
Phonics into spelling with Babcock (2012) – All teaching and support staff  
Effective Interventions and Impact Measures (2012) – AF, NW

#### **Awareness**

TRUGs (2012) – All teaching and support staff  
BLAST (2009, 2013, 2014) – GS, TF, VP, XC  
ELKLAN ( 2010 ) - TF, GS, AI  
IDP Dyslexia (2012) – All teaching and support staff  
Clicker 5 and 6 (2012, 2014) – NW, AF, TF, LS  
Language and Communication with CIT (2012) – AF, MH  
An introduction to SEND for TAs (2012) – AF, NW  
CIT Enhanced Transition for TAs (2014) – DF  
Louise Bomber – Attachment in the classroom (2011) – JW  
Fine Motor Skills Programme (2015)– AB, GS

#### **Staff**

<b>Role</b>	<b>Name</b>	<b>Initials</b>
Head teacher	David Bradford	DB
Deputy Head	Tony Epps	TE
Assistant Head	Keith Smithers	KS
SENCo	Emma Johnson	EJ
Teacher	Taffeta Sammels	TS
	Chantal Churchill	CC
	Emily Greatrex	EG
	Hannah Jenkins	HJ
	Alison Baldwin	AB

	Sarah Lakey	SL
	Emma Lake	EL
	Tanya Hatch	TH
	Stuart Griggs	SG
	Natalie Jones	NJ
	Emma Marriott	EM
	Abi Norton	AN
	Peter Agnew	PA
	Sarah Bates	SB
	Ros Light	RL
	Lisa Sumner	LS
	Lisa Booth	LB
Intervention Teaching Assistant		
	Angie Ferme	AF
	Karen Rocky (Admin)	KRo
Teaching Assistant	Kerry Rhodes	KR
	Leslie Senior	LS
	Annette Inglehart	AI
	Helen Jennings	HJ
	Becky Pyman	BP
	Kim Hall	KH
	Deborah Stone	DS
	Michelle Hawkins	MH
	Penny Smith	PS
	Sue Hill	SH
	Val Preston	VP
	Gillian Sherridan	GS
	Xanthe Causon	XC
	Elaine Rees	ER
	Maggie Ward	MW
	Charlotte Woodhams	CW
	Kathy Smith	KS
	Nikki Smith	NS
	Penny Warren-Smith	PWS
	Anna Twaits	AT
	Lucy Byrne	LB
	Nicky Hogg	NH
Family Support Worker	Jo Williams	JW



all

Attention to  
Detail

High Expectations for



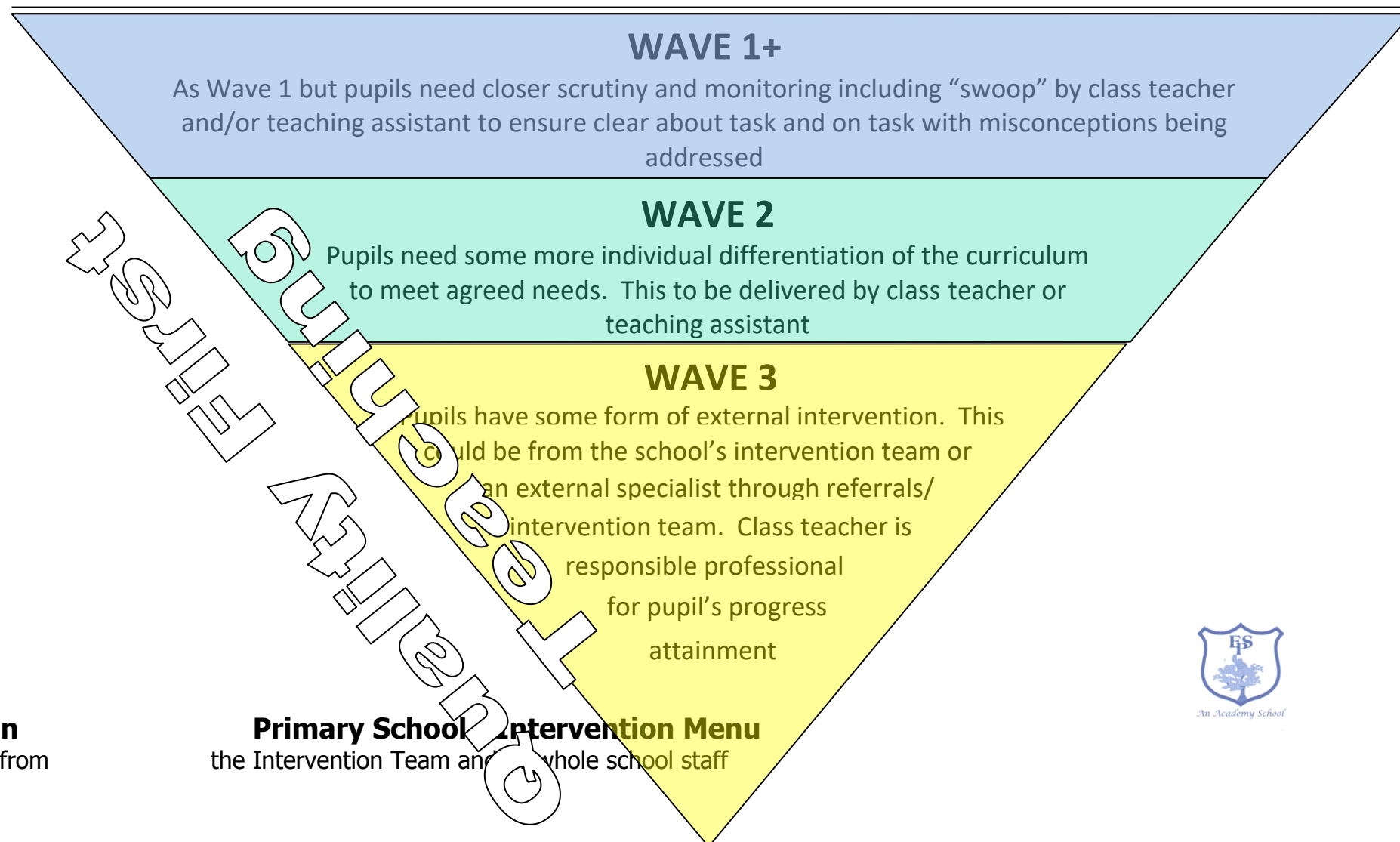
Rigorous  
Processes &  
Procedures



## **WAVE 1**

Pupils are progressing well within normal planned differentiated class work

*Ensuring high progress  
and attainment*



**Elburton**  
Available from

Yr Gp	Support for: Severe Literacy	Support for: Severe Numeracy	Support for: Speech & Lang	Support for: Social Dev. Incl. ASD and communication	Support for: Severe Motor	
					Gross	Fine
Yr-F		<ul style="list-style-type: none"> <li>- Numicon for Maths (in class – familiarization, construction, concept development)</li> <li>- Precision Learning</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN Talkboost</li> <li>- BLAST / ELKLAN</li> <li>- Blacksheep</li> <li>- Colourful Semantics</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN Talkboost</li> <li>- Socially Speaking</li> <li>- CIT groups</li> </ul>	Occupational therapy – (EY forum)	LZ Toys and Games
Yr-1/2	<ul style="list-style-type: none"> <li>- Precision Instruction</li> <li>- 1:1 writing</li> <li>- Phonics tuition</li> </ul>	<ul style="list-style-type: none"> <li>- Precision Learning</li> <li>- Numicon</li> <li>- Rapid Maths</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN Talkboost</li> <li>- BLAST / ELKLAN</li> <li>- Blacksheep</li> <li>- Colourful Semantics</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN Talkboost</li> <li>- Socially Speaking</li> <li>- Thinking and Feeling Social group</li> <li>- Conversation groups</li> </ul>	- LZ Toys and Games	- LZ Toys and Games
Yr-3/4	<ul style="list-style-type: none"> <li>- Precision Instruction</li> <li>- 1:1 writing</li> <li>- Phonics tuition</li> <li>- Toe by Toe Reading</li> <li>- Easy Read Online</li> <li>- Spell Magic Online</li> </ul>	<ul style="list-style-type: none"> <li>- Precision Learning</li> <li>- Rapid Maths</li> <li>- Numichon</li> <li>- Dyscalculia screening and support workbook</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN Talkboost (until the end of the first term of Y3)</li> <li>- Social and behavior cards for non-literal meanings</li> <li>- Semantic Links</li> <li>- Language for thinking</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN Talkboost</li> <li>- Socially Speaking</li> <li>- Thinking and Feeling Social group</li> <li>- Conversation groups</li> </ul>		
Yr-5/6	<ul style="list-style-type: none"> <li>- Precision Instruction</li> <li>- 1:1 writing</li> <li>- Phonics tuition</li> <li>- Toe by Toe Reading</li> <li>- Easy Read Online</li> <li>- Spell Magic Online</li> </ul>	<ul style="list-style-type: none"> <li>- Precision Learning</li> <li>- Rapid Maths</li> <li>- Numichon</li> <li>- Dyscalculia screening and support workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Social and behavior cards for non-literal meanings</li> <li>- Semantic Links</li> <li>- Language for thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Socially Speaking</li> <li>- Thinking and Feeling Social group</li> <li>- Conversation groups</li> </ul>		

**Screens:**

1) YARC – York Assessment of Reading and Comprehension Y1 & 2	2) DST-j – Dyslexia Screen test for juniors
3) Phonics Screen	4) Dyscalculia Screen for juniors
5) Phonological Awareness for KS1	6) Working Memory Screen
7) Language and Communication – I CAN	

## IEP Year Cycle

<b>July</b>	Write IEPs for the following year (front sheet + Autumn targets but provision only in Italics). Share IEP at Parents Evening and collaborate with parents.
<b>September</b>	Complete IEPs and send home by end of second week (agree date so all send home on same day). Discuss IEPs in PPMs.
<b>October</b>	Share IEPs and review. Write IEP review in blue on Parents Comments.
<b>November</b>	
<b>December</b>	Review targets with child and set new for Spring. Write new provision in green.
<b>January</b>	Discuss IEPs in PPMs. Send home IEP for Spring with cover letter from SENCo.
<b>February</b>	
<b>March</b>	Review targets with child and set new for Summer. Write new provision in orange.
<b>April</b>	Discuss IEPs in PPMs.
<b>May</b>	
<b>June</b>	
<b>July</b>	Discuss IEPs in end of year PPMs. Review targets with child and set new for Autumn. Write IEPs for the following year (front sheet + Autumn targets but provision only in Italics). Share IEP at Parents Evening and collaborate with parents.

# **Guidance for writing Individual Education Plans**

'If, on the other hand, the staff of a school believe that IEPs can be helpful, then reason would surely dictate that this is likely to be the case.' G. Tennant (2007)

'If the benefits of an IEP are not translated into practice, it just becomes a burdensome paperwork exercise.' Tod et al (1998)

'The process of devising the IEP is important, not just the finished product.' G. Tennant (2007)

'The IEP should only record that which is additional to or different from the differentiated curriculum plan that is in place as part of normal provision. The IEP should be crisply written and focus on three or four targets. IEPs should be discussed with parents and the child.' SEN Code of Practice (2001)

'School Action is the level of intervention for a child identified with SEN where the school feels able to meet their needs; and School Action Plus is the level of intervention for a child where the school requires external support.' DCSF (2010)

A SENCo should 'use plain non-technical language, avoiding acronyms when discussing a child's progress and SEN provision.' Cheminais (2010)

'Among the factors identified was the nature of parent and pupil participation in the processes of developing and implementing IEPs.' Riddell et al (2002)

An IEP is for any child who has a specific educational, physical, social or emotional need that requires support above the normal class provision or universal approach. An IEP is NOT for children who are underachieving or 'slippers'.

An IEP must be reviewed at least twice a year with parents. This will now take place at the October and July Parent's Evenings.

The IEP will be reviewed at the January PPM (Pupil Progress Meeting), the April PPM and again in July ready for the following year.

# Elburton Primary School IEPs

## A checklist:

It will contain. . .	It will NOT contain . . .
<p><u>On the staff/parent form</u></p> <ul style="list-style-type: none"> <li>✓ Child's details (name, DOB, etc)</li> <li>✓ Class name/teacher</li> <li>✓ Date the IEP was written</li> <li>✓ The IEP number</li> <li>✓ SEND status SA or SA+</li> <li>✓ SEND PLASC Code</li> <li>✓ Review date</li> <li>✓ School support, provision and time allocation *</li> <li>✓ School Support + referral &amp; review date</li> <li>✓ Agencies involved in the past whilst at EPS and/or any other settings (could include screens too)</li> <li>✓ How parents can support at home</li> <li>✓ Review comments of the parents **</li> <li>✓ Parent and SENCo signature</li> <li>✓ This will be 1 page only</li> </ul> <p><u>On the staff/pupil form</u></p> <ul style="list-style-type: none"> <li>✓ A celebration of the things the pupil can do (in or out of school)</li> <li>✓ Long term what they need to get better at</li> <li>✓ Up to 3 targets for each term that is linked to Pupil Progress Meetings</li> <li>✓ SMART targets ***</li> <li>✓ Each target reviewed each term</li> <li>✓ Star to be coloured in when achieved</li> <li>✓ IEPs can be annotated at any time</li> <li>✓ This will be 1 page only</li> </ul>	<p><u>On the staff/parent form</u></p> <ul style="list-style-type: none"> <li>▪ ANY acronyms other than the PLASC code (including no use of CT, TA or mins but all to be written in full)</li> <li>▪ Any educational or in school 'jargon'</li> <li>▪ Anything that is difficult for parents to understand</li> <li>▪ Any empty boxes (unless no SA+ comments)</li> <li>▪ Targets that are not SMART</li> <li>▪ The same targets all year</li> <li>▪ More than 2 pages</li> <li>▪ Anything that is not linked to PPMs and whole school assessment cycle ****</li> </ul>

\* To be written in blue for Autumn, green for Spring and orange for summer.

\*\* To be written in blue for Autumn and orange for summer.












\*\*\* Specific, Measurable, Achievable, Measurable, Time scale

\*\*\*\* 'Teachers need to discuss progress, set and review targets for all pupils and record the outcomes. Where this occurs as a whole school process for all pupils, IEPs for pupils with SEN become a 'subset' of the whole. By integrating IEPs within the general organisation of planning, assessment, recording and reporting, the management of IEPs will be less onerous. Thus monitoring the effectiveness of IEPs should be part of monitoring the school's overall planning and target setting process.' (SEN Toolkit Section 5 p10)

## Individual Education Plan (IEP)

Name:		Class:		Date:	
Date of Birth:	IEP number:	Teacher:		Targets to be reviewed by	
Year group:	SEN Status:			Date:	
<u>School Support, provision and time allocation:</u>				<u>School Support +</u>	
				<u>Referral/Review date for outside agency</u>	
<u>Agencies involved in the past:</u>					
<b><u>Information to be shared with Parents about supporting their child at home:</u></b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> IEP shared with Parents – Signed: Date:					
<b><u>Parents Review of the IEP and comments</u></b>					
Signed: Team Leader and SENCo				Intervention	

## Individual Education Plan (IEP)

Name:		Year:		Class:	
Things I am good at:  •					
Things I need to get better at:  •					
<b>Autumn Term Targets</b>		<b>Spring Term Targets</b>		<b>Summer Term Targets</b>	
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	
<b>Autumn Term Targets Reviewed</b>		<b>Spring Term Targets Reviewed</b>		<b>Summer Term Targets Reviewed</b>	
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	



# Monitoring to ensure consistently high standards

The school regularly monitors to:

- Ensure high standards of achievement across the school
- Ensure policies are being applied
- Gather information about teaching and learning
- Ensure that there is consistency in teaching and learning
- Support teachers by and other adults developing their teaching skills
- Comply with elements of the Pay and Performance Policy

Methods of monitoring

All monitoring will take place with due regard to professional conduct and confidentiality.

## 1. Observation

- This will be direct observation of teaching and learning of children. All teachers will be observed teaching literacy and maths annually. These will usually be as paired observations including members of the school's Senior Leadership Team and subject leaders. Other subjects or themes will be observed as required by the Senior Leadership Team.
- There will be at least one observation as part of the school's performance management policy.
- After any observation teachers will be given verbal feedback and a copy of the observation form. Copies of all observations are held by the headteacher.
- Subject and theme observations are written up in a summary report for use by the Teaching and Learning Team and Governors.
- The school uses various templates for monitoring depending on the requirements of the observation. The most common, below, references judgements against the Teacher Standards. The school will at times use OfSTED type evidence type forms.
- All teachers

## 2. Scrutiny

- There will be regular scrutiny of Numeracy and Literacy exercise books. At each scrutiny other subject books will be also be reviewed to ensure the quality of writing and mathematics is applied consistently at all times.
- Planning will be monitored regularly and literacy and numeracy at least annually.
- Scrutiny of other subject exercise books and planning will occur as required by the senior leadership team and teachers with subject responsibility.
- Other aspects of the school's work, i.e. marking, will be scrutinised as required by the Senior Leadership Team.
- Reports will be written when teaching and learning scrutiny has taken place for the Senior Leadership Team and Governors.

### 3. Interviews

- Pupils will be interviewed as part of lesson observations and when work is being scrutinised. Their views and attitudes will contribute to any report.

### 4. Judgements less than good

- If a teaching observation judgement is less than good, the headteacher must be informed immediately. The teacher concerned will have an opportunity to discuss the judgement with a member of the Senior Leadership Team. There will then be an unannounced observation by members of the Senior Leadership Team within the following four weeks.
- Should the second observation be less than good, support and clear action points for improvement will be identified in a precise timeframe.
- If improvements are not made within the timeframe the school may invoke the school's Competency Policy.

**All judgements should be considered over time. Work scrutiny and talking with pupils should be a key part of all observations. Consideration should be given to key groups of pupils. (Disadvantaged (including most able disadvantaged), Most able, Catch Up Send, Gender.**

Elburton Primary School - Observation of Teaching and Learning					
Subject		Class/Group			
Focus		Teacher			
		Time in lesson		Date	
Context		Total/SEN/EHCP/PP/Boys		/ / / /	
		Reviewer			
Behaviour and safety of pupils					
Achievement of pupils (current and over time)					

<b>Quality of Teaching (including use of other adults)</b>
<b>Attainment (comment on all groups)</b>
<b>Strengths and Development Points for discussion</b>
<b>Teacher Comments</b>

Please consider these and fill in the Performance Management Sheet relating to each section of the annual cycle.

**Teacher Standards:**

- 1 Set high expectations which inspire, motivate and challenge pupils**
- 3 Demonstrate good subject and curriculum knowledge**
- 5 Adapt teaching to respond to the strengths and needs of all pupils**
- 7 Manage behaviour effectively to ensure a good and safe learning environment**

- 2 Promote good progress and outcomes by pupils**
- 4 Plan and teach well-structured lessons**
- 6 Make accurate and productive use of assessment**
- 8 Fulfil wider professional responsibilities**

# **Promoting Fundamental British Values at Elburton School**

**The following statements indicate the ways in which the fundamental British values are promoted**

## **Democracy:**

Democracy is richly embedded within the school. Pupils have the opportunity to have their voices heard through our School Council. Representatives are elected from across the school in a democratic election at the start of each academic year. Decisions made by the council are shared and reported back. Class representatives consider the views of those who elected them when making decisions. Representatives can be approached to put forward matters to the council throughout the year.

## **The Rule of Law:**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently and regularly reinforced. Elburton's Golden Rules are displayed in the hall and outside. Pupils are taught the value and reasons behind rules (that they govern and protect the school community), and the responsibilities on the individual that this involves. Regular, informal, visits from our local PCSO link to upholding the rules of law outside of school.

## **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for all pupils to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through E-Safety. Pupils are further empowered through being part of a school council. Pupils are given the freedom to make a wide range of choices from attending extra-curricular clubs to supporting fund raising events.

## **Mutual Respect:**

A key part of our school ethos is RESPECT. It is enshrined within the policies of the school. Pupils will challenge each other when not showing respect and encourage each other to be respectful. It is shared with home through newsletters and website information. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated through our classroom and learning rules, as well as our behaviour

## **Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE. Members of different faiths or religions are invited to speak in school assemblies. Through our RE curriculum, which teaches the main faiths and focuses upon learning about religion and learning from religion, we promote tolerance of the beliefs of others.

# Ensuring Good Behaviour and Courtesy

## Behaviour and Discipline Policy

### Introduction

**The purpose of this document is to bring together the two major themes of Behaviour and Discipline and identify the strands that link them. It also has attached the school's statements and policies regarding Bullying. Examples of good practice are also contained within the documentation**

Elburton School has shared values regarding Behaviour:

- A welcoming and caring school, which has a sense of community and sense of supportive teamwork
- A school with high expectations for all its members who are encouraged to feel pride, self-respect and value differences.
- A school that defines clear and consistent guidelines of behaviour while promoting positive and fair discipline.
- A school where all feel safe and secure and take responsibility for their own actions and pride in all they do and how they present themselves to others.
- A school which emphasises a collaborative approach to problem solving and communications are open and good. Where all are considerate to one another listening and valuing others opinions.
- A school in which all contributions are valued.

Elburton School has a shared vision of Behaviour in the school:

1. On an emotional level

Everyone:

- enjoying school with enthusiasm and fun
- having a sense of fulfilment and happiness
- being responsible

2. On a physical level

Everyone:

- feeling safe and secure
- being clear about where they stand and boundaries are
- moving around the school quietly and calmly
- treating all property with respect

3. On a social level

Everyone:

- treated with respect
- using good manners and consideration for others feelings
- listening and hearing
- with good social skills
- treated fairly, equally and with consistency

4. On a spiritual level

Everyone:

- calm and co-operating
- patient and tolerant to others
- caring and sharing

**Elburton School has shared preferred practice when dealing with pupil's behaviour:**

**We believe:**

- There should at all times be a calm approach praising the positive. Calm and quiet walking through the school is encouraged and respect for all users of outside space at playtimes.
- Times to listen and talk are identified. Circle times, class and school assemblies will promote personal, moral, spiritual, emotional and social development and the responsibilities and rights of the individual. A school council will give children a democratic voice.
- Codes of behaviour should highlight appropriate contextual behaviour emphasising social skills and promoting self-esteem. Achievement is valued and celebrated. Consistent and clear sanctions are to be given away from an audience.
- Children should have consistent feedback of their behaviour and be clearly aware of a hierarchy of rewards and sanctions
- All adults have a responsibility for the development of children and should model desired behaviour and lead by example

At Elburton School we believe that all have entitlements:

### **Pupils are entitled to:**

- A safe and secure school environment conducive to effective and stimulating learning
- The school's highest expectation of their potential for achievement in all areas of school life
- The expectation that adults in the school will set them a good example
- The freedom from physical and verbal abuse in school
- A fair and consistent , clear and calm approach to discipline
- A clear set of guidelines and expectation about their behaviour
- Consultation about school behaviour guidelines and expectations

### **Staff are entitled to:**

- Expect a safe and secure school environment conducive to effective and stimulating learning
- Work and teach throughout the day without undue disruption caused by pupil's unacceptable behaviour
- Insist on high standard of acceptable behaviour from the pupils
- Encourage respect between pupils and proper respect for authority
- Prevent physical and verbal abuse between pupils in school
- Give priority to the needs of the majority of pupils, whilst at the same time recognising the needs of the individual child
- Identify the cause of a pupil's unacceptable behaviour, help modify it and seek help and support from others in so doing
- Expect parents to help prepare their children to meet the school's expectations and behave in ways acceptable to the school community
- Implement agreed sanctions when pupil's behave in unacceptable ways, including exclusion from school in extreme circumstances

### **Parents are entitled to:**

- The expectation that the school will maintain a safe and secure school environment conducive to effective and stimulating learning
- The school's highest expectation of their potential for achievement in all areas of school life
- Regular information from and consultation with the school about their child's progress and behaviour
- A clear set of guidelines and expectation about pupil's behaviour in school
- A clear set of guidelines and expectation about pupil's behaviour within school
- Early notification from the school of any problem with their child's behaviour
- Opportunities to help the school address their child's behaviour problems

Elburton School defines the following, not exclusively, as examples of bad behaviour:

Swearing	Damaging Property	Violence	Bullying
Stealing	Cheating	Verbal abuse	Defiance
Aggression	Disobedience	Spitefulness	Vandalism
Anti-social behaviour	Dishonesty	Discrimination	Ignoring Instructions
Hurting others	Dangerous behaviour		

## **Elburton's Golden Rules**

### **"Own your own behaviour"**

1. Show kindness to all
2. Be well mannered at all times
3. Always tell the truth
4. Try your best in all you do
5. Play and work calmly
6. Respect the school and all in it

## **Breaking a Golden Rule**

### **Talk it through**

- Keep calm
- Listen to all sides
- Do not prejudge
- Be fair
- Be consistent
- Clarify the situation
- Encourage resolution
- Does the situation warrant referral to another stage?

### **Time out**

- Reflection
- Withdrawal
- Clarity of why time out
- Resolution apology
- Reassure fresh start
- How to put right
- Appropriate to time and situation

### **Removal of privileges**

- Reflection
- Clarity of why loss of privileges
- Resolution apology
- How to put right
- Appropriate to time and situation

## **Parental Involvement**

### **Informal**

- Contact and discuss situation
- Agree strategy
- Resolution could be contact book/regular follow up meetings

### **Formal**

- Result of serious or repeated offence
- Contact and discuss situation
- Agree strategy



- Resolution could be contact book/regular follow up meetings
- HT/DH or AH to be notified and possibly involved

**Headteacher**

- Any of the above plus possibility of contracts, suspension or exclusion

# **Elburton Primary School: Use of reasonable force – Positive Handling Policy (Physical Restraint)**

## **Introduction**

The policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force'.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils.

A statement about the School's Behaviour Policy is made to parents in the school website. This statement includes information on the use of reasonable force to control or restrain pupils.

## **Objectives**

Excellent personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

Elburton School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

1. Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
2. Are provided with appropriate training to deal with these difficult situations.

## **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
  - The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

DFES guidelines say Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff must be aware that they are responsible for:

- assessing risks related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

## Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect IEPs to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

## Use of Physical Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Elburton School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's IEP / Risk Assessment, where applicable, in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to seek the help of other members of staff.

- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's:

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, appropriate action plans are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

### **Minimising the Need to Use Force**

At Elburton School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour may be assigned a named adult who will work in partnership with the Intervention Co-ordinator, Family Support Worker and class teacher, in supporting any appropriate action plans and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

The school through the curriculum and behaviour management pupils learn about feelings and managing conflict is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression

### **Definitions of Positive Handling.**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

## **1. Physical Contact**

Situations in which proper physical contact occur between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

## **2. Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

## **3. Physical Control / Restraint / Restrictive Physical Intervention**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher as soon as possible, and by the end of the school day at the latest.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint/RPI. Restraint is defined as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.

### **Types of Incident**

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Elburton School it is extremely unlikely that pupils would conceal weapons and

therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches.

As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary then the police would be called.

### **Strategies: Time-Out / Withdrawal / Emergency Physical Interventions / Recovery**

#### **Time out**

This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal which involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of "quiet time" can be negotiated between the child and staff involved.

#### **Emergency Physical Intervention**

May be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil.

Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received.

Following any such incident, a risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future.

Wherever possible assistance will be sought from another member of staff.

#### **Positive Handling**

At Elburton School positive handling (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

#### **Recovery**

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs
- Time with a member of staff to debrief the incident

## **Injury to the Child**

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. We will always seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported to the Headteacher and parents/carer.

Almost all staff are trained in First Aid. Any may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

### **Staff: Authorised Staff / Health and Safety / Training / Support** **Authorised Staff**

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically, they have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff must ensure that they are familiar with this school's policy.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

## **Health and Safety of Staff**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' plans have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. This information will be shared with other members of staff.

Following the above guidelines, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on an Accident Form.

## **Staff Training**

It is the responsibility of the Headteacher to ensure all staff understand the methods outlined in this policy. Annual updates and reviews will be undertaken. Any new member of staff will be asked to demonstrate their understanding of the policy as part of their induction training.

Keeping all staff up to date is important as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

The school will ensure that key staff have access to a CPI (Management of Actual and Potential Aggression) course

However, if staff are unable to support physically they are expected to support with de-escalation.

## **Staff Support Following Incidents**

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold, may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

At Elburton School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to support; this will be made available/supported through the Headteacher .

## **Recording and Monitoring Incidents**

### **Recording**

Where physical control or restraint has been used, a record of the incident will be kept. This record should be kept in the Safeguarding file located in the Headteacher's office.

Appropriate documentation will be completed as soon as possible after the incident, prior to staff going off duty and be signed by all staff involved and the Headteacher.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

See proformas at end of policy

### **Monitoring**

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis (at least termly) and the results used to inform planning to meet individual pupil and school needs. The Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Action Plan

### **Visits Out of School**

Our equal opportunities policy states that all pupils should be included in all curriculum activities.

However, Health and Safety remains a priority and staff should carry out risk assessments for pupils that may be a possible danger prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

### **Whistle Blowing**



It is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher, or with the Chair of Governors, in order to allow concerns to be addressed and practice improved.

The following documents will be taken into consideration:

- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

## **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of physical hold within the school indicates that an allegation of mishandling by a member staff is warranted, the school's complaints policy will be followed.

## **Appendix 1: Proforma for assessing and managing foreseeable risks for children who present challenging behaviours**

## Class

Name of teacher

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

**Assessment completed by**

**Signature**

**Date**

<b>Risk Reduction Options</b>			
Measures Proactive interventions to prevent risk	Possible options	Benefits	Drawbacks
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

<b>Agreed Behaviour Management Plan &amp; School Risk Management Strategy</b>		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**Agreed by:**

**Relationship to child**

**Date**

<b>Communication of Behaviour Management Plan &amp; School Risk Management Strategy</b>		
Plans and strategies shared with:	Communication Method	Date Actioned

<b>Staff Training Issues</b>		
Identified training needs	Training provided to meet needs	Date training completed

<b>Evaluation of Behaviour Management Plan &amp; School Risk Management Strategy</b>		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**Agreed by:**

**Relationship to child**

**Date**

# **Elburton School**

## **Anti Bullying Policy**

**We believe bullying is best defined as:**

*Behaviour by an individual or group, usually repeated over time, either intentionally or unintentionally hurting another individual or group, physically, socially or emotionally.*

***Every person has a right not to be bullied.***

***The school has a responsibility to promote a positive ethos of inclusion where tolerance and respect are promoted by all members.***

***Parents/carers of the school community have a right to be heard and a responsibility to work with the school towards a solution.***

This policy has been produced to be used by pupils, families and staff to define and agree what bullying is in order to create a greater understanding of bullying behaviours.

Schools and communities can then apply policy and practice in the associated **Anti Bullying- Policy and Practice Guidelines**.

Elburton School recognizes that bullying can seriously damage a person's sense of self worth and impact on their learning and development; affecting their confidence and ability to cope. It can lead to serious and prolonged emotional damage for an individual. Bullying can also be harmful to the perpetrator and witnesses of such incidents; it can also have significant impact on all stakeholders within the school community by reducing levels of trust and affecting attainment and achievement.

We also recognise that bullying can take place between pupils; between pupils and staff; between staff; between staff and parents; between parents; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Bullying involves: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours, including threats of 'outing' of personal information. It may be subtle including whispering behind a hand, using body language to indicate exclusion of another. Although sometimes occurring between two individuals in isolation, it may also take place in the presence of others.

Bullying isn't an appropriate term to describe the following; Losing your temper; not getting your own way; retaliating; having cross words; people disagreeing; or falling out with friends.

Pupils are targeted, usually on more than one occasion, by those who bully. Specific types of bullying behaviours include that which relate to:

- race, religion or culture
- SEN or disabilities
- appearance or health conditions
- sexual orientation
- young carers, looked-after children or otherwise related to home circumstances
- sexist or sexual bullying
- cyber bullying
- personal wealth or possessions
- being academic or talented
- personal circumstances
- being 'different'

There is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.

Once bullying has been identified, schools must follow their own Anti-Bullying Policy which has been accepted by the Governing Body. Schools can use national resources such as Kidscape and NSPCC, as well as the PAPH Bullying- Policy and Practice Guidelines, to develop their own Anti- Bullying Policy.

# Elburton School Anti Bullying- Policy and Practice Guidelines

These guidelines are based on those agreed by Plymouth Association of Primary Heads. They provide an overall framework for schools in managing and preventing all types of bullying behaviour. Listed below are some of the many ways in which Elburton School seeks to prevent 'Bullying' and bullying behaviours.

## **Prevention**

### **Leadership**

We seek to promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy. Our staff will actively demonstrate positive behaviour, and set a positive context for anti-bullying work in the school.

The head and senior leadership team will seek to build staff understanding and engagement with anti-bullying work through the development of policies and structures, routines and procedures and to implement these in schools.

- Putting bullying on the School Improvement Plan
- Creating an anti bullying culture throughout the school, with initiatives such as anti bullying week
- Putting clear procedures in place such as reporting of incidents
- Evaluation of current perceptions of bullying and procedures for dealing with it

### **Curriculum opportunities**

Our staff can use class time and the hidden curriculum to raise awareness of and tackle bullying and bullying behaviours and can also promote an inclusive and tolerant climate through such things as:

- PSHEE/Citizenship to discuss issues around diversity and draw out anti-bullying messages.
- The SEAL programme to develop social and emotional skills in areas with relation to empathy and resilience. The Primary SEAL programme is currently available to all primary schools. Evaluation of SEAL has shown it to be effective in reducing bullying.
- The use of creative learning through art, music, poetry, drama and dance in the 'Say No to Bullying' – two week unit develops understanding of feelings and enhance pupils' social and emotional skills.
- Promoting an inclusive ethos through classroom management policies and no tolerance of bullying.



### **Use of other opportunities to raise awareness**

There will be further opportunities throughout the school year and at certain times of the school day for raising awareness of the negative consequences of bullying:

- Anti-Bullying Week (ABW) events in November of each year
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- Whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- Using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, current news stories and lesson content and materials
- Drama and scenarios devised by children

### **Pupil voice**

Engaging pupils in developing anti-bullying policy and practice is an effective form of prevention. Programmes which encourage schools to be 'listening schools' help promote open and honest reporting when dealing with issues of bullying. Pupils who are empowered are more resilient and able to take personal responsibility for their actions.

An effective way of dealing with bullying is by helping pupils to help themselves and each other:

- Through class, or Circle time in understanding the needs of their peers. These are planned sessions in which a teacher facilitates a safe and positive environment for pupils to take turns
- As 'defenders' when observing bullying behaviour
- As members of a group that supports pupils who have been bullied such as "Bully busters"
- Through assertiveness training which can help rebuild confidence and resilience for a child who has been bullied.
- Through active teaching of social and emotional skills promoted by the SEAL programme used both for whole-class or more intensive small-group work
- Through being encouraged to have a say about the disciplinary sanction regime of their school and suggesting suitable sanctions for those who exhibit bullying behaviours. This will ensure pupils view sanctions as fair and will make them feel they have an influence over tackling the issue. School council to be very actively involved in this

### **Working with pupils who are being bullied**

For a child to discuss an incident of this nature properly he or she must feel great confidence in the adult concerned. Ideally such discussions will take place in private and be given adequate time. In every circumstance the adult will wish to be seen to listen carefully and accept what the child says in a calm and non-judgmental manner. Frequently children who are victims of bullying have low self-esteem and lack confidence. One way of redressing this is to make clear the ability of the member of staff to listen and then to demonstrate that the individual concerned is being respected and worthy of attention. At the end of the discussion the child must know that an adult is concerned that the bullying has happened and that help will be forthcoming. The pupil will then be given access to a member of staff with whom they can discuss any further problems. It may be helpful for the pupil to decide who this shall be. It may be necessary at this stage to work with the child and parents on strategies that help to safeguard against future incidents. Such strategies might:

- Help the individual to return to the group in which they have been bullied considering for example what the child might say on meeting the bully

- Enable the child to express feelings about being bullied and fears about the future
- Consider with the child whether aspects of their own behaviour might be inviting a bullying response from others
- Help the child in dealing with private feelings, such as those of shame, humiliation or fear
- Work with the child to find the most important aspects of the bullying and where necessary offer weekly support or counselling sessions
- Consider with the child the most appropriate places in which to spend leisure periods
- Assist the child to participate in activities which make the child feel vulnerable. New experiences can be introduced in which an individual can develop positive attitudes to his or her performance
- Encourage the child to tell themselves they do not deserve to be bullied – its not their fault

### **Working with children who bully**

Disapproval from adults should be vigorous and unambiguous but attention should be focused on the unwanted behaviour – it is the behaviour that is unacceptable not the pupil.

- Provide clear feedback on the distress that the behaviour has caused. This could be via the victims or those who have witnessed incidents
- Inform parents and meet with the parents and the pupil who is bullying together so as to reaffirm school policy and possible sanctions. Where possible parents should be involved in generating strategies or action plans to overcome the difficulties and support the notion that bullying is unacceptable
- Support the pupil concerned in changing these undesirable behaviours. Use a problem-solving approach and help the pupil to explore the problem and suggest solutions. This may include regularly guidance on steering the child away from bullying behaviours.

The school reserves the right to invoke its Behaviour and Discipline policy in cases where children have been involved in bullying.

### **Monitoring incidents**

Schools continually look at key time of day and the location where bullying is more prevalent. They then work with pupils to highlight when and where those times and locations are. Preventative measures can be developed accordingly. Monitoring of actions taken by members of staff with regard to both the victim and bully to be recorded and kept in headteacher's office

### **Professional development**

Schools ensure that appropriately targeted information or professional development, including information on legal responsibilities, is available for:

- all staff — teachers, support staff, temporary staff (including student teachers) and governors
- staff who may have a specialist responsibility in relation to pupils
- representatives from partner services such as Education Welfare
- training

### **Working with Local Authority and across the LA**

Elburton School works with the LA to ensure that partner agencies such as the, Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) and Education Psychology Service, Parent

Partnership, Plymouth Safeguarding Children's Board, Health, Social Services, Advisers and Consultants are engaged with anti-bullying work and pupil safeguarding has a high priority.

### **Working With Parents**

We believe it is important to work with parents/carers to help them to understand the position of the school with regard to bullying and bullying behaviours and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or accused of bullying behaviour.

Parents/carers should be made aware of how to work with the school on bullying and how they can seek help if a problem is not resolved (see fig i)

- Parents and carers can help by listening carefully to their children , keeping calm and not over-reacting
- Parents/carers of pupils who experience bullying behaviours will have a range of emotional needs to be addressed, but can also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.
- Parents/carers of those instigating bullying behaviours will also have a range of emotional needs, and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

Experience shows that 'parent/carer support' will involve a spectrum of approaches, from professionals engaging in respectful listening to schools challenging the attitudes of parents/carers towards bullying issues.

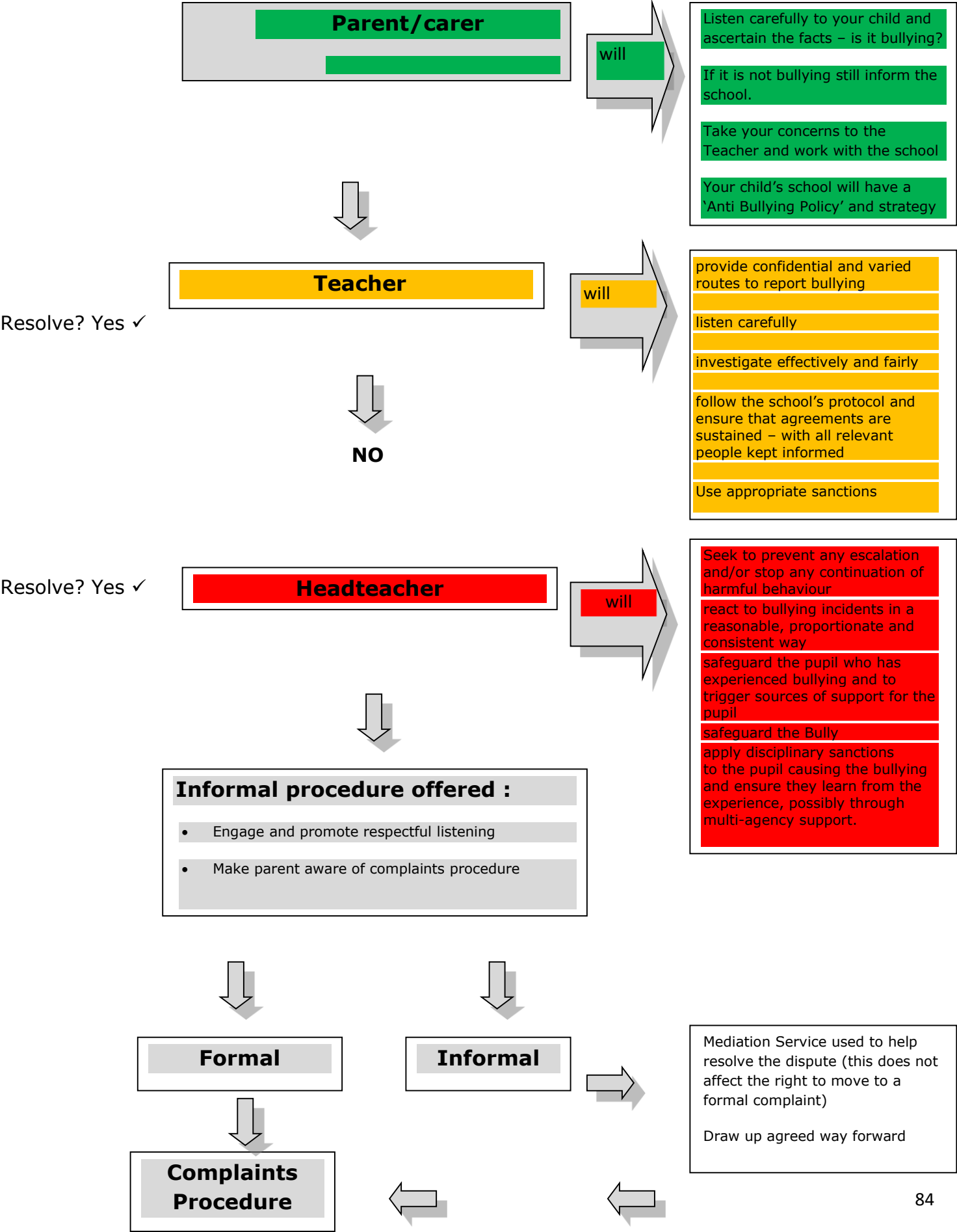
Schools are legally required to have a complaints procedure and to make parents/carers aware of this procedure.

### **Parenting contracts and orders**

Some parents/carers may need specific support to help deal with their child's behaviour. Where schools identify that this is the case, they may either provide support themselves or signpost the parents/carers to appropriate channels of help.

When parents/carers refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then a court-imposed parenting order may be sought. The application can be made by the LA or the school.

**FIG (i) FLOW CHART FOR ADDRESSING A PARENTAL/CARER CONCERN ABOUT BULLYING**



## **CONFLICT WITH PARENTS**

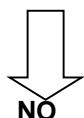
In dealing with parents and carers, from time to time there may be tensions, which may result in a break down in the relationship. Sometimes this behaviour can be perceived as 'bullying'. Below are formal and informal strategies which are worthy of consideration and should be part of any home/school agreement and complaints procedure

### **Mediation**

Mediation is an informal approach to dealing with conflict between different parties. It is not part of any formal process and relies upon the goodwill of all parties. Mediation is best used before relations have become too difficult – in this way it is more likely to succeed. The mediator is neutral in the process and tries to facilitate a mutually agreeable resolution to the particular issue. It is our belief that mediation should be placed within the school's complaints policy and Home School Agreement as an option. Below is a flow diagram for when one is thinking about using mediation to tackle a particular issue.

### **IS MEDIATION SUITABLE?**

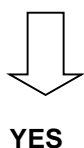
Have the parties been able to resolve the dispute informally?



Is the dispute one which the parties have the power to resolve?



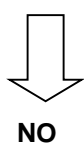
**NO** - should the mediation be between other people?



Is the dispute affecting other people?



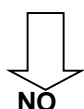
**YES** – Do they need to be included in the mediation?



Is the outcome of the dispute likely to affect other people?



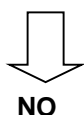
**YES** – Test this at mediation



If the complaints process was used would the outcome be more satisfactory to the parties?



**YES** – Use these procedures



USE MEDIATION! **CONTACT:** Pete Nash (PAPH) 01752 207416 TO INITIATE THIS PROCESS

## **WHAT DOES MEDIATION LOOK LIKE?**

### **ONE**

Two or more parties agree 'there is a problem'

### **TWO**

They agree to undertake mediation

### **THREE**

A date and neutral venue is arranged. Either a half or full day has been booked.

### **FOUR**

The Mediator opens the meeting with introductions and ground rules

### **FIVE**

All sides state how they see the problem

### **SIX**

The Mediator works through the issues

### **SEVEN**

As the agreements are made they are confirmed with all present

### **EIGHT**

Outcomes and conclusion

### **NINE**

Review one month after conclusion

## Risk Assessment on taking groups of children off site (delete where inappropriate)

Hazards and Risks	Persons Affected	Management Controls
<p><b>Transportation</b> Ensuring the safety of children and adults on the pavements and/or crossing roads</p> <p>Being transported by parents or staff</p> <p>Being transported by coach or bus</p> <p>Getting on or off transport</p>	<p>Pupils and escorting adults General Public Drivers</p>	<p>Pupils to walk in no more than pairs on side of pavement away from the traffic. Pupils to be courteous and considerate to other members of the public. Member of staff at front and rear of group. Crossing of road to take place at subway or recognised crossing. If this is not possible at a safe place with the group leader ensuring safe crossing.</p> <p>Pupils to be safely taken to car and supervised in and out of car. Car to have necessary documentation – MOT Tax and Insurance (staff must confirm that their insurance is valid for school use. Pupils must be in correctly adjusted seat belts. Pupils told to sit still and not distract driver. Group leader to be assured driver knows destination and procedures to enact if lost or breaks down</p> <p>Pupils must be seated and belted. Adults should seat strategically throughout the bus. Pupils must not get up from seats while bus is moving and not distract the driver in any way.</p> <p>Group leader must ensure that the vehicle is in a safe place to allow dis/embarkation. Pupils to be supervised by an adult in a safe area when dis/embarking</p>
<p><b>Injuries or illness</b> Sickness or injury to child or adult while off site</p> <p><b>Misplacing a child</b> A child is lost and unaccounted for</p>	<p>Pupils and escorting adults Escorting adults</p> <p>Pupils and escorting adults</p>	<p>Basic medical equipment and mobile phone to be carried. Group leader to ascertain if and where medical facilities are. If unable to continue school to be phoned and one adult to wait with the injured/sick person until assistance from the school arrives. Sick or injured person is not to be left alone. The rest of the group to continue safely to destination. If emergency dial 999.</p> <p>Children to be given clear instructions on what to do before hand including identification of rendezvous site Regular headcounts. “Buddy pairing” Rest of group to be made safe before a search of immediate area made. School to be rung and police called if not located in short period of time</p>

<p><b>Inappropriate or dangerous behaviour</b>  Children not responding to instructions and behaving in such away to prejudice safety of self and group  Individual with known behavioural difficulties going off site  Supervision not assuring safety of pupils</p>	<p>Pupils and escorting adults  General public</p>	<p>No group to leave premises with less than Infants 1:8 and Juniors 1:10 (adult to pupil)  Risk C ratio to be decided upon nature of risk.  Clear expectations of behaviour shared with pupils before leaving school.  Children behaving badly to be kept close to supervising adult. Parents to be contacted after trip and warned children will not be included unless promises of appropriate standards of behaviour can be assured.  For children with known behavioural difficulties separate provision must be made including extra adult provision or 1:1 supervision  Group leader should make decision whether visit should take place if appropriate behaviour cannot be guaranteed.  Group leader to take charge and reassign groups to ensure safety</p>
<p><b>Weather</b>  Change of weather conditions whilst out of school  Weather conditions</p>	<p>Pupils and escorting adults</p>	<p>It is to be made clear to pupils and adults what clothing is to be taken to allow for weather conditions  Check weather before leaving school  Places to shelter should have been identified in pre-visit preparations  A decision has to be made on curtailing the visit  In hot or sunny conditions assure pupils and adults have adequate shade, drink and sun block</p>
<p><b>Delay</b>  Unable to enter destination at time anticipated  Late leaving  Anticipating late return</p>	<p>Pupils and escorting adults</p>	<p>Pupils and adults safety is to be assured.  New times to be obtained and a decision as to whether to continue made  School to be contacted if arriving back late and parents notified.  Designated member of staff to be on premises until party arrive back</p>
<p><b>Site</b>  Activities of hazardous nature or unforeseen in initial planning  Dangers on site i.e. parking, building work, nature of site  Other adults  Contact with inappropriately behaving adults</p>	<p>Pupils and escorting adults</p>	<p>Where possible, pre-visit should identify any potential risks and these should be shared with pupils and other adults. If visit is not possible group leader is responsible for acquiring as much information as possible about the site and its potential hazards.  If visit involves animals protocol regarding visit to farms must be observed.  Group leader must make visual check on arrival and relay any necessary warnings to party  Adults must ensure pupils do not have unsupervised access to other adults and arrangements must be made to ensure that pupils visit the toilets in large groups with adult supervision nearby</p>



Other Risks pertinent to this visit and emergency procedure to be completed by Group Leader (use additional sheets if necessary)		
Hazards and Risks	Persons Affected	Management Controls
Emergency Procedure		

## Elburton School Educational Off-site Form

(letters to parents not to go out until this is completed and signed)

<b>Visit to:</b>	<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	<b>Year Groups:</b>	<b>Number of Pupils:</b>
<b>Nominated Party Leader</b>		<b>Other School Employees</b>		<b>Other adults</b>	
<b>Adult : Pupil Ratio</b>					
<b>Details of Trip (addresses and telephone numbers)</b>		<b>Are you familiar with the site?</b>		<b>Will you be visiting before this trip?</b>	
<b>Risk A, B or C</b>					
<b>Special Clothing or Equipment</b>		<b>Wet Weather procedures</b>		<b>Lunch Arrangements</b>	
<b>Will the kitchen been informed preferably two weeks before?</b>					
<b>Name of company being used for transport</b>					<b>Cost of transport</b>
<b>Cost of Admission (details)</b>		<b>Other costs(details)</b>		<b>Cost per pupil</b>	
<b>Date of letter to parents with permission slip</b>		<b>Details of First Aid Arrangements</b>		<b>Have you a mobile phone or will you take the schools?</b>	
				<b>(077 36160745)</b>	
				<b>Signed Headteacher</b>	
				<b>Date</b>	

## **ELBURTON PRIMARY SCHOOL**

### **Guidance for Parents and Adults Helping with School Educational Visits**

Thank you for helping with our educational visit. Educational visits are a valuable part of the school curriculum, providing opportunities to enhance our teaching within school with new and real-life experiences outside of school. The safety of our children is a priority and every effort is made to ensure that each visit runs smoothly and safely. Following a preliminary visit made by the teachers, appropriate risk assessments are put into place. These are discussed with the children prior to the visit, alongside expectations of behaviour.

All off-site visits require a minimum adult to child ratio and therefore we sometimes request parental support in order to fulfil this ratio. To ensure that all adults participating in a school visit are fully aware of the safety aspects and the expectations during the visit we have some guidelines for Parents and adults who are helping on a school visit.

### **Disclosure**

There is a requirement that schools carry out a Disclosure and Barring check for all staff and adults that have regular contact with children. We are required to keep a register of the checks undertaken. We can assure you that all information will be treated in the strictest confidence and that these checks are only completed to ensure the utmost safety of the children. Parents who have not completed the Disclosure and Barring process are not permitted to accompany children to the toilet. Please notify one of the staff if a child in your group needs to visit the toilet.

### **Confidentiality**

It is very important that all staff, Parent helpers and other adults working in school or accompanying a school trip work to a strict code of confidentiality. It is vital that anything you see in school or on a school trip relating to school work, behaviour or information regarding a specific child is not shared with friends or family or with a child's parent if you know them. It is the responsibility of the teaching staff to inform parents of any concerns about a child.

### **Responsibilities**

The teachers will have planned the visit very carefully and will share with you the schedule in a pre-visit meeting. Please be aware of the need to adhere to timings and make sure you are in directed places at the stipulated times. Although the teaching staff are responsible for the safety of all the children, you may be allocated a group of children to supervise. Please keep the group within your sight at all times. Whilst we understand that parents may need a mobile phone on their person during the visit, these are only to be used in the case of an emergency and cannot be used to take photographs of any of the children, including your own child/children. There are strict guidelines with regard to the taking of photographs of children, both in and out of school. Some parents may have expressed a wish for their child not to have their photograph taken. We also need to

ensure that photographs are not shared on social media sites. Members of staff on the visit will take photographs to capture the key moments of the visit. These are shared via the school website, Twitter or in classroom displays.

### **Behaviour Expectations**

Good behaviour during school visits ensures the safety, learning and enjoyment of the day for children, staff and adults. We expect the children to be ambassadors for Elburton Primary School.

Please encourage the children to:-

- Listen carefully to speaking adults
- Respect objects and equipment
- Read signs and labels to further their understanding (you may have to read these for younger children)
- Talk about what they can see
- Have responsibility for their own safety and belongings
- Move about calmly and sensibly
- Demonstrate polite behaviour to other visitors and adults
- Speak at an acceptable volume for the location.

Please ensure that all children in your care are behaving appropriately. Do not hesitate to seek the attention of the teacher.

### **Expectations of adults**

All adults supporting the children on a school visit are expected to be good role models for the children. The following guidelines provide care for our children and safeguard the adults who are helping them with their learning. Adults should deal sensitively with children and with equality. Bad language and inappropriate discussions are not acceptable in the company of children. Mobile phones should not be used for personal purposes. These guidelines not only protect the children in our school but also the vulnerability of any adult working with children. It is vital that you report any inappropriate behaviour from adults or children to the teacher in charge. Any disclosure a child may make to you please listen to the child –make no promise to keep it a secret as you have a responsibility to report it- make notes as soon as possible after and report it to the designated officers of the school. The Child Protection Officers in school are Mr Bradford and Mr Smithers should you have any concerns which you wish to share. Further information is in the Keeping Children Safe In Education document –available on the school website.