

Newport Junior Primary School



Teaching Learning and
Assessment Policies

CONTENTS

Policies	Monitoring	Latest Review	Next Review
1) Teaching and Learning		Feb 2012	Feb 2015
2) Assessment		May 2014	Sept 2015
3) Display		Sept 2013	Sept 2016
4) Homework		Sept 2011	Sept 2015
5) Marking		May 2014	May 2017
6) More-able, Gifted and Talented Pupils		DRAFT	DRAFT
7) Special Educational Needs / Disabilities		?	July 2015

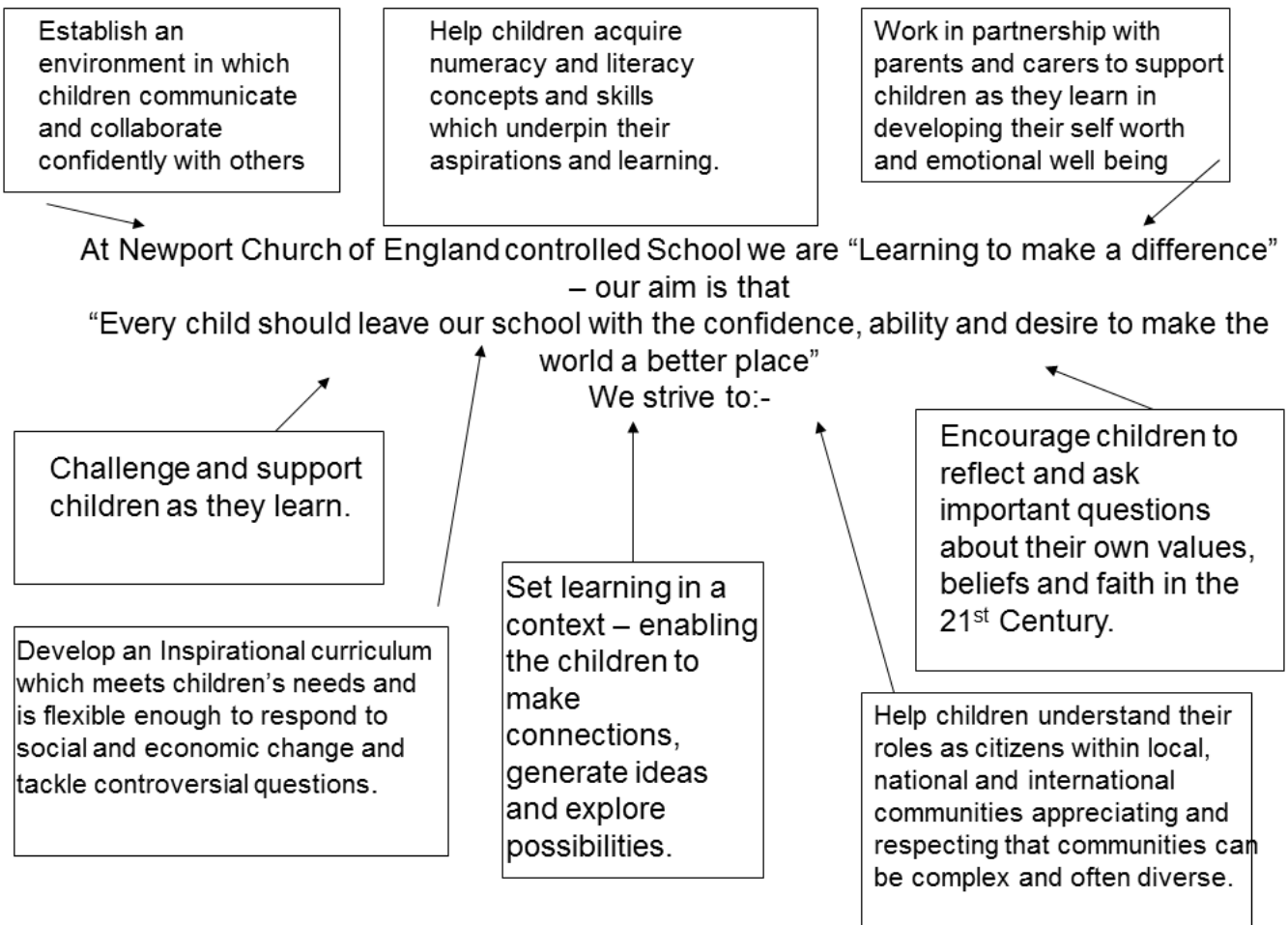
1) Newport Junior School Teaching and Learning Policy

Introduction

At Newport C of E Junior School we believe in the concept of lifelong learning and the idea that both children and adults learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

“Learning to make a difference”



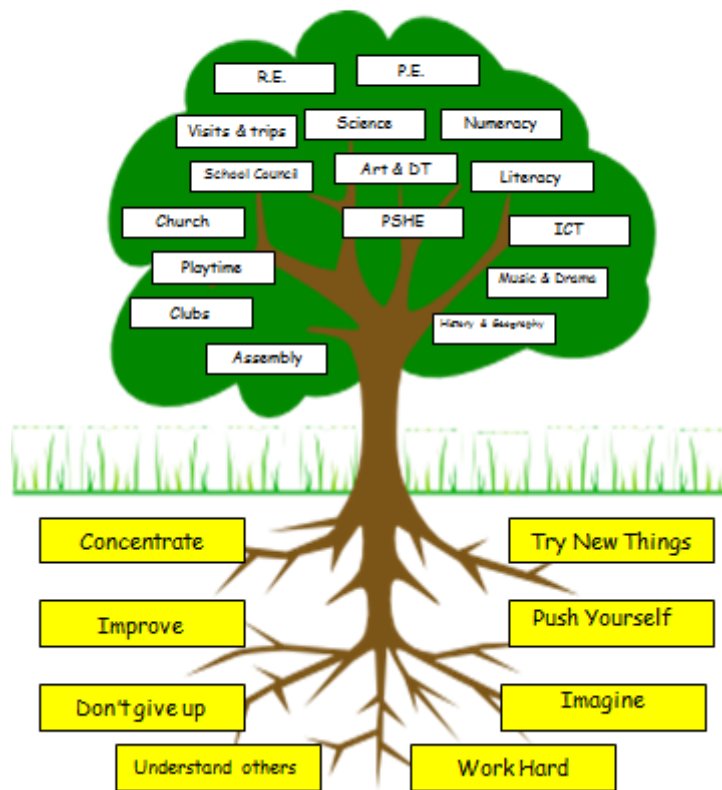
Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles. We feel it important for children to understand how they learn best; the learning tree is central to supporting children in developing lifelong learning skills.



Learning Tree

'Learning to make a difference.'



Effective learning is:

- Children are actively engaged in their learning
- Children are resilient and don't give up when faced with unfamiliar ideas or concepts
- Children have the skills to be successful independent and collaborative learners
- Children are empathetic towards the needs of others
- Children develop imagination through a sense of awe and wonder at the world we live in
- They know the learning objective and success criteria for a lesson and understand how to achieve them
- Children are involved in discussion with pairs, groups or whole class to clarify the learning
- Children ask questions to challenge their thinking
- Children are confident in accepting new challenges
- Children understand the end outcomes for a lesson
- Children are able to explain what they know and what their next steps are
- Learning activities meet individual needs (differentiation is clear)
- Children use the learning tree skills to support their learning
- Children are actively involved in self/peer evaluation of the learning
- Children are challenged and motivated through the learning
- Children are seen to be making good progress within a lesson
- Children are enthusiastic, confident and interested in the learning. They are committed to learning

Children's views

Children at Newport Junior School believe they learn best when:

- They are listening to others within the classroom.
- The classroom is lively and interactive
- They are provided with opportunities to share their thoughts with their peers.
- They are able to try things out, work practically.
- They are concentrating
- They are trying hard
- They are having fun
- When they have help
- The teacher provides hints and clues to help them.
- The work is challenging

Effective teaching

When teaching we focus on motivating children and building their skills, knowledge and understanding of the curriculum. We use curriculum plans based on DFE and QCA schemes but also believe in developing a Creative Curriculum. In order to secure effective teaching the teacher will ensure:

- Thorough preparation
- Shared learning objectives which are understood by the pupils;
- Clear expectations of what pupils are expected to achieve by the end of the session;
- Open-ended thought provoking, challenging questions of the children;
- Support for the learning of pupils with differing abilities;
- An atmosphere where pupils are prepared to take risks;
- Innovative teaching
- Appropriate pace to the lesson;
- Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation so that the lesson makes a difference
- A planned programme of educational visits to reinforce and stimulate learning
- Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- Opportunities to review and reflect on the learning
- Thinking time before answering questions
- Developmental feedback and constructive criticism of pupil's work

We base our teaching on our knowledge of the children's attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained on their provision maps. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Newport Junior School should be of the highest standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effect and, by so doing, help to build positive attitudes towards school and learning in general (Refer to Positive Assertive Discipline Policy).

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence of closer matching tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps to recognise and move on from success. Through AFL strategies children are encouraged to reflect upon and evaluate their own learning.

Assessment for learning:

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practise
- Is a key professional skill
- Has an emotional impact by promoting self-esteem
- Affects learner motivation
- Promotes commitment to learning objectives and success criteria
- Helps learners know how to improve
- Encourages self-assessment
- Recognises progress from a child's previous best

We use these strategies to link assessment to better teaching and learning:

- Evaluation of one week's planning informs next week's plan
- Regular pupil progress meetings
- Use of data from formal assessment to inform target setting (both APP and Tests)
- Amend planning on a day to day basis to more effectively meet the needs of children
- Assessment tasks, e.g. writing, numeracy, science; results used to inform future planning
- Closing the gap marking

Target setting is an integral part of assessment for learning. Teachers evaluate outcomes of children's learning on a day to day basis which informs assessment for learning (APP). Through identifying the gaps in children's learning the teacher is able to set personalised targets for Maths and Writing. These targets are evaluated half-termly and new targets set as appropriate.

Managing the learning

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different learning. There may be several planned learning activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input.

It is important that while this is in progress children stay on task. This can be helped by:

- having well organised and labelled resources
- taking time to train children in procedures
- making sure that children are aware of what they must do when they have completed an activity
- children using their resilience skills to challenge themselves and work independently
- providing an orderly, purposeful environment in which pupils are not afraid to express their ideas, ask questions, and work together
- ensuring an orderly and efficient approach to teaching and learning
- setting useful classroom routines, including procedure for homework
- ensuring pupils apply themselves to work with purpose and self-confidence

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

All adults within the classroom contribute and support the learning through:

- Reinforcing the learning using models and images where appropriate
- Understanding the needs of all the children in the class through access to assessment data and planning
- Being flexible in their approach to supporting children, tracking back where appropriate

Planning

Our long term planning reflects the learning, skills and themes covered over the year by each year group. Medium term plans operate every half term or term for all subjects, identified in subject schemes of work folders and outlining: learning objectives to be covered each week; reference to the primary framework of national curriculum.

Short term planning will:

- Show learning objectives
- Success criteria
- Differentiated tasks for 3 ability groups (& children on the SEN register)
- Indicate what teaching assistants will do
- Show how ICT will be undertaken in different subject areas

Monitoring and Evaluating the teaching and learning

Staff development needs will be identified in line with this policy, Performance Management and Continued Professional development. The teaching and learning policy has been formed to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. The SLT aims to seek out and model best practise and develop staff through dialogue, coaching, training, mentoring and supporting each other.

In order to provide a clear picture of the quality and consistency of practise across the school, when evaluating teaching and learning in the school it will be monitored and evaluated through:

- Monitoring the quality of teaching and learning, providing effective feedback with targets to develop within a given timescale
- Sharing pupils work throughout school and discussing quality
- Talking to children; their views about how they learn best are important to us

- Monitoring the quality of books for all classes with the school against agreed criteria developed through consultation of School coordinators and LEA advisors
- Internal moderation of pupils work

Role of Governors

Our governors support, monitor and review the school's policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure the school buildings and premises are effective in supporting successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of teaching and learning policies through the self-review processes. These include the head teacher's reports to governors and the work of the curriculum and school improvement committees;
- To monitor the policy in the school through involvement in accompanied learning walks enabling them to evaluate its overall effectiveness.
- To review the impact of outcomes in supporting teaching and learning within the classroom.

Role of Parents

We believe that children are more successful when families and school work in partnership. School relies on parents and carers to ensure children come to school ready to learn. School has a responsibility to ensure that the learning opportunities in school help develop a child's full potential.

Communication is vital in this partnership and there are a wide range of strategies to support it:

- Home link books
- Weekly newsletter (NJS)
- Half termly Parent Action Group Meetings (PAG)
- Website
- Parent volunteers
- Parent's evenings
- Sending an annual report to parents in which we explain the progress made by each child and indicates their next steps for learning.
- Evening workshops for parents
- Termly open lunch workshops

Review

The Head Teacher and staff will review this policy on a regular basis. Any suggested improvements will gladly be presented to the Governing Body

2) Newport Junior School Assessment Policy

The aims of this policy:

- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual children and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

Types of assessment:

At Newport CE Junior School, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – Afl)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

When do we assess?

All year groups assess termly:

Reading – QCA/SAT Paper

Writing – Teacher Assessment

Maths – QCA/SAT Paper

The data is submitted on CMIS by class teachers and this is analysed by the Assessment Coordinator. Class teachers are responsible for paper analysis and the Assessment Coordinator is responsible for accurate feedback on cohort trends.

Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in groups to analyse children's work against National Curriculum level descriptors.

Parents

Parents are informed termly of their child's sublevels. The information the parents are given informs them of their child's attainment and progress compared to national averages. Parents have the opportunity to discuss this with class teachers. Parents receive a full report on their child's attainment and progress annually in July.

Governors

The Assessment Coordinator presents the data to the governors at termly Data Meetings. At these meetings Governors have the opportunity to ask challenging questions which encourage the school to improve.

3) Newport Junior School Display Policy

Display in school is to celebrate achievement and provide information to stimulate interest and enthusiasm for learning. The quality of display demonstrates our commitment to high standards.

Purpose of display

- a celebration of achievement
- to be informative
- to create an attractive environment
- to influence and motivate
- to develop vocabulary
- to show that a child's contribution is valued and appreciated

Displays need to be

- Pleasing to the eye
- Colourful
- Well mounted
- Informative
- Stimulating
- Interactive
- Well maintained

Staples need to be used to attach paper etc.

Backing paper to be bright and colourful

Borders to complement the final display

Some displays need to support Literacy and Numeracy

The Learning Tree should complement chosen words for the term

4) Newport Junior School Homework Policy

Aims

- We want to ensure parents are clear about what the children are expected to do.
- We want to ensure a consistent approach to homework.
- We want to extend the learning experience outside the classroom.
- We want to reinforce the learning experiences from school.
- We want to prepare children for the transition to Secondary School.

Recommended Time Allocation

Homework should not be too onerous or create stress. If parents have any concerns they should contact the class teacher. The government recommendations as appropriate time allocations for homework are:

- Year 3 and 4 – 1.5 hours per week
- Year 5 and 6 – 30 minutes per day

Homework Tasks

This is an outline of the tasks that will be given to each year group on a weekly basis. Activities may change to meet the needs of a class or individual. Tasks have a purpose in assisting the development of a child.

Year 3 / 4	Year 5	Year 6
Tables Reading Spellings A Maths or English activity that is planned to take approximately 10 minutes	Tables Reading Spellings including sentences and definitions. A Maths or English activity that is planned to take approximately 20 minutes	Reading Spellings including sentences and definitions. Letts book Maths, English or Science (approximately 30 minutes). Half termly 'Read Around' homework

Role of the Class Teacher

Class teacher is responsible for setting and explaining homework to the children. The class teacher should ensure that messages regarding homework are sent home and that children are given sufficient time to complete tasks. Homework should be assessed by the class teacher. This may be through whole class marking, teaching assistant or class teacher marking. Teachers should ensure that children who regularly complete homework to a good standard and on time are rewarded.

Role of the Parent/Carer

We would like our parents to support the children with their homework tasks. We hope that parents become actively involved in homework tasks with their children. Parents should make arrangements with the class teacher if homework is unmanageable or they feel it is pitched incorrectly for their child.

5) Newport Junior School Marking Policy

The Purpose of the Policy

The Purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The Need for a marking policy

Marking is vitally important as it forms a part of the learning, teaching and assessment cycle. If marking is done well it has two functions:

- It provides an assessment record for the teacher
- It provides good quality feedback to the child

It is important that the teaching team provides constructive feedback to children, both written and orally, focussing on success and improvement needs against learning intentions.

This enables children to become more reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

The Principles that guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Ultimately be seen by children as a positive approach to improving their learning.

Quality Marking

Marking must be made:

- Accessible for pupils - legible and understandable
- Manageable for teachers

Quality marking:

- Puts the pupil's performance in the context of the learning intention
- Puts the pupil's present performance in the context of their previous performance
- Provides next steps and sets challenges

CLOSING THE GAP PROMPTS

- **Use ticks or comments** to show where the pupil has successfully met the Learning objective.
- **Highlight** where improvements could be made and prompt the pupil as to **how** the work can be improved.
- **REMINDER PROMPTS** - Remind the pupil of the objective
- **SCAFFOLD PROMPTS** - Ask questions that will specifically encourage the pupil to meet the objective. Begin a sentence for a pupil to finish. Write a cloze type sentence for the pupil to add to. Bullet point the necessary additions.
- **EXAMPLE PROMPTS** - Give a couple of example sentences for the pupil to choose from.
- **REMINDER PROMPT** - How do you think the dog felt here?
- **SCAFFOLD PROMPT** - Describe the expression on his face; he was so surprised he; He barked ____ly running round feeling very ____
- **EXAMPLE PROMPTS** - Choose one of these or use one of your own:- He couldn't believe his eyes! He ran around in circles looking for the rabbit, feeling very confused.

At Newport Junior School we aim to give each child one closing the gap prompt per week.

Quality Feedback

Feedback improves the attainment of all pupils when it informs pupils of their strengths and areas for development and provides the pupils with strategies for improvement

At times it may be appropriate to provide feedback that is generally given for:

- presentation
- punctuation
- spelling
- quantity
- effort

This needs to be balanced with closing the gap comments.

FEEDBACK may take the form of dialogue and could be either oral or written:

Closing the Gap Marking should:

- Be given against specific learning objectives and success criteria
- Invite and encourage the pupils to think for themselves
- Enable pupils to recognise their own strengths and areas for development
- Recognise effort and progress as well as attainment
- Tell pupils what they need to do next to make progress
- Provide positive praise and encouragement
- Sometimes indicate the standards achieved by the pupils

Self and Peer Assessment

Pupils should be given opportunities to comment on their own and others' work. The skills of responding to feedback must be explicitly taught and pupils must be given time to respond so that they can make small focussed improvements.

Practical strategies for self-assessment:

- Children evaluate their own writing against a marking ladder
- Children highlight an element of the success criteria and highlight where they have met this within their own work
- Children evaluate their learning against a success criteria at the end of a lesson
- Children write their own success criteria for a specific task
- Children write a note to my teacher identifying what they have learned and what they need to do next
- Within Maths lessons children are provided with a calculator to evaluate their calculation strategies

Practical strategies for peer-assessment

- Pupils read each other's work and write a note to their partner explaining something which needs to be improved.
- Children read their partners work and evaluate against the success criteria.
- Through paired discussion children evaluate their learning and identify their next steps.
- Children evaluate their partners work using a marking ladder.

Next Steps

Next steps should be identified, where relevant, by the class teacher in their marking. These next steps will be annotated with an arrow. These indicate to the child what they need to do to improve.

Mathematics Marking Policy

We should be marking effectively in mathematics:

- To ensure the child has understood,
- To reflect quality and depth of learning,
- To inform next steps – for children and planning

In our mathematical work we should show:

- An indication of any absences
- A clear objective from the new framework
- Comments that reflect the children's response to tasks e.g. presentation, positive praise, and house points.
- Comments from the teacher to indicate the next steps (closing the gap)
- Reference to targets within work and marking responses – pink triangles to be used to evidence work which is linked with the target stuck on the front cover of the child's book.
- A copy of the success criteria which is linked to the objective and evidence of children's (peer or self) and teacher's evaluation against this
- The teacher should write a comment to reflect the outcomes of guided intervention

Other guidelines:

- Teachers to use red pen.
- ✓ correct answers • incorrect answers and the • can then become •✓.
- All answers are to be individually marked.
- Closing the gap comments should be given to at least one target group (6 children) a day or equivalent over a week. Each child should receive a closing the gap comment every week.
- The guided group is unlikely to be marked with closing the gap comments as they should have had feedback and next steps during the session.

English Marking Policy

It has been agreed by all staff that:

- A red pen is to be used throughout. The reason for this is that if the teachers were marking the children needed to have their attention drawn to the corrections, comments and suggestions.
- Green highlighters are to be used by teachers to highlight errors or identify sentences or sections which could be improved and a red tick to indicate sections of work where the child has been successful.
- Children to use yellow highlighters when evaluating against a specific success criteria or peer marking (showing where improvements need to be made).
- The teacher uses a pink triangle to show work which is linked with the pupil's target in the front cover of their book.
- Teachers will record guided group session and state how successful a child was against the learning aim (this should also be done in maths)

Spelling Corrections:

- For word with a spelling mistake an s should be written through the part of the word that is incorrect. A maximum of three or four words corrected in lower school, depending upon ability.
- In upper school all mistakes will be corrected for the most able, five for the mid and three for the less able. More able children should be extended to find correct spellings using a dictionary.
- At the end of the work the letters SpLCWC should be written and children encouraged to write each correction three times.

Punctuation:

- Error in punctuation should be highlighted in green by the teacher. Children should then be given time (at the start of the lesson) to insert correct punctuation.
- On occasions it is necessary for the teacher to model correct use of punctuation when marking children's work. The teacher should use red pen and circle the punctuation added.
- Double line (//) should be used to indicate where a new line/paragraph is needed.

HLTA/Supply/TA marking Expectations

At Newport junior School we have agreed that if a HLTA covers a lesson they will look over the work and initial at the end of the work to indicate HLTA has taught the lesson. HLTAs should assess against the success criteria for that day.

Supply teachers will be given a copy of this marking policy on arrival at Newport Junior School. Key points will be highlighted for them to use when marking.

TAs who have supported a specific group during a session should then mark the work they have produced. Within mathematics each individual question should be marked by the TA; it is not sufficient to tick/dot at the end of the work. TAs should assess against the success criteria. If TAs have any concerns or issues when marking they should consult with the class teacher.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability.

We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to the individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss. Subject leaders will monitor subject specific marking as par

6) Newport CE Junior School Policy for the Education of More-Able, Gifted and Talented Children

1) Introduction

At Newport Junior School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that children should also be able to live and develop as well-adjusted, autonomous and valued members of society.

We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Whereas we uphold a philosophy of inclusion, we are aware that to offer all children the same opportunity is not to offer them equality of opportunity. If we are not to hamper the development of children of above average ability, it is important that we have a means of identifying such children and of encouraging them to reach for the highest level of personal achievement. This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.

2) Definitions

More able pupils are those whose academic performance is well above age expectations in two core subjects

Gifted pupils are those who demonstrate significant attainment in a specific subject

Talented pupils are those who demonstrate significant performance in one or more of the following, although a pupil may be considered to have all three.

- the arts or design (grade 4 or higher in one or more musical instruments, recognised excellence, published or public performance in art, literature or drama)
- sports (local, regional, county or national representation)
- a high level skill in a particular field outside the curriculum

Exceptionally Gifted and Talented children who show outstanding all round performance

3) Identification

More able, gifted and/or talented pupils are usually identified by the class teacher, through observations, assessment against performance checklists and performance in standardised tests of ability. These are shared and discussed with the parents, the Headteacher and the more able, gifted and talented co-ordinator.

Identification Strategies used by Newport Junior School include:-

- Standards Assessment Tests and QCA optional SATS
- Annual testing results
- Use of school checklists
- Teacher observation and assessment
- Monitoring ongoing class based assessment tasks
- Discussion with the LSAs or Educational Psychologist
- Discussion with parents/guardians and pupils
- Information provided by external agencies e.g. clubs etc.

Once a decision has been made and is agreed, the pupil's name will then be entered onto the database and parents/carers will be invited at the next Parent/Teacher Consultation meeting to discuss their child's specific strengths, the way in which the child's needs can be met and how they can be supported. The pupil's ability, gift or talent will be monitored regularly as part of the normal classroom assessment process.

4) Strategies to Support Identified Pupils

Opportunities for extension and enrichment are built into our planning and both are needed if children's abilities are to be monitored effectively.

Classroom Differentiation:

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Planned extension opportunities or open-ended tasks, offering alternative approaches, not more of the same
- Questioning used effectively
- Access to higher tier assessment papers
- Small group work and grouping by ability
- Opportunities for pupils to work on higher-order skills
- Differentiated homework
- Teaching styles varied to support all types of learning
- Use of AFL to increase pupil participation in planning and evaluation
- Classroom assistant support
- Use of Individual Provision Maps for exceptional G&T pupils
- Include on the whole school intervention provision map

School based:-

- School clubs
- Enrichment or performance opportunities e.g. maths challenge
- Partnerships with Secondary Schools e.g. master classes and support for talented pupils

Out of School:-

- Involvement in national schemes, competitions or festivals e.g. County Swimming Championships

5) Responsibilities

Full responsibility for coordinating provision for the needs of more able, gifted and talented children lies with the co-ordinator (**NAME**), the link Governor (**NAME**) and the Headteacher (Steve Ashton).

The Class Teacher will:-

- Take steps to identify more able, gifted, talented and exceptional G&T pupils within their class as soon as possible
- Keep the more able, gifted, talented and exceptional G&T progress evidence base for their class up to date in liaison with the co-ordinator
- Agree, plan and implement appropriate provision and support strategies through parent-teacher consultations
- Make appropriate provision in medium and short term planning, including working with well-trained support staff
- Review provision regularly
- Meet with the co-ordinator to discuss support strategies

The Coordinator will:-

- Liaise with class teachers through pupil progress meetings
- Organise collate assessment materials and results
- Work with teachers to support pupils and plan for provision.
- Help subject co-ordinators in challenge development and updating resources
- Maintain the list of more able, gifted, talented and exceptional G&T pupils on the school Inclusion Register
- Work with all parties to decide upon the strategies to be used in order to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Act as or appoint a mentor if appropriate
- Organise CPD and provide advice to fellow teachers and support staff
- Establish links with other schools/agencies
- Review provision on a regular basis
- Liaise with the Headteacher
- Review the effectiveness of the policy

6) Parents

We are committed to working with more able, gifted and talented pupils and encourage their parents to take an active part in their children's development.

We offer:-

- An open door policy to welcome parents
- Guidance and advice
- Encouragement and sharing of views
- Parent-teacher consultations throughout the year

7) Monitoring and Evaluation

Provision for more able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching. The more able, gifted and talented pupil's coordinator will review the progress of pupils identified and report to the school's senior leadership team. The co-ordinator will provide the governors with information on the progress of gifted and talented provision through the creation and regular review of School Improvement Plan. The co-ordinator will provide colleagues involved in the secondary transition process with information regarding more able, gifted, talented and exceptional G&T pupils so that the pupils can continue to receive appropriate provision.

7) Special Educational Needs (SEND) Offer

Introduction

Newport C of E Junior School is an inclusive school and we offer the following range of provision to support children with SEND in line with the Local Authority, to ensure that all pupils regardless of their specific need, makes the best possible progress in school.

We see each student as a 'unique' and valued member of our community and endeavour to enable each child to meet their full potential. We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include after school interventions, short-term intervention learning or other learning interventions developed on an individual needs basis.

If parents wish to discuss any concerns you have with your child's Special Educational Needs/Disabilities:

Our Headteacher is **Steve Ashton**. Our qualified Special Educational Needs Co-ordinator is **Jane Kerr**.

1) Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Newport C of E Junior School will provide in line with the new Code of Practice.

2) Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- communication and interaction
- cognition and learning
- emotional, social development and mental health
- sensory and/or physical

3) Identification and Assessment

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register

- Any of the support services mentioned later
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house testing and assessment
- Special needs register
- Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

At Newport C of E Junior School support is given to all children through high quality teaching with differentiated activities. If more focused support is required, a child will be supported by school interventions and recognised on class and individual provision maps. Educational Health Care (EHC) plans are applied for and used to support children when the need has been identified. These plans are used to support transition from class to class, as well as when joining the junior school and then from juniors to mainstream or special secondary, dependent on the child's needs. Further meetings, pre-visits and information are passed on to staff or the new school to make the transition as smooth as possible for the child. Parents and the children are involved in the process.

4) English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the EMA unit when necessary.

5) Interventions offered at Newport Junior School

The interventions are examples of programmes, support and resources used within school; however, we are always striving to further our ability to fulfil children's needs. Therefore it is always a growing and developing list of support.

a) Planning and assessment:

- Individual provision map plans
- Differentiated learning activities
- CAF referrals to external agencies/social care as required
- Co-ordinated planning between class teachers, TAs and allocated TAs for children with Statements of SEN
- Referrals for assessment to external agencies as required
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children
- Underlying ability assessments and assessments using the Dyslexia Portfolio Screening, undertaken by SENCo as required

b) Social Skills programmes/support including strategies to enhance self-esteem:

- Intervention from the Targeted Family Support Service for children and their parents/carers on referral, delivered both in school and in the home.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- Learning/behaviour mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class.

c) Access to a supportive environment – IT facilities/equipment/resources (including preparation):

- Extensive and consistent use of visual support both in and out of class to support understanding and facilitate access to the school environment and learning.
- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Regular access to computers.
- Provision of specialist equipment, eg. a specifically designed chair for a child with cerebral palsy and adaptation of the environment through the addition of grab rails, to promote independence and integration.
- Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, writing slopes, sensory seating cushions and table top writing packs containing phonics sound mats and high frequency word lists

d) Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist, on referral
- Delivery of individual SALT programmes by class teachers and teaching assistants
- Support for children with EAL status – either 1:1 or in groups/in or out of class

e) Mentoring activities:

- Learning/behaviour mentor support and interventions delivered in class 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress
- Circle of Friends
- Use of peer modelling and mentoring
- Use of talk partners during whole class and group learning sessions
- School council
- Buddy systems for support during playtimes and lunchtimes

f) Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, e.g. handwriting development, use of standing frames
- Provision of specific resources and equipment, e.g. specially designed chair and grab rails
- Provision of support resources, such as writing wedges, fidget toys and sensory seating cushions, where required

g) Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Meeting and greeting of parents/carers at the start and end of each day by all staff
- Open door policy by all staff for all parents & carers throughout the day
- Parent Action group meetings, where parents share ideas and thoughts with staff
- Learning/behaviour mentor implements planned programmes of support to children either in or out of the classroom, 1:1 or in a group session as required
- Educational psychologist works closely with referred children and their parents/carers, on referral
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, GPs and CAMHS practitioners
- All staff trained in child protection at regular intervals

h) Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading, and individual reading support out of class from volunteers
- Additional small group literacy support in class from class teachers and TAs
- Additional individual and small group literacy support, delivered weekly by a specifically trained learning support teacher
- Targeted literacy support strategies devised by outside agencies and implemented by the learning mentor, SENCO, class teacher or teaching assistant as appropriate
- Reading club run by a teaching assistant
- Handwriting development programme implemented daily throughout the school as and where required
- Use of Dyslexia Portfolio Screening to assess for SpLD, and subsequent investigation and implementation of support programme as required

i) Strategies to support/develop numeracy:

- Targeted small group support in class
- Withdrawal of small groups or individual children for additional numeracy support
- Use of support resources
- Implementation by trained teaching assistants of a specialist SEN numeracy intervention programme, WAVE3
- Advancement of more able pupils through provision of opportunities such as the inter-school Maths Challenge
- Continuous staff training in the delivery of maths, use of images and models and support for learners

j) Strategies to support/modify behaviour:

- Consistent school-wide implementation of the school's behaviour policy
- SEN registration of those children whose behaviour difficulties are persistent and constitute a barrier to learning progress; at stage 1 provision will include close collaboration with parents/carers on an agreed programme of support, home/school books to ensure daily communication between home and school, daily behaviour oversight by school staff and learning mentor support as appropriate
- Where a child is moved to stage 2 because of inadequate response to stage 1 provision a referral will be made to one or more of the following agencies; the educational psychologist, CAMHS or Targeted Family Support

k) Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher/TA
- 1:1 support from an allocated TA for children with Statements of SEN
- Facilitating access to learning through the appropriate differentiation of tasks and activities
- Provision of specialist equipment or modified resources
- Extensive use of visual support
- Implementation of specifically tailored support strategies and programmes, e.g. those devised by the educational psychologist, occupational therapist or physiotherapist

l) Strategies/support to develop independent learning:

- Provision of individual/visual timetables and checklists
- Provision of sand timers where appropriate
- Pre-teaching of new concepts and vocabulary
- Implementation of specifically tailored support strategies and programmes, e.g. those devised by the educational psychologist, occupational therapist or physiotherapist

m) Support/supervision at unstructured times of the day including personal care:

- Trained midday meals supervisor and TAs supporting in the lunch hall
- Play leaders, Jumping Jaxx, initiating and supporting activities during morning and lunch breaks.
- Buddy system for children new to the school
- Individual lunchtime supervision where specified, e.g. in Statements of SEN
- Provision of specialist equipment, e.g. the provision of disabled toilet facilities in a full wet room
- Support by individual members of staff for children with special toileting requirements
- Targeted support and supervision in the outdoor areas for children with disabilities

n) Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:

- Early identification of needs requiring referral to external professionals
- TAC/TAF meetings convened where a child's/family's needs are assessed as significant
- Regular communication and information sharing with an extensive range of external agencies
- Regular progress meetings with parents/carers for which detailed reports are prepared
- Sharing of professional reports with parents
- Implementation by school staff of recommendations made and strategies devised external professionals to support children and/or their families
- SENCO attends multi-disciplinary assessments as required

o) Access to Medical Interventions:

- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans
- Staff training in the administration of support and/or medication for conditions including epipen use
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom
- Individual protocols for children with significant medical needs with implementation of risk assessments
- Strategic staff trained in First Aid.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.