

Birley Spa Community Primary School

Admissions

1 Introduction

- 1.1 The governing body of Birley Spa Community Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

2 Aims and objectives

- 2.1 We are an inclusive school that welcomes children from all backgrounds and abilities.
- 2.2 All applications will be treated on merit and in a sensitive manner. Children re admitted to our learning Centre (Integrated Resource) via LEA admissions panel.
- 2.3 The only restriction we place on entry is that of number. If the number of children applying for entry exceeds the places available, we enforce the procedure set out below in order to determine whether a child is accepted or not. It is our wish to allow parents the right to have a place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available.
- 2.4 The level of ability of a child or any special needs that s/he may have plays no part in the admissions policy of this school.

3 How parents can apply for their child to be admitted to our school

- 3.1 As our school is a community school, the school determines the admission arrangements in agreement with the LEA. The LEA is therefore the 'Admissions Authority' for our school. The regulations for entry to each school, where the Admissions Authority is the LEA, are published each year by the LEA. Parents can receive a copy of these regulations directly from the LEA.
- 3.2 The LEA publishes a composite admissions prospectus each year, which gives information about how parents can apply for a place in the school of their choice. Parents have a right to express a preference for the school of their choice and they should do so on the application form. Expressing a preference does not, in itself, guarantee a place at this school. Application forms can be obtained from the Education Department of the LEA and should be completed by the date stipulated on the forms. The school notifies parents about the school place as soon as all the applications have been considered.

3.3 In this area, children enter school in the academic year they become five. There are two admission dates per year, early in September (i.e. at the start of the school year), and in the following January. Therefore, parents who would like their child to be admitted to this school during the school year their child is five should ensure that they complete the necessary application form by the end of October. September admissions 1st September to end of February. January admissions 1st March to 31st August.

4 Admission appeals

4.1 If we do not offer a child a place at this school, it is because to do so would prejudice the education of other children by allowing the numbers of children in the school to increase too much.

4.2 If parents wish to appeal against a decision to refuse entry, they can do so by applying to the LEA. An independent appeals panel then meets to consider all appeals by parents who have been refused a place at our school and who wish to appeal against this decision. An appeals panel's decision is binding for all parties concerned. If the appeals panel decides that we should admit a child to our school, then we will accept this and continue to do all we can to provide the best education for all the children at our school. (Details of appeal arrangements are set out in the Code of Practice on School Admissions Appeals, which came into force in September 1999.)

5 The standard number

5.1 The standard number is the number of children the school can accommodate. The standard number for our school is 60. We keep this number under review and the governors will apply to change the number if circumstances allow.

6 Infant class size

6.1 We teach Foundation Stage children (aged rising five to seven) in classes that have a maximum number of 30 children.

7 Review

7.1 This policy will be reviewed annually with the Admissions Authority in the light of any changed circumstances in our school or the local area.

Birley Spa Community Primary School

Assessment

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Assessment has to be seen as an integral part of the planning and teaching of the curriculum, if children's standards are to be raised.

The context for Assessment, Recording and Reporting must be set within the whole development of the child-emotional, social, physical, intellectual, aesthetic - and the total curriculum; and is of both a formative/summative nature.

2 Aims and objectives

- 2.1 The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.
- enhance a child's self-esteem and motivation and indicate starting points for learning;
- provide positive recognition of achievement;
- ensure continuity within subject areas and across the curriculum;
- provide an evaluation of teaching strategies;
- help parents to support their own child's learning;
- Identify which pupils should receive additional support (e.g. Reading Recovery, support teachers).

3 Planning for assessment

- 3.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

- 3.2 We use the National Literacy Strategy, National Numeracy Strategy and the national schemes of work produced by QCA to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.
- 3.3 We plan our lessons with clear learning objectives, which are displayed as Walt. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the learning objective, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.
- 3.4 Children are encouraged to assess their own progress and that of their peers. Wilf makes clear to the child what he is expected to achieve during each lesson. Children are encouraged to assess themselves/their peers using these criteria. Teachers are expected to gather this information so that they know the learning outcome for most children before they leave the lesson. This informs future planning.
- 3.5 Assessment for learning judgements take place throughout the lesson so that the learning can be steered accordingly.

4 Target setting

- 4.1 Every school is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. We set targets in Mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of the academic year and set revised targets.
- 4.2 We also set individual targets for Numeracy, Literacy and Writing on a regular basis. We encourage the children to set targets that are linked to their individual working habits. The children themselves record these targets on their child's target charts and the teacher and child review these on a regular basis.
- 4.3 Teachers routinely observe features of their pupils' learning, but much of this is not recorded. Adjustments to plans for the next lesson will usually take account of how well the pupils have achieved the learning objective. Sometimes lesson plans are annotated, especially if a teacher needs to return to a concept with a particular group of pupils.

The targets set are SMART targets.

Specific. Relating to children's achievement.

Measurable. In terms of children's progress and achievement.

Achievable. Within the resources of the school', including time scale and time scale and finance.

Relevant. To the children and the school's aims and development plan.
development plan.

Time-related. Within a realistic time span.

4.4 A variety of targets are set.
These include: -

- Children's individual 'targets' - Achievable children's targets known by the child/teacher and home.
- Group or class 'targets' - Targets set by a teacher/s to focus on children's learning.
- Whole school 'targets' - Targets set for the school community /outside agencies to raise whole school achievement.
- Development 'targets' - Targets set by staff to promote curriculum development. Actions set to be monitored and evidenced as a set of outcomes, staff expect to achieve.

5 Recording

5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

5.2 We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

- 5.3** We record levels of attainment termly in the core subjects and use these to predict long-term targets for the child. These levels are used to plan the individual progress of each child. An Assessment Book is used for this recording and is passed through the school with the child.
- 5.4** We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year along with the child's Assessment Book.

6 Reporting to parents

- 6.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work
- 6.2** Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold in the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).
- 6.3** During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. We include a space for parental feedback.
- 6.4** In reports for pupils in Year 2 and Year 6 we provide details of the levels achieved in the national tests. In reports for Year 3, 4 and 5 pupils we provide details of the results attained in the NFER tests.
- 6.5** We offer parents of pupils in Foundation Stage 2 (Reception) the opportunity to discuss the results of the EYFS profile with their child's teacher.
- 6.6** Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

7 Feedback to pupils

- 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.
- 7.4 We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work. Peer and self assessment are used each lesson, so that each child knows whether or not they have achieved the learning objective.
- 7.5 We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

8.0 School Based Tests

8.1 In Years 1, 3, 4, and 5 pupils complete school based standardised tests each May. The results for this are recorded in pupil folders and in reports to parents. In addition Yr. 3, 4, 5 and 6 pupils complete N.F.E.R Group Reading and Spelling Assessments.

8.2 The tests administered are as follows:

NFER/Nelson Mathematics
NFER/Nelson Progress in English

Year 1 -	Mathematics 6
Year 3 -	Mathematics 8 Progress in English 8
Year 4 -	Mathematics 9 Progress in English 9
Year 5 -	Mathematics 10 Progress in English 10

These assessments follow LEA guidelines and assist transfer between years, and between other schools in the Authority.

8.3 Statutory Tests

The following statutory tests are administered in the following year groups:

Reception - EYFS Profile

Year 2 - SATs

Year 3 - Non Verbal Reasoning

Year 6 - SATs

Year 3, 4 and 5 are able to use optional SATs at appropriate times throughout the year.

8.4 Resources

APPs are used to assess 6 children per year group in reading, writing and mathematics. These APPs are used to benchmark all children in the year group and give them a national curriculum sub level each term. This is recorded on the SPPT tracker. In 2010 we will be introducing APPs for ICT and for Science

9 Consistency

9.1 All subject leaders have examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school. To provide reference points when making judgements a school portfolio of assessed maths, writing and science work has been developed and is available for all teachers. Moderation of APP takes place within School Improvement Group; between year group partners; between teachers in associated year groups.

9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

9.3 Our subject leaders also obtain examples of work from our local secondary schools, as we believe there should be a common understanding of standards right through the education process.

9.4 The EYFSP and KS1 results are also moderated by the LA.

10 Monitoring and review

10.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to

inspect samples of the children's work and to observe the policy being implemented in the classroom.

11.0 Storage of Records

11.1 Pupil work-saving folders are kept within each classroom so that the children can assess them easily.

11.2 Record files are in the resources room containing:-

- a) standardised test results,
- b) Statutory test results
- c) Annual reports.

11.3 Results are collected on Assessment manager and transferred to the SPPT tracker.

12.0 Transfer of Data (Pupil Records)

12.1 When a pupil changes school: -

Records about the pupil (Common transfer file information) will be transferred automatically.

Reports on the pupil's achievements (annual reports, plus test results) will be transferred automatically.

13. Assessment and observation

13.1 Assessment is undertaken to understand children's current interests, development and learning; it is a positive process which observes where a child's development is and then plans to move the learning on. If an aspect of development is causing concern it is crucial to describe what is observed. Judgement comes when assessing the observation, focusing on what the child CAN DO as well as what he or she needs help with. Analysis shows the need for further support in order to provide challenging next steps. Observations are shared in team meetings to inform short-term planning to meet pupils' needs.

13.2 Observation

Observing children is the starting point for assessment. Assessment should collect information about a child's achievements, also it should boost confidence, motivation and self esteem. Information is shared with the parent/care and the child and the views are sought of the children themselves as well as their families.

Observing is watching and taking notes with the intention of learning and doing something. Observing, Assessing, Analysing, Planning.

13.3 How we observe

We observe as part of our classroom routines/roles, there are several types of observation.

Incidental Observations - when noticing something of significance.

We take photos, making 'Catch as you can' observations on post-it-notes or in our booklets. These are put into the child's individual "Learning Journey" record, analysed and tracked on the child's profile.

Pen and paper to hand are "tools of the trade"

PLANNED FOCUSED OBSERVATIONS - When observer deliberately stands back to observe a child at play and does not become involved. As much as the observer can is written down of the child's activity, including, when audible, the child's talk and conversation and photographs taken; after the observation the observer seeks, if appropriate, to engage the child in talk about what they have been doing. This helps us to understand better what we have seen and to avoid making assumptions; an adult's interpretation of what they have seen can be quite different from the child's experience.

PARTICIPANT OBSERVATIONS can also be made by any adult involved in play with the children or involved in planned practitioner led activities (group time or adult led activity)

CURRICULUM OBSERVATIONS are made at different times, such as activities taking place in a particular area in order to help us to evaluate our provision and planning.

13.4 Evidence of Learning

Observations of children's learning are filed in the "Learning Journey" profile of each pupil. Assessments are also recorded of adult-directed activities with individuals and in small and large groups. When possible, a teaching assistant records children's contributions to group times, class lessons and review sessions.

14 'Gifted' / Highly Able Children

14.1 Our aim is to accurately identify this group of children and work with them in a variety of personal projects aimed at developing their abilities in a particular strength, or interest. This may involve working with adults in school other than their class teacher, on a range of projects. This could include written reports art projects, the production of videos etc.,

14.2 We aim to provide a reliable assessment schedule, using end of year assessments, national Curriculum Levels, non-verbal and verbal reasoning tests, along with anecdotal questionnaires for teachers, parents and children.

15.0 Special Needs

15.1 Our aims to identify children's special educational needs (SEN) at the earliest possible opportunity. We follow the 'Code of practice for the Identification and Assessment of Special Educational Needs, 1994'. At the earlier stages the children are placed upon the School's SEN Register and the class teacher plans class-based support activities, with the support of the SEN Co-ordinator (SENCO). To support teachers we have developed a set of SEN criteria to enable them to place a child at the appropriate stage within the Code of practice. This could include reference to the

child's end of Key Stage 1 and 2 National Curriculum assessments, as well as a variety of assessments in other years, including reading test scores.

- 15.2** If there are significant, or continuing difficulties we will involve the relevant Support Agencies. They will perform a range of assessments and observations, providing ideas and resources for the production of an individual Educational Plan (IEP). The support Agencies have close contact with the Nursery, SENCO and Headteacher, as well as being available to liaise with teachers and parents.
- 15.3** If a child's difficulty is such that a greater level of support is required, it may be appropriate to initiate a statutory Assessment with the Local Education Authority (LEA). This may result in a 'Statement of Special Educational Needs' being awarded. This process would involve further extensive assessments involving the Educational psychologist and other specialist, where appropriate.
- 15.4** If a 'Statement' is awarded, additional funds are made available to the school which would allow us to provide additional resources, including staffing, to support the child.

The terminology of evaluation

Monitoring provides the information on which review and/or evaluation are based. Feedback should result from review and/or evaluation.

Definitions

- Monitoring:** The process of **gathering information** about an activity or process on a continuing and **systematic basis over time**. Information is collected in a consistent way and normally produced in a standardised form.
- Evaluation:** Making judgements about the **worth** or **value** of an activity or process by considering its **outcomes**. Judgements are based on **evidence** and related to explicit objectives or criteria.
- Review:** A structured event designed to **take stock** of an activity or process in a systematic and balanced way. Its purposes are to **reflect** on what has happened, to **clarify** the present position and to **identify** further action.
- Feedback:** The means whereby the result of the evaluation processes of monitoring, review and evaluation **influence future working** in the interest of **continuous improvement**.

Policy updated 15 Feb 2010 Liz Page Assistant Head teacher

Birley Spa Community Primary School

Code of Dress

1 Introduction

- 1.1 It is our school policy that all children wear school code of dress when attending school, or when participating in a school-organised event outside normal school hours. We provide a complete list of the items needed for school uniform in our school prospectus. There may be special days when this is relaxed usually to charity fund raising or on visits where code of dress would be inappropriate (residential visits)

2 Aims and objectives

- 2.1 Our policy on school code of dress is based on the notion that school uniform:
- promotes a sense of pride in the school;
 - engenders a sense of community and belonging towards the school;
 - is practical and smart;
 - identifies the children with the school;
 - prevents children from coming to school in fashion clothes that could be distracting in class;
 - makes children feel equal to their peers in terms of appearance;
 - is regarded as suitable wear for school and good value for money by most parents;
 - is designed with health and safety in mind.

3 Jewellery

- 3.1 On health and safety grounds we do not expect children to wear jewellery in our school. The exceptions to this rule are ear-ring studs in pierced ears, and small objects of religious significance, such as a crucifix on a chain. We ask the children to either remove these objects during PE and games, or cover them with a plaster, to prevent them from causing injury. In Year 5 pupils taking part in swimming sessions will be asked to remove all items of jewellery before being allowed to swim.

4 Footwear

- 4.1 The school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes that have platform soles or high heels, so we discourage children from wearing such shoes in our school. We would like all children to wear shoes as stated in the uniform list.

5 The role of parents

- 5.1 We ask all parents who send their children to our school to support the school code of dress policy.
- 5.2 If any parent would like the school to modify the uniform policy, they should make representation, in the first instance, to the headteacher. The school welcomes

children from all backgrounds and faith communities. If there are serious reasons, for example on religious grounds, why parents want their child to wear clothes that differ from the school uniform, the school will look sympathetically at such requests.

6 The role of governors

- 6.1 The governing body supports the headteacher in implementing the school uniform policy. It considers all representations from parents regarding the uniform policy and liaises with the headteacher to ensure that the policy is implemented fairly and with sensitivity.
- 6.2 It is the governors' responsibility to ensure that the school code of dress meets all regulations concerning equal opportunities.
- 6.3 Governors ensure that the school uniform policy helps children to dress sensibly, in clothing that is hardwearing, safe and practical.

7 Monitoring and review

- 7.1 The governing body monitors and reviews the school code of dress policy through its committee work by:
- seeking the views of parents, to ensure that they agree with and support the policy;
 - considering, with the headteacher, any requests from parents for individual children to have special dispensation with regard to school uniform;
 - requiring the headteacher to report to the governors on the way the school uniform policy is implemented.

Birley Spa Community Primary School

Collective Worship

1 Aims and purpose

- 1.1 The aims and purpose of collective worship are:
- to provide an opportunity for the children to worship God;
 - to enable children to consider spiritual and moral issues;
 - to enable children to explore their own beliefs;
 - to encourage participation and response;
 - to develop in children a sense of community spirit;
 - to promote a common ethos with shared values and to reinforce positive attitudes;
 - to teach children how to worship.

2 Collective worship

- 2.1 We understand worship to be a special act or occasion whose purpose is to show reverence to God. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly.
- 2.2 In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.
- 2.3 While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that are represented in the school and the wider community.

3 Organisation of collective worship

- 3.1 We hold a daily act of collective worship in our school. This forms part of each assembly, which is normally a Key Stage assembly.
- 3.2 We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We sometimes ask children to be quiet and thoughtful (thinking time) and sometimes to listen to and join in a prayer. We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children.
- 3.3 The headteacher or other members of staff normally conduct assemblies, but sometimes local clergy or other representatives of local religious groups conduct them instead.
- 3.4 We take the themes of our assemblies from the traditions of the Christian faith and we often reflect the festivals and events of the Christian calendar. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum. We plan our assemblies as part of a series of themes well in advance of the day they take place.
- 3.5 Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of schools. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised. Birley Spa Community Primary School is a successful school and we shall celebrate the successes of all the children in assemblies.

3.6 We welcome governors' attendance at our assemblies at any time. (Please note Foundation Stage Policy about attending assemblies)

4 Right of withdrawal

4.1 We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

4.2 The headteacher keeps a record of all children who withdraw from collective worship.

5 Monitoring and review

5.1 It is the role of a named school governor with responsibility for religious education and collective worship to monitor the policy and practice of collective worship. The governor concerned liaises with the headteacher before reporting to the governors on religious education and collective worship.

Birley Spa Community Primary School

Communications

1 Introduction

1.1 Good communication between the school and the home is essential. Children achieve more when schools and parents work together. Parents can help more if they know what the school is trying to achieve, and how they can help.

1.2 In our school we aim to have clear and effective communications with parents and the wider community. Effective communications enable us to share our aims and values through keeping parents well informed about school life. This reinforces the importance of the role that parents play in supporting the school in educating their children.

1.3 We communicate with parents through a range of different strategies. Some of our communications are the result of a statutory requirement, others reflect what we believe is important to our school, such as termly newsletters from year groups.

2 Home-School Agreement

2.1 Our Home-School Agreement has been in place since September 1999. It is a requirement of the School Standards and Framework Act 1998. It explains the school's aims and values, the school's responsibilities towards the children, the

responsibilities of parents, and what the school expects of the children. This is currently under review - January 2010.

- 2.2** The Agreement covers the standard of education in our school, the ethos of the school, our expectations on attendance and good behaviour, and our expectations about homework. Our governing body reviews the Agreement annually, and publishes the details of this review in the governors' annual report to parents.

3 Annual written report to parents: children's achievements

Each year we provide a written report to parents on each child's progress in the various areas of learning of National Curriculum subjects. This report also identifies areas of strength and areas for future development. In our school we ask the children to comment on their own progress, and parents to make a similar comment. We also give children in Year 2 and Year 6 the details of their performance in the national tests, and details of national comparative performance in the national tests.

- 3.2** As well as receiving the annual written report, parents meet their child's teacher each term for a private consultation. This gives parents the opportunity to celebrate their child's successes and support the child with any areas of development. Parents are able to look at their child's work during these meetings. We encourage parents to contact the school if any issues arise regarding their child's progress or well-being.

4 Governors' annual reports to parents

- 4.1** During each school year the governing body publishes an annual report for parents. This can be at any point during the school year. The governors hold a meeting for parents at which the report is discussed. The report must contain information relating to:

- details of the annual meeting;
- action taken on resolutions made at the last annual meeting;
- details of the membership of the governing body and any vacancies;
- pupil attendance information;
- a statement on the progress of the action plan following the last Ofsted inspection;
- budget details;
- school security information;
- admission arrangements for children with disabilities and the arrangements to ensure that these children are not treated less favourably than other children;
- information about the progress of the school's SEN policy;
- a summary of the school's national test results;
- the school's targets for Key Stage 2 assessments;
- information on the professional development of staff.

5 School prospectus

5.1 The school prospectus contains a range of specified information that gives parents a full picture of provision at our school. We update this for each school year. The main body of the prospectus has been put together by members of the school community and is replaced every five years.

6 Public access documents

6.1 The school makes available a range of documentation for parents. We keep a master set in the school office, and we make this available on request. It contains copies of all school curriculum policies, minutes of governing body meetings and copies of policies that the governing body are required to have in relation to charging and remissions, sex education, health and safety, curriculum, performance management, admissions and action planning following inspection. It also contains a range of national and LEA documentation including this documentation.

7 Home-school communications

7.1 We sent a newsletter to parents at the beginning of each half term. It contains general details of school events and activities. Parents expect the newsletter and appreciate the regularity of the contact. We send other letters of a general nature when necessary.

7.2 At the beginning of each term all teachers write to the parents of the children in their classes with details of the work to be covered during the forthcoming term. We invite parents to support their child's work through a range of suggested activities to be shared with the child at home. We also invite parents to take part in educational visits that are linked to the work.

7.3 The school encourages parents to share any issues about their child at the earliest opportunity. Teachers see parents immediately, if at all possible. Where this is not possible, the parent makes an appointment. We allow many parents to take the opportunity to have a word with the teacher when they bring their child to school, and open school at 9.45am, ten minutes before start of school.

7.4 We arrange termly curriculum meetings for parents. These are evening meetings that explain areas of our curriculum. We hold a meeting for new parents each June and a meeting for Year 2 and Year 6 parents in March about the national tests. The residential visits that Year 6 and Year 2 children make to Thornbridge and Whirlow Hall Farm involves a number of meetings for parents. These are related to the planning and content of the visit and a post-visit review.

7.5 If a child is absent from school, and we have had no indication of the reason, we contact a parent by telephone, if possible, to find out the reason for the absence and to carry out a safety check.

8 Foundation Stage

In the Foundation Stage parents are given a booklet before their children start each stage. This outlines routines etc. Staff are available each day to discuss issues with parents. A parents notice board is available in Nursery and planning for each week is displayed in each Foundation Stage classroom.

Birley Spa Community Primary School

Complaints

1 Introduction

- 1.1 We believe that our school provides a good education for all our children, and that the headteacher and other staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the school follows in such cases.
- 1.2 If any parent is unhappy with the education that their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher immediately.
- 1.3 We deal with all complaints in accordance with procedures set out by the LEA. If the school cannot resolve any complaint itself, those concerned can ask the LEA to intervene.
- 1.4 All parents have the right, as a last resort, to appeal to the Secretary of State for Education, if they still feel that their complaint has not been properly addressed.

2 Aims and objectives

- 2.1 Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

3 The complaints process

- 3.1 If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

- 3.2 Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the headteacher. The headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.
- 3.3 Should a parent have a complaint about the headteacher, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined below.
- 3.4 Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.
- 3.5 The governing body must consider all written complaints within three weeks of receipt. It arranges a meeting to discuss the complaint, and invites the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The school gives the complainant at least three days' notice of the meeting.
- 3.6 After hearing all the evidence, the governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.
- 3.7 If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the school or from the LEA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.
- 3.8 If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

4 Monitoring and review

- 4.1 The governors monitor the complaints procedure, in order to ensure that all complaints are handled properly. The headteacher logs all complaints received by the school and records how they were resolved. Governors examine this log on an annual basis.
- 4.2 Governors take into account any local or national decisions that affect the complaints process, and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the complaints process.

Birley Spa Community Primary School

General Complaints Procedure

1 Introduction

- 1.1 The School Standards and Framework Act requires all schools to establish a General Complaints procedure to deal with those types of complaint which are not already covered by statutory requirements e.g. Special Educational Needs, Admissions and exclusions and Child Protection.
- 1.2 The Governors of Birley Spa Community Primary School have drawn up this policy based on good practice and experience and the principles adopted by educational bodies, including the LEA.

2 General Principles

- Complaints should be welcomed, together with other comments and observations from parents and carers
- The procedure should be made known to parents/carers, staff and governors.
- A complainant must be given fair treatment and a chance to state his/her case.
- Parents should be assured of confidentiality and that there will be no victimisation of pupils.
- It should not be difficult to complain (written complaints should not always be insisted upon).
- Complaints should be handled speedily.
- Conciliatory language should be used throughout.
- Independent advice should be available to parents.
- The outcome of official complaints (See below: General Complaints Procedure Stage 4 onwards) and their number should be made known to the Governing Body in the Headteacher's termly report.

3 General Complaints Procedure

- 3.1 Parents/carers should take their complaint in the first instance to the class teacher.
- A meeting may be arranged. (Although it may not always be necessary to have the complaint in writing, it would assist the appropriate member of staff in preparation for such a meeting in order to resolve the matter.)
 - If the complaint has not been resolved, the complainant should contact the Headteacher.
 - If the Headteacher cannot resolve the complaint, the complainant should contact the Chair of Governors in writing. Sealed letters should be addressed to the Chair of Governors C/O Birley Spa Community Primary School, Jermyn Crescent, Sheffield S12 4QE

- The Chair of Governors will arrange a meeting with the Headteacher to investigate the complaint and may contact the LEA for independent advice.
- The Chair of Governors will contact the parent/carer and attempt to resolve the complaint informally.
- If the Chair of Governors cannot resolve the matter, he/she will establish a panel of two or three governors to investigate the complaint and report to the parent/carer.
- If the parent/carer remains dissatisfied with the governors' conclusion, he/she may contact the Sheffield Area Education Officer. **The LEA cannot overturn a decision of the school's Governing Body but it can help to resolve difficulties.**
- Finally a complainant may bring any unresolved complaint to the Secretary of State, if he/she believes that the Governing Body has acted unreasonably or has failed to carry out its duties properly.

4 The Curriculum

4.1 The Governing Body has responsibility for the curriculum and its assessment procedure. Parents may use the complaints procedure below; if they believe that the Governing Body is failing to:

- provide the national Curriculum in the school for a particular child;
- follow the law on charging for school activities;
- provide religious education and daily collective worship;
- provide the information that they are legally required to supply e.g. prospectus, annual report to parents;
- carry out any other statutory duty relating to the curriculum or is acting unreasonably in the above cases.

5 Procedure for complaints concerning the curriculum

5.1 Concerns about the curriculum should in the first instance be directed to the school's curriculum coordinator and/or the Headteacher. If appropriate the matter will be discussed with members of the Curriculum Group.

- The parent/carer should bring unresolved issues in writing to the Governing Body. (Please see General Complaints Procedure 4.)
- The Chair will present any such correspondence to the Governing Body.
- The parent/carer will be informed of the outcome.
- If the parent/carer is still dissatisfied, the complaint can be taken further. Please refer to General Complaints Procedure 9, 10.

6 Defamation

6.1 Parents/carers should be aware of the risks of defamation.

- 6.2 Legal definition
- 6.3 The publication of a statement which tends to lower a person in the estimation of right thinking members of society generally, or which tends to make them shun or avoid that person.
- 6.4 In the case of defamation, appropriate legal proceedings should be followed.

7 Publication

- This policy will be made available to parents/carers, staff and governors on request.
- The policy will be subject to review in 2011 within the governors' review cycle.

JANUARY 2010

Birley Spa Community Primary School Continuing Professional Development (CPD)

1 Introduction

- 1.1 Our school values all the people who work within it. Our aims statement talks of enabling our children to reach for the highest level of personal achievement. If we are to achieve this aim, then all staff within our school have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

- 2.1 All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:
- those identified within our school improvement plan;
 - appraisal as part of the National Performance Management system (see Section 6);
 - DfEE guidance for newly qualified teachers;
 - priorities identified in the LEA's Educational Development Plan (EDP).
- 2.2 Our school ensures that all staff and governors have equality of opportunity without discrimination in seeking the highest level of personal achievement.
- 2.3 All staff working in our school receive a planned induction, as outlined in our staff handbook. Induction for parent helpers, work experience students, supply staff and teachers from external agencies is supported by a guidance booklet. All teaching staff are entitled to an annual appraisal, through which professional development needs may

be identified to support negotiated targets for development. Similarly, support staff are entitled to an annual performance review.

2.4 The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.

2.5 Newly qualified teachers (NQTs) are entitled to a specific programme of support and development. From September 1999 NQTs are entitled to a 90% teaching load, an induction tutor and identified written targets based on regular observations.

3 School improvement plan

3.1 The professional development of staff is linked to our school improvement plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas. Funding for professional development is identified in the Standards Fund.

4 Evaluation and dissemination

4.1 All professional development activities are monitored for their impact on school performance. Evaluation forms are completed and returned to the Professional Development Co-ordinator within one week of the training opportunity. Governors may require written feedback and/or a presentation upon completion of the development work. Governors give details of the professional development of staff in their annual report to parents.

4.2 The Professional Development Co-ordinator records all professional development undertaken in and out of the school. The Professional Development Co-ordinator prepares a termly update for the headteacher's report to governors. This informs the governors' annual report to parents.

5 CPD programme

5.1 The CPD programme offers staff a wide range of development opportunities.

- review of job description;
- induction;
- appraisal;
- staff training days;
- joint staff and governor training sessions;
- paired reviews of children's work;
- paired lesson observations;
- membership of working groups;
- conferences and seminars;
- coaching and mentoring;
- membership of local and regional networks;
- membership of professional associations;

- placements and secondments;
- European exchanges.

6 Appraisal as part of performance management

6.1 From September 2005 an appraisal model in the form of a performance management system applies to all teachers and the headteacher in our school. The aim is to help us improve by agreeing and reviewing priorities within the context of the school improvement plan. The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

Birley Spa Community Primary School

Review and Development

School Review & Development

Professional Review & Development

Publication of the SDP with annual project/action plans and targets (APR)



Department/key stage/ year group agree areas for development

Initial appraisal interview
Areas for development & data collection agreed

Data collection (JUNE-FEB)
curriculum monitoring by co-ordinators
lesson observations
scrutiny of pupils' work
discussion with pupils
monitoring of use of resources
analysis of TA, tests etc



School monitoring by SMT
quality of teaching and learning
SMSC
pupil support
pupils behavior
classroom management and organisation

Potential for agreement in making use of R & D data in both processes

Data collection required
classroom observation 1 optional
task observation pupils' work
pupils' test result
information from colleagues *based on 12/91 regulations



Data collation and analysis (SEPT & FEB)
subject leaders' reports, action plans etc.
*statutory and school targets for pupil achievement

Data collation and analysis
personal reflection
use of record of professional development
use of self-review
professional target related to pupil achievement



Planning of SPD (MAR)
possible whole school issues HT from summary statements
CPD for SDC form PDPs



Review meeting
professional dialogue
appraisal record = summary statement (confidential) + PDP (need-to-know)
← (draft PDP to be finalised at initial appraisal interview following publication of annual project/action plans and targets from SDP)



Aggregated PDPs

Publication of the SDP with annual projection/action plans and targets

Inform government body of resources required & LEA of provision required to meet agreed targets for development

CDP - continuing professional development
PDP - Professional Development Plan
SMT - Senior Management Team

SDC - staff Development Co-ordinator
SDP - School Development Plan
SMSC -

BIRLEY SPA COMMUNITY PRIMARY SCHOOL
CRITICAL INCIDENT PLAN

Emergency Contact List:

During work hours:

CYPD -	Leah Barrett	0114 2735175
Head Teacher -	Mr Mark Young	0114 2399106 extn: 21
Building Supervisor -	Mr David Wilson/Adele Colley	0114 2399106 extn: 26

Out of hours:

Leah Barrett via Streetforce based at Olive Grove 0114 2665107 or 07711 799131
Mr Mark Young 01226 761032 or 07972301847
Mr David Wilson 0114 2399172
Mrs Adele Colley 0114 2486084

Chair of Governors: Richard Couldwell - 0114 2473137

SHEFFIELD CITY COUNCIL - CHILDREN & YOUNG PEOPLE'S DIRECTORATE

1. THE CYPD RESPONSE TO CRITICAL INCIDENTS ACROSS ALL EDUCATION PREMISES

A **Critical Incident** is defined as an emergency affecting pupils, personnel or property, requiring immediate responsive action beyond that which could be reasonably expected from the school's own management team during the day to day running of the school.

1.1 INTRODUCTION TO DIRECTORATE EMERGENCY PLAN

- 1.1.1 The plan provides, through a framework of support and partnership, the initial response of the CYPD to the Impact Phase of a **Critical Incident** affecting school(s)/sites.

- 1.1.2 The **Incident** may require support from a number of services within the CYPD, other Council Departments, and/or other agencies.
- 1.1.3 The **Incident** would probably involve severe stress for those directly involved and those associated with the school
- 1.1.4 As a result of the **Incident** there may be a significant impact on the budget of the school/CYPD.

1.2 PURPOSE

The purpose and emphasis of the plan is, through a partnership approach, to **normalise the activities of school** in the event of an emergency with minimal disruption to everyone on site and in the local community.

- Providing immediate practical support;
- Establishing how the incident will be managed;
- Defining roles and responsibilities of officers of the CYPD;
- Outlining how further appropriate support will be sought from outside the CYPD;
- Returning overall responsibility for management of the post-impact phase to the Headteacher/site manager at the earliest opportunity.

The plan does not take away or replace the school contacting the Emergency Services in the first instance as required.

CYPD Officer: Leah Barrett Tel: 0114 2735175

SHEFFIELD CITY COUNCIL
CHILDREN & YOUNG PEOPLE'S DIRECTORATE

MODEL FOR BIRLEY SPA COMMUNITY PRIMARY SCHOOL
CRITICAL INCIDENT PLAN

1. **Aims**

- To provide support to all on site affected by the incident.
- To maintain the normal running of any parts of the school not affected.
- To return the whole school to normal as soon as possible.

2. **Types of Incident Covered by the Plan**

- Extensive damage to premises

- Death, serious injury or potential health issues affecting staff or children at school
- An accident away from school
- An incident at the school or in the community that affects the school
- Fire

3. **Receiving the Alert**

The alert may come from:

- A staff member
- A pupil
- The police
- Parents
- The media
- Or other sources

4. ***Whoever receives the alert should be prepared to ask for as much information as possible (see Appendix 1 Incident Information Form).***

- What has happened?
- have the emergency services been informed/are they attending?
- Exact location (and any access problems if not on site)
- Casualties
- Actions taken so far
- name/contact at the scene (if not on site)
- What assistance is needed?

5. ***The Head teacher or Deputy must initially decide on the level of response needed:***

- can the school cope alone?
- if not, alert the CYPD through single point of contact (Lead Officer Leah Barrett);
- inform staff on site.

6. **Call-out list for out of hours incident**

- Person receiving the alert must contact the Head teacher or an Assistant Head if unavailable. The emergency services must be contacted if necessary.
- The Head teacher /Assistant Head will then contact the Building Supervisor/Assistant Caretaker. CYPD contact; Leah Barrett may also be contacted to make CYPD aware of the incident and request assistance if required, as per point 5.
- If neither the Building Supervisor nor Assistant Caretaker is available the Head teacher should contact CYPD contact Leah Barrett.

- The call out details need to be checked regularly for accuracy and to ensure the most up to date contact information is held by each person with a responsibility to the school in the event of a critical incident.

7. Locations for:

The management team will meet at St John Fisher RC School at a time agreed with the Head teacher to discuss and arrange action points such as:

- informing children
- receive and inform parents
- The media - not to be allowed on site
- A quiet area for children/adults
- Possible relocation site - temporarily, St John Fisher School.

8. Administrative arrangements

- Annually remind all staff to keep a log of all contacts, decisions and actions (see Appendix 2 Critical Incident Log Sheet).
- keep at least one phone free for outgoing calls (e.g. fax line)

9. Arrange to inform (and keep informed):

- Staff
- Children
- Parents
- The police
- The media (via the Corporate Media Team)
- The Lead Officer (Leah Barrett - 0114 2735175).

10. School Support Team

If the CYPD is asked to help, officers from service areas identified will be sent to the school to form an Education Support Team. Plan to receive them, provide a briefing and allocate tasks to them.

The school needs to work alongside the CYPD to ensure safety of children, parents, staff and the public. The CYPD will work with the school to ensure financial implications for the school are minimized.

11. Longer Term Plans

A serious incident may have repercussions over many months. When this occurs Birley Spa may need to share a school, the largest school with capacity to take more children is Rainbow Forge Primary School. The school could be split between Rainbow Forge and St John Fisher School. Staff will then be able to receive additional support from colleagues working at the neighbouring schools.

12. Operational Debriefing

Should a critical incident occur it is essential to:

- Debrief all staff involved at the end of each working day/shift. Ensure that information is recorded and shared.
- At the end of the incident Occupational Health Staff can provide a personal debriefing for staff.

It is the responsibility of all staff to ensure the details of the Critical Incident Plan are kept up to date and any changes are displayed in the staff area and are conveyed at Staff and Governing Body meetings.

The plan must be seen regularly by all members of staff and all staff must sign to record that the plan has been read through and understood.

The CIP is to be located in the school office with copies kept by the Head Teacher, Building Supervisor, Assistant Heads at their home address in case of emergency or in access to the copy held at the school.

All those involved in the plan need to meet and rehearse desk top exercises to prepare should an incident occur.

All visitors to the school must be shown the layout of the school with nearest exits in case of emergency and be made aware for the staff contacts book in the Office should emergency telephone numbers be required i.e. The Senior Management Team, Governors, Neighbouring School numbers.

Birley Spa Community Primary School

Curriculum

1 Introduction

- 1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Learning Goals and National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-

operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the Early Learning Goals and National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4 Organisation and planning

- 4.1** We plan our curriculum in three phases. Curriculum leaders identify / agree a long-term plan for each key stage. This indicates what is to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 4.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, at Key Stage One and Key Stage Two we take our medium-term planning directly from the guidance documents. We use the national schemes of work for much of our medium-term planning in the foundation subjects. Foundation Stage schemes of work – long and medium term have been written by staff under the guidance of the Head of nursery.
- 4.3** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4** The curriculum at both KS1 and 2 is undergoing a transformation in the light of the movement to a more creative curriculum. Whilst retaining the programmes of study from the National Curriculum and some elements of the QCA documentation, for example in Science, We are seeking ways to enrich children's learning; involve them in the planning of this and provide a curriculum suited to the changing world, in which children are growing up. Each year group has a termly or half termly theme and the skills acquired in literacy and numeracy are applied throughout the curriculum. Some aspects of the curriculum are planned within the theme and others stand as discreet units.

5 Children with special needs

- 5.1** The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 5.2** If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies

when making this assessment. We provide additional resources and support for children with special needs.

- 5.3** The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 Key skills

- 6.1** The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

- 6.2** In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

7 The role of the curriculum leader

- 7.1** The role of the curriculum leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

- 7.2** The school gives curriculum leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each curriculum leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The curriculum leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. The Head of Nursery ensures coverage of the skills developed in the Foundation Stage schemes of work.

8 Monitoring and review

- 8.1 The headteacher is responsible for the curriculum. The headteacher monitors the $\frac{1}{2}$ termly plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 8.2 Curriculum leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Curriculum coordinators also have responsibility for monitoring the way in which resources are stored and managed. In addition the curriculum coordinators produce an annual development for their subject each March.
- 8.3 The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

9 **Monitoring and review**

- 9.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.
- 9.2 We have a named governor for the curriculum.
- 9.3 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Updated 15-2-2010 Liz Page Assistant Head teacher

Birley Spa Community Primary School

Early Years Foundation Stage

- 1. Aims and objectives
- 2. Teaching and Learning Style
- 3. Assessment and Observation
- 4. Partnership with Parents
- 5. Curriculum Planning
- 6. Admissions and Transition

7. Equal Opportunities
8. Birley Spa Parent/Toddler Group

1. Aims and Objectives

- 1.1 At Birley Spa School we believe that children are active learners who learn best through activities they plan and carry out themselves and later reflect on. We aim to help the children become confident independent learners through motivating purposeful tasks. We value the knowledge that children bring with them from home and we recognise the importance of linking with parents/carers as active partners in the children's learning.
- 1.2 The aims of the Early Years Foundation Stage of education are to:
 - Provide secure access to a broad and balanced curriculum that covers the areas of learning experience in the in the Early Learning Goals (Q.C.A).
 - Encourage children to be self-motivated, independent and questioning.
 - Ensure that all children make progress commensurate with their developing activities.
 - Be involved in the life of the school & vice versa.
 - Involve parents in their child's education.
 - To Enable the children to make an effective transition from home to Early Years Foundation Stage 1, Early Years Foundation Stage 1 to 2 and from Early Years Foundation Stage 2 to Year 1.
 - Recognise that childhood is an important stage in a child's life.
 - Recognise that all aspects of child development are equally important and are inter-related:- emotional, intellectual, moral, physical, spiritual and social development.
 - Provide a caring environment where children explore and repeat experiences according to their needs.

2. Teaching and learning style

- 2.1 Organisation of the Early Years Foundation Stage in school is based on the 'High Scope' approach to learning. The High Scope approach is a research validated, practice based, educational process and philosophy. It follows the principle that children are active learners who learn best from activities which they plan and carry out themselves and later reflect on. We aim to help the children become confident independent learners through motivating purposeful tasks. Much value is placed on the knowledge that children bring with them from home and we recognise the value of linking with parents/carers as active partners in children's learning.
- 2.2 The learning is child driven; each classroom and the outside area provides the opportunity for several activities to take place at the same time. The resources and organisation provide continuous provision covering the six areas of learning, which make up the Early Years Foundation Stage Curriculum.

The resources allow children to choose required equipment independently. They are stored on open shelves, inside and in accessible containers outdoors. The shelves are silhouetted or hold labeled containers, so that children can access resources and replace them easily. The selection of enhancement resources can be changed to fulfill the learning objective for that curriculum area and provide the progression for that area throughout the year.

3. ASSESSMENT AND OBSERVATION

3.1 Assessment is undertaken to understand children's current interests, development and learning; it is a positive process which observes where a child's development is and then plans to move the learning on. If an aspect of development is causing concern it is crucial to describe what is observed. Judgment comes when assessing the observation, focusing on what the child CAN DO as well as what he or she needs help with. Analysis shows the need for further support in order to provide challenging next steps. Observations are shared in team meetings to inform short-term planning to meet pupils' needs.

3.2 Observation

Observing children is the starting point for assessment. Assessment should collect information about a child's achievements, also it should boost confidence, motivation and self esteem. Information is shared with the parent/carer and the child and the views are sought of the children themselves as well as their families.

OBSERVING is watching and taking notes with the intention of learning and doing something. Observing, Assessing, Analysing, Planning.

3.3 HOW WE OBSERVE

We observe as part of our classroom routines/roles, there are several types of Observation.

INCIDENTAL OBSERVATIONS- when noticing something of significance.

We take photos, make 'Catch as you can' observations on Post it notes or in our booklets. These are put into the child's individual "Learning Journey" record, analysed and tracked on the child's profile.

Pen and paper to hand are "tools of the trade".

PLANNED FOCUSED OBSERVATIONS- when observer deliberately stands back to observe a child at play and does not become involved. As much as the observer can is written down of the child's activity, including, when audible, the child's talk and conversation and photographs taken; after the observation the observer seeks, if appropriate, to engage the child in talk about what they have been doing. This helps us to understand better what we have seen and to avoid making assumptions; an adult's interpretation of what they have seen can be quite different from the child's experience.

PARTICIPANT OBSERVATIONS can also be made by any adult involved in play with the children or involved in planned practitioner led activities (group time or adult led activity)

CURRICULUM OBSERVATIONS are made at different times of such as activities taking place in a particular area in order to help us to evaluate our provision and planning.

3.4 Evidence of Learning

Observations of children's learning are filed in the "Learning Journey" profile of each pupil. Assessments are also recorded of adult-directed activities with individuals and in small and large groups. When possible, a teaching assistant records children's contributions to group times, class lessons and review sessions.

4. Partnership with parents

Success in the education of children depends partly on the involvement of their parents. If a child sees that their parents are enthusiastic about education, they are far more likely to view their schooling in a positive light, and be more receptive to learning. To this end, parents are seen as vital partners in providing children with an excellent education.

4.1 We aim to help the children become confident independent learners through motivating purposeful tasks. We value the knowledge that children bring with them from home and we recognise the importance of linking with parents/carers as active partners in the children's learning. We hope to provide a flexible service for parents and carers in order to empower them to play an active and informed role in their child's education, and to promote positive working relationships between parents/carers and professionals.

This professional relationship begins in school through our transition arrangements as outlined in section 4.

4.2 Discussions take place with children and parents and carers on a day-to-day basis. Records of more formal interactions, at parents' evenings or with a child after an observation, are added to the child's "Learning Journey" profile.

4.3 Home /school, interactive scrapbooks and home-school book sharing and reading diaries are a part of disseminating and sharing learning about children and families.

4.4 Meetings with parents are held to discuss particular issues such as phonics, reading and writing. Family Learning courses and 'Family Seal' are additional ways of informing parents/carers of methods of learning in school and of providing learning alongside school.

5. Curriculum planning

Early Years Foundation Stage Curriculum consists of 13 areas within six broader areas of learning, as follows:

1. Personal, Social and Emotional Development (PSED)
 - Dispositions and Attitudes (DA) including:
 - Dispositions and Attitudes
 - Self care
 - Social Development (SD) including:
 - Making relationships
 - Sense of community
 - Emotional Development (ED) including:
 - Self confidence and self esteem
 - Behaviour and self control
2. Communication, Language and Literacy Development (CLLD)
 - Language for Communication and Thinking (LCT)
 - Linking Sounds and Letters (LSL)
 - Reading (R)
 - Writing (W)
3. Problem Solving, Reasoning and Numeracy Development (PRND)
 - Numbers as Labels and for Counting (NLC)
 - Calculating (C)
 - Shape, Space and Measures (SSM)
4. Knowledge and Understanding of the World (KUW) including:
 - Exploration & investigation
 - Designing and making
 - ICT
 - Time
 - Place
 - Communities
5. Physical Development (PD) including:
 - Movement and space
 - Health and bodily awareness
 - Using equipment and materials
6. Creative Development (CD) including:
 - Responding to experiences, expressing and communicating ideas
 - Exploring media and materials
 - Creating music and dance
 - Developing imagination and imaginative play

5.1 We follow the Early Years Foundation Stage document and aim to provide a broad, balanced, diverse, challenging and effective curriculum in which children can initiate and become fully involved in their learning and develop their sense of well-being. We plan flexibly, in the light of observation and analysis of children's needs and interests.

5.2 Effective learning involves children by:

- Initiating activities that promote learning and enable them to learn from each other
- Learning through movement and all their senses
- Time to explore ideas and interests in depth
- Feeling secure, which helps them to be confident learners
- Learning in different ways and at different rates
- Making links in their learning
- Undertaking creative and imaginative activities that promote the development and use of language

The key to effective learning is curriculum planning, structured by adults :

- Resourcing a challenging environment, indoors and out, in which children engage in self-selected activities, supported by sensitive, early years trained, adults
- Equal emphasis given to all areas of learning identified in The Curriculum Guidance for the Early Years Foundation Stage.
- Reflecting the cross-curricular nature of early learning
- Accommodating the different ways in which children learn by offering the same learning objective in a range of different ways.
- Being flexible enough to use unforeseen opportunities for children's learning which arise from everyday events and routines.
- Allowing time for adults to observe children's play and join in when appropriate.
- Ensuring that children have uninterrupted time to work in depth.
- Ensuring that all activities are relevant, meaningful and purposeful and that they build on what children know, understand and can do.
- Challenging and extending children's thinking, language and vocabulary with genuine conversation.
- Promoting children's social and emotional competence, providing a clear framework for behavior and teaching moral values through the "Golden Rules" (We are kind and gentle; we play together and let others join in; we look after our school and everything in it; we tell the truth.) and the SEAL project
- Supporting direct teaching of content, such as 'phonics'
- Supporting routines such as circle time, ICT, story time, discussion and talk time, barrier games, food technology.

5.3 Planning is undertaken at three levels, long-term planning for continuous provision to facilitate children's self-initiated activity; medium-term thematic planning in line with children's observed or predictable interests; short-term planning of enhancements to the provision, directed activities and adult interactions with children.

5.4 LONG-TERM PLANNING FOR CONTINUOUS PROVISION

The learning environment in the classrooms, indoor and outdoor, is organised into areas of continuous provision. Long-term planning for areas of continuous provision outlines key learning opportunities, permanent resources, resources organisation, intended experiences and suggested open questions and appropriate vocabulary to be used by adults.

Areas of provision include the following:

- book corner,
- design technology ,
- writing, mark making and publishing,
- wet and dry sand,
- water,
- construction,
- computer,
- listening center,
- musical instruments,
- role play area,
- maths,
- tactile (malleable and other materials),
- investigations.
- small world

5.5 MEDIUM-TERM PLANNING FOR ENHANCED PROVISION

Medium-term planning introduces new ideas and resources in the context of a theme, mini-focus or centre of interest which arises from children's observed or predictable interests or an area of learning and development which is not easily included in the provision e.g. living things, aspects of multi-cultural education.

The planning covers new knowledge to be learnt and includes questions we would like children to be able to answer at the end. The continuous provision is enhanced through resource stimulus, interactive display, visits and visitors, information books, direct teaching. We plan our curriculum to propose, practice and return to the knowledge, understanding and activity in many different ways. Enhancements are introduced through direct teaching, which can also give children "prior knowledge" to build on.

Medium-term planning identifies:

- Key intentions for learning derived from the EYFS (knowledge, understanding, skills, attitudes to be developed)
- Ways in which the provision will be enhanced
- Adult-directed focused activities and experiences to support key learning objectives

- Key resources that need to be organised
- Questions we would like children to be able to answer at the end

5.6 SHORT-TERM PLANNING

Short-term planning covers directed activities and adult interactions, derived from the medium-term planning and observations.

The adult observes, supports children's play, engages in talk when appropriate, extending this to sustained, shared thinking when possible, leads discussion, shapes ideas, listens and responds to children, directly teaches concepts, skills and knowledge

REGULAR FEATURES AND ROUTINES

All aspects of the curriculum are covered through long-term, medium-term and short-term planning and regular features and routines such as:

- Circle time,
- story time,
- rhymes and songs,
- phonics,
- maths spots,
- discussion and talk time,
- milk/water and fruit,
- food technology,
- ICT,
- creative movement,
- PE in the hall.
- visits to the "forest"

Our planning provides comprehensive coverage of the EYFS curriculum because it is driven by our observation, continuous assessment and tracking system; this reveals any developing gaps in children's learning or curriculum coverage which, thus identified, can be filled.

6. ADMISSIONS AND TRANSITION

- 6.1 The first transition from home to the school is that of parents and children to the Carer & Toddler Group. The group meets each Wednesday morning, during school term time, under the guidance of Wendy Atkinson (FS class room assistant). Parents/Carers put their name on the waiting list and Wendy keeps contact. When there are vacancies, Wendy will contact each one individually and invite to come into the group to see a session. See Appendix
- 6.2 The second transition is from home, crèche, toddler group, nursery or other under fives provider.

6.3 Parents/carers are contacted and offered a place in our nursery (FS1). If they take up the offer they are asked to attend a workshop in school to be told of the organisation and offer of a place. If they accept a place they complete the first pages of the record book. At this meeting they are given all the details of the transition process and a 'Home Visit' is offered and arranged.

- Home Visits are made at an agreed time and date, at this meeting contacts are made with the child and the parent/carer. Paper work is checked and agreed, dates of admission are completed. The first record of the child's development is completed by the parent/carer and becomes the beginning of the child's developmental record of achievement at school.
- Each new admission pupil is invited to the Visit Day where new children and their parents come to school for a short nursery session where they meet their Key worker, find their coat peg, and experience the nursery environment of our school for the first time.
- Admissions are over a period of 3 or 4 weeks. Each week 2 pupils per Key worker attend for 3 sessions, when they are happy and relaxed this will be increase to 4 and then 5 sessions each week.
- We are flexible to meet the needs of each adult and child, as far as possible.

6.4. The next transition is from FS1 to FS2; again this is done slowly and sensitively. It follows a similar format to that of FS1.

- A meeting for parents carers , transition details given to parent/carer
- Visit to the classroom by parent/carer and child
- Visit to the children in Nursery by the Reception Teachers and classroom assistants.
- Visit to the FS2 classroom by the FS1 pupils accompanied by their FS1 teacher or Key Worker.
- Building up of attendance to FS2 slowly and sensitively.
- Children admitted to reception who have not attended our nursery are visited at home.

7. EQUAL OPPORTUNITIES AND INCLUSION

Early Years staff try to ensure that all children have equal access to the curriculum. The Early Years Foundation Stage encourages children to enjoy contributions from different races and cultures and to respect differences and recognize similarities. We hope to develop tolerance and concern for others regardless of sex, race, culture or class and to overcome racist and sexist views.

Our observation and record keeping system and contact with families allows us to meet the needs of individual children. Our inclusive practice is supported by the ethos of the whole school. In the Early Years Foundation Stage our family-centred practice includes:

- Relationships built up with parents and carers

- Outreach to parents who don't respond or attend meetings
- Relationships built up with children as individuals
- Promoting the Golden Rules; behaviour policy
- Home-school scrap books, book sharing and reading diaries
- Cultural awareness included in all planning
- Medium-term planning for such as Easter and Chinese New Year
- Annual school trip embraces everyone

7.1 Special Needs

The Early Years Foundation Stage follows the school's and LEA guidelines on all special needs issues. The school has a policy of early identification of Special Educational Needs, Early Years Foundation Stage has undertaken training in an attempt positively to redress the balance of language developmental needs in the Early Years. Training has included that provided by the local authority on specific speech disorders; training by the speech and language therapist attached to our school in specific speech therapy and general language development; twilight and "working alongside" training by Sheffield "I CAN" (now renamed the Sheffield Early Years Language Centre) and by the Early Years Inclusion Service on the "Hanen" approach.

- ## 7.2 Persona Dolls and their stories provide us with powerful tools for exploring, uncovering and confronting bias and for countering the prejudices and misinformation children may already have picked up.

Birley Spa Parent/Toddler Group

Contents

- Aims and Objectives
- Admission Policy
- Parental Involvement Policy
- Confidentiality Policy
- Child Protection Policy/Equal Opportunities/Special Needs/Behaviour Management
- Safety Policy
- Health & Hygiene Policy

Aims and Objectives

Birley Spa Parent/Carer and Toddler Group offer families within the community the opportunity to come and meet other parents/carers and children.

We hope to provide a welcoming and relaxed environment where families feel comfortable and able to participate within the group.

We hope to provide a wide variety of learning opportunities for the child and fun play activities to a high standard.

We have staff that is committed to offering good quality play in an environment which is accessible, hazard free, stimulating and challenging.

We follow the principles set out in the "Birth to Three" Framework, following the four Aspects: -

- A Strong Child
- A Skilful Communicator
- A Competent Learner
- A Healthy Child

Admission Policy

It is our intention to make our pre-school toddler group accessible to all children and families from all sections of the community.

In order to achieve this:

- We ensure that our existence is known in the area, by informing parents in school who have younger children.
- A waiting list is in place; priority places may be given on advice from a Health Visitor for example.
- Describe our toddler group and its practices to make clear that we welcome mothers, fathers, other relations and carers, and people from all cultural, ethnic and social groups, with or without disabilities.
- Make our equal opportunities policy known.
- Parental Involvement
- Parents are the first educators of their young children. The aim of the group is to support parents in their essential role.

We will:

- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Ensure that all new parents are aware of and can contribute to the groups systems and policies.
- Encourage parents on an individual basis to play an active part in the management of the group.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues, which are accessible and appropriate for all.
- Welcome the contributions of parents, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.

- Provide opportunities for parents to learn about the pre-school curriculum and about young children's learning in toddler group and at home.
- Confidentiality Policy
- The toddler group's work with children and families will sometimes bring us into contact with confidential information.
- To ensure that all those using and working in the group can do so with confidence, we will respect confidentiality in the following ways:
 - Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
 - Staff will not discuss individual children with people other than the parents/carers of that child.
 - Information given by parents/carers to the group leaders will not be passed on to other adults without permission.
 - Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
 - Any anxieties/ evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's play leader and the Headteacher.
 - Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the group, will be advised of our confidentiality policy and require to respect it.

Child Protection

We as a group use the same child protection policy that is used within the school where we are based. Any child protection issues will be recorded and reported to the headteacher.

Equal Opportunities Policy

We as a group use the same Equal Opportunities Policy that is used within the school where we are based.

Special Needs

We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.

Behaviour Management

We as a group use the same Behaviour Management Policy that is used within the school where we are based.

Safety Policy

Environment

In order to ensure the safety of children and adults, the toddler group will ensure safety in the following areas:

- Safety checks on premises will be made before every session.
- Equipment will be checked regularly and any dangerous items repaired / discarded.
- There will be adequate systems and equipment for the detection and control of fire.
- Fire doors will never be obstructed and fire exits will be easily identifiable.
- Large equipment will be erected with care and checked regularly.
- Equipment offered to children will be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger children.

Supervision

Children are the responsibility of the adult who brings them to the group at all times.

Management

A book will be available at each session for the reporting of any accidents / incidents.

Regular safety monitoring will include checking of the accident records as a basis for risk assessment.

Fire drills/procedures discussed and arranged each term.

A register of both adults and children will be completed as people arrive and leave so that a complete record of all those present is available in an emergency.

There will be no smoking within the building and grounds.

A correctly stocked first aid box will be available within the room and access to the school medical room will be available at all times.

Health and Hygiene Policy

Our toddler group aims to promote a healthy lifestyle and a high standard of hygiene in the running of the group.

Illness

Parents are asked to keep their children at home if they have any infection, and to inform the toddler group as to the nature of the infection if relevant.

Parents are not asked to bring any child who has been vomiting in the last 24 hours or had diarrhoea in the last 48 hours.

All staff needs to be informed of any allergies or special medical needs required by the child or adults attending the group.

There will be on site at least one qualified first aider trained to administer first aid to children.

Policy updated May 2009

Birley Spa Community Primary School

Educational Visits and Activities

1 Introduction

- 1.1 All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.
- 1.2 In our school we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in school.

2 Organisation

- 2.1 The National Curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. In addition teachers and governors agree the corresponding programme of visits and activities in advance of each academic year.
- 2.2 Within each class's programme of work the teachers plan educational visits and activities that support the children's learning. We give details of these visits and activities to parents at the beginning of each term. We plan other activities as the school year progresses, and inform parents of these in due course.
- 2.3 Visits and activities usually take place within the school day, and the governing body approves all such visits in advance. We follow the LEA's guidelines relating to health and safety, and we ask parents to give written permission for their child to take part in any activity that takes children off the school site. If we do not receive this written permission, the child will be unable to participate.

3 Charging for school activities

- 3.1 All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum. There are some circumstances when the school can make a charge for certain activities. The governing body has a charging policy that details the full range of activities where a charge can be made. Information about this is available from the school office.

4 Curriculum links

- 4.1** All educational visits and activities support and enrich the work we do in school. There is also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.
- 4.2** For each subject in the curriculum there is a corresponding programme of activities which includes visits by specialists. All these activities are in line with guidance published by the LEA:
- English - theatre visits, visits by authors, poets and theatre groups;
 - science - use of the school grounds, visits to botanical gardens;
 - mathematics - use of shape and number trails in the local environment;
 - history - castle visits, study of local housing patterns, local museums;
 - geography - use of the locality for fieldwork, village trails;
 - art and design - art gallery visits, use of the locality;
 - PE - range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
 - music - range of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts for parents to hear;
 - design and technology - visits to local factories/design centres;
 - ICT - its use in local shops/libraries/secondary schools etc;
 - RE - visits to local centres of worship, visits by local clergy.
- 4.3** We also have regular visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children. Local religious leaders also take assemblies in the course of the school year. We do this with the full agreement of the governing body.

5 Residential activities

- 5.1** Children in Year 2, 4, and 6 have the opportunity to take part in a residential visit. This activity is in school time and linked to the National Curriculum, so we do not make any charge for the education or cost of travel. We do, however, make a charge for board and lodging, insurance and specialist instruction for certain activities. Parents in receipt of state benefits have a reduced payment or can be exempt.
- 5.2** The residential visits enable children to take part in outdoor and adventure activities as part of their PE work. We undertake these visits only with the written agreement of the LEA. All specialist activities are undertaken with qualified instructors.

Governor links with school and advice for visits.

Organisation within school has been used to provide Governors with a structure of involvement and links to subject areas within school through their coordinators. The Key Stage Coordinators are the key links into school and provide Governors with additional guidance during their visits to school. Once within a Key Stage Governors are asked to become involved with the subjects coordinated by staff from that part of school. Coordinators will also keep a Governors file containing newsletters, samples of homework etc, to keep Governors fully informed.

Foundation Coordinator - Governor links -	Judith Mabbott Pat Greasley, Linda Haywood
Staff responsibilities at FS.	Judith Mabbott - SENCO Sam Hempel - D & T
Key Stage One Coordinator - Governor links -	Kirsty Ridley, Bob Partridge, Diane Telford
Staff Responsibilities at KS1	Janet Kirk - Literacy Kirsty Denton - Art and Design Jenny Storey - PSHE, Eco Schools Janet Kirk - Reading Recovery; Kirsty Ridley - Mathematics, Training School Gita Craig - ICT. Clare Fieldsend - SENCO
Key Stage Two Coordinator (Y3 & Y4) Governor links -	Erica Collins Jacqueline Chambers, Paul Lingard,
Staff responsibilities at this stage	Erica Collins - ICT; Janet Kirk - Literacy; Sandra Pace - Drama Gareth Morgan - PE Fiona Bowen - Music
Key Stage Two Coordinator - Governor links -	Jenny Huscroft Richard Couldwell, Bryan Lodge
Staff responsibilities at this stage	Neil Woodward – MFL; Rachel Topham - History Liz Page - Science & Assessment; Jenny Huscroft - Mathematics; Pat Greasley - 'Every Child Matters' Janet Kirk - Gifted and Talented Rebecca Roberts - RE Kate Barrett & Neil Woodward - Inclusion, Learning Centre

Governors are to visit each term. A Governors' Folder will be available from individual coordinators containing useful information such as newsletters, policies, etc.

Birley Spa Community Primary School

Homework Policy

1 Introduction

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote a partnership between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;

- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

4.1 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage One children to learn spellings or mathematical tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet.

4.2 At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

5 Amount of homework

5.1 We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15-20 minutes per night on homework including reading and learning spellings. Children in years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DfES guidelines that were issued in 1998.

5.2 A Homework Club is run each day to allow children to complete their work in a supportive environment within school. All children through the school can attend homework Club.

6 Pupils with special educational needs

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

7 The role of parents

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

7.2 If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the governing body.

8 Monitoring and review

8.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OfSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OfSTED inspections, by any parent. Our governing body may, at any time, request from our head teacher a report on the way homework is organised in our school.

Updated 15-2-10 Liz Page (Assistant Head teacher.)

Birley Spa Community Primary School **Initial Teacher Training**

1 Rationale

1.1 During the last fifteen years, Birley Spa has developed close links with Sheffield Hallam University (SHU) and their Initial Teacher Training (ITT) department. This relationship stemmed from a commitment to education, and the belief that quality provision for future generations of children would depend largely on the quality of students entering the profession. A close relationship with the University was essential in this process, to ensure that we were all working towards the same end.

1.2 The enthusiasm and commitment of the students created a positive feel within the school. It encouraged staff to be more open minded and receptive to new ideas and change. Their developing mentoring skills made them more critical of their own teaching and helped to improve the quality of their self-evaluation and classroom practice.

2 Aims of the ITT policy

2.1 The aim of our ITT policy is to: -

- develop a structured learning environment for pupils, staff and students
- provide a system that supports good practice and develops motivated trainee teachers that meet the standards required for their stage of training
- ensure that the trainees contribution to teaching supports and enhances standards at BSCPS
- liaise with the Partnership Team of Sheffield Hallam University (SHU) and other partnership institutions with regard to the main student courses: - eg PGCE, BA's and provide a breadth of opportunities within Foundation Stages 1 and 2, Key Stage 1 and Key Stage 2
- afford opportunities for staff development in educational theory and practice including school based action research
- use SHU student funding to support class teachers enabling them to further develop their good practice

3 How we will achieve these aims: -

3.1 Acknowledge BSCPS's responsibility to provide a well-structured, supportive environment. where students feel confident enough to try out different teaching techniques and develop new strategies, which would in turn help them to develop their teaching skills. We will make a point of

1. welcoming and briefing our students
2. drawing up timetables in advance of their practice, stating the times they would be mentored, and identifying half-day blocks when they could do their reviews.
3. cross phase mentoring to moderate internal practice thus maintaining high standards
4. holding weekly meetings with students for general discussions and target setting
5. arranging for staff to attend regular mentor training sessions run by SHU or internal advanced mentors

3.2 ensure trainees are placed within an appropriately aged class, with the support of a suitably experienced class teacher, under the supervision of a trained ITT co-ordinator and adhere to the schools processes of curriculum planning, delivery and assessment.

4 Role of the Co-ordinator

4.1 The role of the co-ordinator is to

- welcome and familiarise new students with BSCPS policy, customs and practise
- support and aid the emotional and professional development of students and staff
- timetable student's visits and block practices
- liaise with members of staff, re mentoring, mentoring courses etc
- ensure that staff and student practice within the school is in line with SHU standards for the award of Qualified Teacher Status (QTS)
- monitor and update policy
- monitor, assess and evaluate adherence to ITT and mentoring policy
- keep abreast of current practice
- liaise with SHU, alternative placement schools and other outside agencies

5 Role of the Mentor (often class teacher joint mentor with co-ordinator)

5.1 The role of the mentor is to

- ensure that the student's preparation for the practice is sound
- ensure that the student has been briefed in advance about the works/he is expected to cover
- discuss expectations and programme on the first students visit to the school
- liaise with student co-ordinator
- liaise with classroom teacher and encourage him/her to give regular feedback and advice
- ensure that the amount of classroom contact and level of work required is correct
- carry out observations during the block placement or arrange for observations by others
- hold weekly meetings with the student reviewing their progress and setting targets
- check that the student completes records and assessments appropriately
- give student regular oral and written feedback about his/her strengths and weaknesses in relation to subject knowledge, teaching skills, assessment and recording
- offer encouragement where possible, but alert students promptly to serious weaknesses
- contact the student co-ordinator for support if there are concerns or problems
- request a second opinion from a colleague where necessary
- liaise with the University moderator on their visit
- carry out the mid-placement review using the profile
- carry out the end of placement review using the profile
- complete the Summative Report Form for the student co-ordinator who will send it to the University
- to act as a referee for trainees seeking employment

6 The role of the class teacher

- 6.1 The role of the class teacher is to
- provide a welcoming and supportive training environment
 - be familiar with and adhere to SHU and BSCPS documentation
 - complete basic mentor training and more advanced training if desired
 - provide adequate written and oral feedback to help students evaluate their own practice
 - assist the student as required in the acquisition of suitable resources for the delivery of lessons
 - supervise all P.E. lessons and any situation where pupil's safety may be an issue
 - have ultimate responsibility for the class at all times throughout the placement

7 Curriculum Organisation

- 7.1 Any member of staff who has completed their NQT year successfully is eligible for a student placement or mentoring. Any teacher having the responsibility of supporting a student or wishing to mentor should be familiar with the SHU School of Education "Standards for the Award of QTS Student Profile" and "School Experience Booklet" and have undergone mentor training. The student co-ordinator is responsible for official documentation and liaison with the University. Students are mentored in line with SHU policies.

8 Assessment, Recording and Reporting

- 8.1 Assessment recording and reporting conforms to SHU practice. At the end of a placement, each student will be asked to complete an evaluation questionnaire provided by the school. These will be used to inform future changes to the ITT policy.

9 Equal Opportunities, Special Needs and Inclusion

- 9.1 The whole school policy on Equal Opportunities, Special Needs and Inclusion will apply to student teachers.

10 Resources

- 10.1 A range of materials is available to support our students and in addition to these we provide them with a school prospectus, a student handbook, booklets explaining guidelines regarding behaviour and inclusion. Bound copies of curriculum policy documents and aspects policy documents may be borrowed from the information centre. General teaching resources are available for all students to access and use and they will be provided with a code number to allow them to use the photocopier. Students will be expected to return all items borrowed whilst on their placement at BSCPS.

11 Safety

11.1 It is the responsibility of the student to adhere to the school's health and safety policy in order to ensure a safe working environment for the pupils.

12 Display

12.1 BSCPS regards the display and presentation of visual stimulus and children's work as an important element of teaching and learning. The students will aim to ensure that their classroom display boards are interactive and promote a stimulating environment. They should be mounted in line with the BSCPS display policy.

13 Role of the Headteacher.

13.1 The headteacher will have a termly meeting with the ITT co-ordinator in order to monitor, review and evaluate present student policy and its effectiveness. This steering group meeting will also be attended by a student representative, an HEI representative, an LEA representative and a SHU partnership representative. The implementation of the student policy is ultimately the headteacher's responsibility.

14 Parents and Governors

14.1 Governors will be given a copy of the student policy and kept informed of any changes which may be made or occur throughout the year. They will have access to all planning and SHU documents and the co-ordinator will be available to answer any queries, which may arise from them.

14.2 Parents are welcomed into the school as additional help and support. The students should make sure parents are aware of the learning objectives and direct them in such a way as to enhance children's learning.

15 Review Date

15.1 The co-ordinator will ensure that the policy is adhered to and reviewed annually.

Birley Spa Community Primary School

Key Skills Policy

1 Introduction

1.1 Children learn, practise, develop and refine a range of skills in our school. Some of these skills are specific to certain subjects; others are universal key skills and support learning in all subjects. These key skills underpin learning throughout the school. We aim to equip children with these key skills so that they can be as successful as possible in the future.

1.2 There are six key skills set out in the National Curriculum for Key Stage One and Key Stage Two. These are:

- **Communication** This includes listening, speaking, reading and writing.
- **Application of number** This includes mental calculation skills, and learning how to apply these skills to solving number problems.
- **Information technology** This involves using new technology to find, analyze, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.
- **Working with others** This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation and mutual understanding.
- **Improving own learning and performance** This involves children in evaluating their own performance, and understanding what they need to do next in order to improve.
- **Problem-solving** This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

These skills form the basis of success in all aspects of school life and are vital to life-long learning.

2 Organisation and method

2.1 We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Key skills form a cornerstone of curriculum planning throughout the school. For example, we give the children many opportunities to develop the application of number key skill in their geographical studies, and when we teach physical education we stress the importance of working with others.

2.2 Teachers highlight the opportunities to develop key skills in their medium-term planning. Progression in key skills forms part of the school's long-term curriculum plan.

2.3 The class teacher pays special attention to each child's progress in the key skill of working with others. We give each child plenty of opportunities to work as part of a group, and to take responsibility for the work of a group. We actively teach children how they can contribute to the work of a group, and what being a successful member of a team involves.

2.4 Our school believes that it is very important for children to reflect on what they have learned - what has been done well and what could have been done better. We believe that this is an important part of developing successful strategies for future learning. Teachers regularly ask the children to reflect on their learning at the end of a session or topic. They talk to each child about the child's work and so help them to become aware of their strengths and weaknesses. Each term we set targets for the children,

so that they are clear about what they need to do to make further progress. These targets often focus on progress in aspects of these key skills.

3 Assessment and recording

3.1 There are no formal key skills assessment tests. Teachers assess key skills as part of the assessment processes already established in the school. However, we encourage children to record their achievements in their Records of Achievement File, and to record examples of their progress in any aspect of key skills. For example, where a child demonstrates very good progress in working with others when helping with the school play, or when playing as a regular member of the football team, the teacher records this information and encourages the child to do the same in the Records of Achievement File. Children keep a diary of any residential trips or other visits in which they have taken part. This can provide valuable evidence of their progress in solving problems or developing communication skills.

3.2 The class teacher comments on each child's progress in the annual school report to parents.

4 Monitoring and review

4.1 The headteacher monitors the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers' planning.

4.2 The class teacher evaluates a child's progress in key skills. This forms part of the teacher's regular assessment of each child's progress and of the school's target-setting process.

4.3 The governing body is responsible for monitoring this key skills policy as part of the school curriculum policy review process.

Reviewed 15-2-10 Liz Page (Assistant Headteacher)

Birley Spa Community Primary School **Leave of Absence Revised Model Policy**

1 Purpose of the Paper

The purpose of this paper is to introduce a revised model policy on Leave of Absence for referral to the relevant Governing Body Committee (personnel staffing) for consideration and adoption.

1.1 Introduction

Schools will be aware that the Leave of Absence Policy currently in schools has been in place for some years. It has now been updated, and also incorporates the recent legal entitlements that individuals have to time off from work. It should be noted that some additional provisions become effective in 2003 including an entitlement to two weeks paid paternity leave, amendments to maternity leave provision, and, for the first time, a legal entitlement to adoption leave.

- 1.2 It is intended that the revised policy will be applicable to most absences; however there will be situations that are not covered by the policy. Advice will be sought from Education Human Resources on specific situations.

The advantages of having a policy on absence that is publicised to all staff are that;

- Employees are aware of the situations for which Leave of Absence may be appropriate
- 'Sickness' absence (where the individual is not genuinely sick but requires leave) and unauthorised leave are likely to be reduced
- The policy ensures all staff are treated fairly and consistently

- 1.3 Schools will be aware that different staff groups have particular entitlements in accordance with national terms and conditions.
When exercising discretion the headteacher will be mindful of the need to balance the individual and school needs.

All staff are to receive this policy

- 2 This Policy is applicable to all school employees. Where there are differences in entitlements between support staff and teachers this reflects different conditions of service.

2.1 Reason for absence Period of absence With/without salary

2.2 Compassionate Leave

Serious illness of close family member or dependant or other 'urgent domestic distress'	Up to 3 days	With salary
<p>Note; refer also to dependants leave policy (April 2002) as additional unpaid leave may be an entitlement. a 'close family member' is normally defined as a partner, parent, child, grandparent, grandchild, brother or sister, however this definition is not exclusive.</p>		

Bereavement of a close family member or dependant	Up to 3 days including attendance at funeral Up to 2 additional days for travelling long distance	With Salary
<p>Note: refer also to dependants leave policy as unpaid leave may also be an entitlement. Where an employee has to travel overseas for a funeral a sympathetic approach will be taken to requests for urgent annual leave or unpaid leave. Additional leave without pay may also be approved for other purposes by the headteacher.</p> <p>a 'close family member' is normally defined as a partner, parent, child, grandparent, grandchild, brother or sister, however this definition is not exclusive.</p>		
Attendance at funerals other than close family members	Up to 1 day	With Salary

2.3 Dependants Leave

Time off for urgent reasons relating to employee's dependant e.g. child, partner, parent.	As necessary	Without Salary
<p>Note: refer also to dependants leave policy (April 2002) for full details other Leave of Absence provision may also be applicable e.g. compassionate leave.</p>		

2.4 Parental Leave

Time off to care for a child under 5 (or under 18 if a Disabled child)	Up to 13 weeks (or 18 if a disabled child)	Without Salary
<p>Note: refer to parental leave policy (April 2002) for full details</p>		

2.5 Paternity Leave/Maternity Support Leave

Time off for fathers or other individual directly involved in parenting a child (eg same sex partner)	10 days (pro rata) (normally to be taken within 5 weeks of the birth).	Support staff - with full salary Teachers - with full salary for first week Statutory paternity Pay for second week.
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2.6 Leave for Medical Reasons

Non routine Dental / Medical Appointments (including investigations and treatments)	As necessary	With salary
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Note; where it is not possible to arrange a routine appointment outside of working hours, teachers may be granted unpaid leave. Support staff may be granted unpaid leave, flexileave, time in lieu or (if not on a term time contract) annual leave.		
Blood donation Cervical smears Breast Screening Prostrate checks IVF treatment	As necessary	With Salary
Note: other treatments e.g. complementary therapy, cosmetic treatments, should be arranged outside normal working hours. Where it is not possible teachers may be granted unpaid leave. Support staff may be granted unpaid leave, flexileave, time in lieu or (if not on a term time contract) annual leave.		

2.7 Leave for Public Duties

Magisterial duties	Up to 18 days per year (in full or half days)	With salary
Witness in court	As required	With Salary
Jury Service	As required	With Salary (in accordance with Juror's Allowance Regulations) Note: refer to LEA procedures for jury service.
Local Authority and other Public duties School Governing Body duties Service in non regular forces e.g. Territorial Army	As agreed - teachers Up to 208 hours per year - support staff Unpaid leave may also be agreed As agreed 1 week Nb. Other provisions apply in the event of an employee being called up for active service	With Salary
Note: Leave for Magisterial duties, Local Authority and other Public duties, and School Governing Body duties, is subject to agreement of the headteacher and governing body, and will be dependant upon service requirements.		

2.8 Miscellaneous

Maternity Leave	Refer to maternity leave policy (copy available from Human Resources). Summary document issued to schools April 2003.	
Adoption Leave	Refer to adoption leave policy (copy available from Human Resources). Summary document issued to schools April 2003	
Trade Union Leave	Refer to 'Guidelines for managers managing trade union time off' (copy attached)	
Time off for religious observance	Refer to Model Religious observance policy (copy attached)	
Interview/Assessment Centre	As may be approved Note: no limit applies to paid time off for interviews / assessment centres for individuals subject to redeployment or redundancy procedures	With Salary
Preparatory visit following appointment to above post	Maximum 1 day	With Salary
Work related examinations	1 day per 1/2 day exam	With salary
External lectures	As may be approved	With salary- 50% of all fees must be paid to the school Without salary - all fees may be retained Travel expenses cannot be claimed
Attending examination boards	As necessary	With salary

Attending graduation ceremony of oneself, or close family member	1 day	With salary
Wedding	1 day	With salary if close family member. Without salary if not close family member, Note; own wedding is not subject to leave of absence 'close family member' is normally defined as partner, parent, child, grandparent, grandchild, brother or sister, however this definition is not exclusive
House move	As necessary	Without salary
National team events eg. Olympics	As may be approved	With salary
Other circumstances	As may be approved	With or without salary at the discretion of the headteacher depending on the circumstances of each case.

2.9 For other events:

- teachers may be granted unpaid leave
- support staff may be granted unpaid leave, flexileave, time in lieu or (if not on a term time contract) annual leave

if an employee believes that they are not being fairly treated or leave has been refused unreasonably the issue should be raised in accordance with the grievance procedure.

This policy will be reviewed in accordance with changes to legislation or terms and conditions, and its application will be monitored to ensure consistency and fair application.

3.0 GUIDELINES FOR MANAGERS, MANAGING TRADE UNION TIME OFF

3.1 INTRODUCTION

This Guidance for Managers is intended to be read in conjunction with the document "Time Off -a Framework for Trade Union Duties and Activities within Directorates and Services".

This guidance draws out for managers, the main issues and considerations to take into account when dealing with requests for time off from Trade Union representatives. Advice and guidance can also be obtained from Directorate Personnel Sections.

3.2 BACKGROUND

There is no legally set formula for time off for trade union representatives. The relevant legislation and the ACAS Code of practice on Time Off state only that trade union representatives should be granted **reasonable time off** during the employer's working hours.

The law and the ACAS Code draw a clear distinction however, between trade union duties, training and activities in respect of payment for time off. Generally, time off for duties and training should be paid time off, and that for activities is unpaid.

Trade Unions have a right of complaint to an Industrial Tribunal if they believe that an employer has acted unreasonably.

3.3 PRINCIPLES

It should be emphasised that the Framework empowers managers to decide, prior to any time off being taken, whether or not it should be granted.

In taking this decision, managers should not unreasonably withhold permission for time off and should base their decision upon factual information provided by trade union representatives. This framework is not intended to act as a barrier to time off provision.

It is important that managers create good channels of communication with trade union representatives about this and other issues so there is no misunderstanding between them and that relevant information is effectively shared.

Managers at all times should be able to demonstrate objective reasons for granting or refusing time off and should maintain records for this purpose.

The exigencies of the service and service delivery will be paramount considerations in deciding to grant time off.

3.4 WHAT IS REASONABLE?

Before agreeing requests for time off, managers should check that the representative is an accredited representative of a recognised trade union and the purpose for which the time off is required i.e. a duty, an activity or training. A comparison can then be made with Sections 2.2, 2.3, 2.4 of the Framework.

Managers should take into account:

- a) How much time off has already been granted, including frequency and timing
- b) The amount of time off being asked for and the reason for it
- c) What conditions need to be set for approval to be granted
- d) How well previous arrangements have operated where conditions have been set
- e) What service delivery problems or productivity problems would be caused by agreeing to the request and whether sufficient cover exists, or could be provided
- f) The number of trade union representatives available or involved

By doing the above, a manager can make a reasoned judgement to:

- a) Grant the time off with pay
- b) Grant the time off without pay
- c) Grant the time off as in a) or b) but seek other arrangements
- d) Refuse the time off with reasons

3.5 GRANTING TIME OFF

As time should not be unreasonably withheld, a manager should seek the fullest information about the reason for time off so that he/she can compare this with workload requirements and service delivery implications.

Managers should consider the relevance of the request to the responsibilities of the representative concerned before granting time off. A distinction exists between a representative needing to know information of general interest as opposed to that which is directly relevant to their duties.

Having done the above, Managers can then plan properly for the absence of the representative of the workplace or for alternative arrangements to be put in place. This may require, for instance, a meeting the representative is to undertake to be rescheduled to a more convenient time or date. It should then be possible to avoid

disputes and grievances about the interpretation of what is reasonable. Consistency in granting time off is a key factor in ensuring that representatives do not feel they are being unfairly treated by managers. Consistency can only be achieved if it is recognised that managers ensure that requests for time off are channelled to them **before** any time is taken and they ensure that representatives are aware they have a responsibility to seek permission.

3.6 NON-AGREEMENT TO TIME OFF

Managers should have **objective** reasons for not agreeing to requests for time off with or without pay.

These may include:

- a) A representative's refusal to seek prior permission or to provide sufficient information in the detail required to enable a manager to take a decision
- b) Damaging effects on service delivery or on safety
- c) Excess time off already having been granted either for similar or other purposes which can be demonstrated from records maintained by the manager
- d) Excessive length of time off required for the duty, training activity
- e) Lack of connection between time off requested and the duty or activity to which it is related.

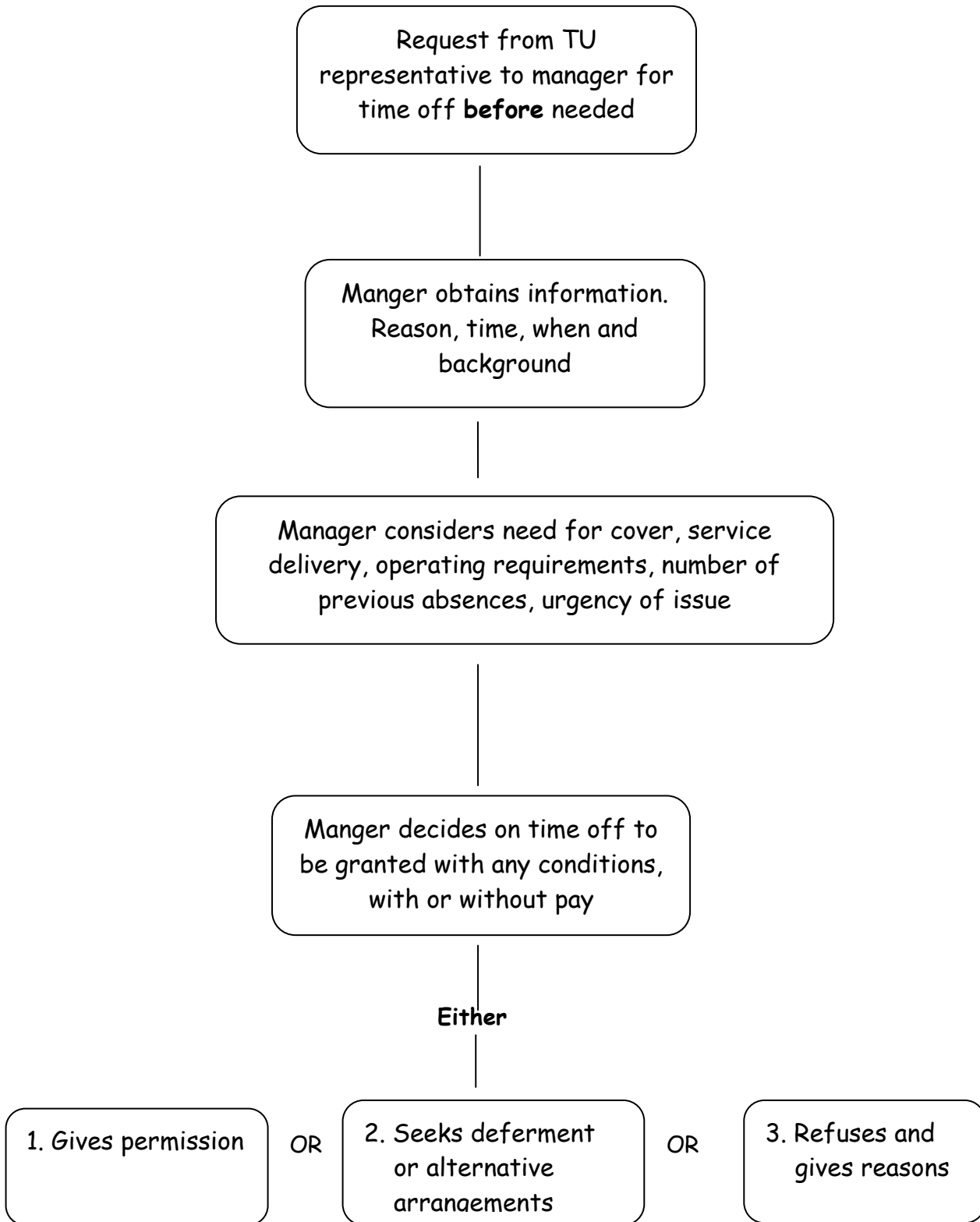
TRADE UNION TIME OFF RECORDING FORM

NAME OF TRADE UNION REP. _____ TRADE UNION _____ DIRECTORATE / _____
 CONSTITUENCY

DATE OF REQUEST	DATE AND TIME OF MEETING ETC	PURPOSE	TIME OFF GRANTED (HOURS)	APPROVED / NOT APPROVED	IF NOT APPROVED STATE REASON OR ALTERNATIVE ARRANGEMENTS	PAID / UNPAID

3.7 FLOW CHART CONSIDERATION OF TIME OFF REQUESTS

The flow chart below shows how the process should be organised



4.0 MODEL POLICY FOR GRANTING LEAVE FOR RELIGIOUS OBSERVANCE

4.1 INTRODUCTION

This policy has been developed to help the Headteacher consider granting leave for religious festivals (see Appendix One for details of religious festivals). The City Council's and the school's Equal Opportunities Policy promotes good practice and equality of opportunity. It is therefore the school's policy that the Headteacher give every consideration and treats sympathetically requests for leave from employees specifically wishing to participate in religious festivals.

4.2 POLICY FOR TEACHERS

The policy for teachers will be as per their conditions of service. The condition of service for teachers is that they may take up to 3 days paid leave for attendance at a religious ceremony or observance of a religious festival which the teacher is under a moral obligation to attend or observe by reason of his/her membership of a place in a church or religious order.

4.3 POLICY FOR SUPPORT STAFF

i. Full-time Staff (excluding CCAs and Nursery Nurses)

Employees to be allowed to select up to 3 days (as a combination of full and/or part days) each financial year as religious holidays.

Such holidays to be taken by employees using annual leave, flexible working hours or unpaid leave.

ii. CCAs and Nursery Nurses

As their working year is the same as for teachers, they should be allowed to take up to 3 days paid leave for religious observance

iii. Term-time Only Staff

Such staff are in the same position as teachers in that they cannot take leave during term time. Such staff should therefore be given equal treatment with teachers and be allowed to take up to 3 days leave for religious holidays.

While every effort will be made to agree to requests, the Headteacher must always ensure the effective delivery of a service to the pupils and therefore may not always be able to agree to requests. Section 5 of this document outlines what will happen in those circumstances.

Where a religious ceremony takes place on a Saturday, Sunday or a Public Holiday, employees will not be able to apply for compensatory leave.

4.4 APPROVING LEAVE FOR RELIGIOUS OBSERVANCE

Employees should apply for religious observance leave in advance with the standard procedures applying for arranging annual leave, flexible working hours, unpaid or paid leave of absence.

4.5 WHERE APPROVAL FOR LEAVE CANNOT BE GRANTED FOR SERVICE DELIVERY REASONS

In the event of employees being expected to work on specified religious holidays due to operational requirements, then such employees will receive the usual enhanced conditions of service applicable for working on public holidays. These are as follows:

i. Teachers

There is no specific condition of service relating to teachers who work on public holidays. Payment should therefore be at the normal daily rate if they are required to work on specified religious holidays.

ii. APT and C Employees

For work on a public holiday, in addition to normal pay for that day, payment shall be at plain time for all time worked within an officer's normal working hours. At a later date, time off with pay will be allowed as follows:

- When the time worked is less than 4 hours = $\frac{1}{2}$ day
- When the time worked is 4 hours or more = full day

Work on that day outside normal working hours shall be paid for, as overtime, at double time in complete recompense.

4.6 MANUAL AND CRAFT EMPLOYEES

A day worker required to work on a public holiday shall, in addition to the normal [pay for that day, be paid at plain time rate for the hours worked, with a minimum payment for 4 hours. Also for work done on a public holiday, within the hours normally worked on that day, there shall be allowed at a later date paid leave as follows:

- When the time worked is less than 4 hours = $\frac{1}{2}$ day off
- When the time worked is 4 hours or more = full day off

Work on that day, outside normal working hours shall be paid for, as overtime, at double time in complete recompense.

IMPORTANT RELIGIOUS FESTIVALS

1. Christian Festivals

- Christmas
- Orthodox Christmas
- Easter
- Pentecost

2. Hindu Festivals

- Vijayadasmī
- Deepaweli (Diwali)
- Holi

3. Jewish Festivals

- Rosh Hashana
- Yom Kippur
- Chanukah
- Pesach

4. Muslim Festivals

- Ramadhan
- Eid-ul-Fitr
- Eid-ul-Adha

5. Sikh Festivals

- Guru Nanak's birthday
- Guru Gobind Singh's birthday
- Vaisakhi

The LEA will circulate the exact dates of each festival at the start of each academic year.

Birley Spa Community Primary School
Lone Working Procedures

1 Introduction

- 1.1 The governing Body is committed to ensuring staff, volunteers and contractors enjoy a safe working environment. It is recognised that there are occasions when teaching, support, administrative, grounds and cleaning staff may be required, or choose, to work alone or in isolated situations. This however may introduce risks for a normally non-hazardous work activity.

2 Categories of lone workers

- 2.1 Within Birley Spa Primary School a lone worker will most probably fall within one of the following categories:
- Those who work in an otherwise unoccupied building
 - Those who work in an isolated part of a building / school grounds
 - Those responding to an alarm call out after normal school hours

3 Definition of Lone Working

- 3.1 Where staff are engaged in work (either outdoors) where there are no other people who reasonably be expected to come to their immediate aid in the event of an incident or emergency.

4 Risk Assessment

- 4.1 It is the responsibility of the Health and Safety Co-ordinator to ensure that all members of staff complete an annual Lone Working Risk Assessment. The risk assessment will take into account the type of tasks undertaken, the environment, health and safety instructions and training received and the individual's medical history.
- 4.2 Hazards identified will be evaluated by the health and Safety Co-ordinator for the likelihood of the hazard causing harm. Measures will be introduced if the assessment shows that existing precautions are inadequate to eliminate or adequately control the hazard. The risk assessment will be subject to review to ensure it is relevant and current to the workings of the school.
- 4.3 Contractors will be given the opportunity by the Health and Safety Coordinator to complete a Lone Working Risk Assessment and receive the appropriate Health and Safety information.

5 Controls

- 5.1 Staff should seek the permission of the Head teacher to work alone in the building outside of normal school hours.
- 5.2 The experience and training of all staff and the activities to be undertaken will be taken into consideration before allowing lone working. Lone workers must be considered capable of responding correctly in an emergency situation by the Headteacher and/or Health and Safety Coordinator. Whenever possible it is recommended that staff work with a partner.
- 5.3 Staff should not enter the school premises if there are signs of intruders but are advised to immediately call the police.
- 5.4 Staff should activate the door security system when lone working and ensure that areas of the school not in use are kept secure. Staff must not place themselves in danger by challenging intruders or vandals but should call the police for assistance.
- 5.5 Staff should not work alone if they have medical conditions that might cause incapacity or unconsciousness.
- 5.6 All lone working staff should establish their own checking in and out system with family, friends or work colleagues. It is advised that lone workers provide a relative or friend with a telephone contact number (Head teacher's or health and Safety Coordinator's mobile phone numbers) to call if the lone worker fails to return home at the expected time.
- 5.7 It is not normally practicable for the Headteacher to periodically visit and visually monitor people working alone.
- 5.8 Staff will receive information and/or training to help ensure they understand the risks associated with lone working and to minimise these risks. All lone workers, in an otherwise unoccupied building, should follow the school's 'Fire and Emergency procedures for Users other than School Personnel'. Staff have a responsibility for making themselves familiar with and following the school's safety procedures and location of safety equipment.

- 5.9 Contractors should have access to their own first aid kit suitable for treating minor injuries.
- 5.10 If staff relies on mobile phones they must ensure that their network has good reception within school. Although phones can give extra reassurance, they do not provide complete protection and staff should still be alert for their own personal safety at all times.
- 5.11 In the situation where two or more people are working in isolated areas of an otherwise unoccupied building, personnel should keep each other informed about their movements.
- 5.12 Lone workers should not undertake activities that involve the handling of money, working at height, any task that has been identified as medium or high risk or which are potentially hazardous given their own level of experience and the nature of the task. Staff working at height in an isolated building must follow Birley Spa Community Primary School Working at height procedures.
- 5.13 All school personnel are reminded about the importance of maintaining a healthy work / life balance.
- 5.14 It is the responsibility of all school personnel and contractors to adhere to the lone working procedures and to report any difficulties, failure of equipment or general concerns on health and safety to the Head teacher and/or health and Safety Coordinator. If members of staff fail to follow procedures designed to protect their safety, this could result in a disciplinary matter as they will have contributed to their injury and any compensation claims for damages or unfair dismissal may be reduced accordingly.
- 5.15 The school respects the right of the employee, under the Trade Union Reform and Employment Rights Act 1993, to refuse to carry out work where there is a serious and imminent risk of danger. They also can advise others to do the same without being dismissed as a result. Staff should be proactive in bringing to the attention of the Headteacher and/or health and Safety Coordinator any aspect of work related risks.
- 5.16 The Health and Safety Coordinator and/or health and Safety Governor will regularly monitor the implementation of these procedures. Following any incident an investigation will be carried out and its findings used to inform change to procedures and working practices.

Birley Spa Community Primary School
Marking and Feedback

1 Mission Statement

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

"Mistakes are the portals of discovery" James Joyce

2 Principles

2.1 Marking and feedback should:

- Be manageable for teachers.
- Relate to learning intentions, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process to include response partners (oral feedback). Self assessment against WILF to be recorded e.g. as faces, traffic lights or two stars and a wish.
- Take an **ipsative** developmental approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting
- Be accessible to children
- Use consistent codes throughout the school
- Ultimately be seen by children as positive in improving their learning
- Encourage and teach children to self-mark wherever possible

3 Strategies

3.1 Summative feedback/marking

This usually consists of ticks and crosses and is associated with closed tasks exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

3.2 Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly, and in whisper, on other features.

3.3 Quality marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both successes against the learning intention and improvement needs against the learning intention. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant'). With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight three things (maybe two or even one per child with younger children) which are best against the learning intention and put an arrow where improvement against the learning intention could take place, including a 'closing the gap' comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments are:

A reminder prompt (e.g. 'What else could you say here?').

A scaffolded prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he..', 'Describe the expression on the dog's face')

An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit|The dog couldn't believe his eyes).

3.4 Secretarial features

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

3.5 Self-marking

Children should self-evaluate wherever possible. Children can identify their own three successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

3.6 Shared marking

Using one piece of work from a child in another class to mark as a class, using OHP, at regular intervals, models the marking process and teaches particular points at the same time.

Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

3.7 Paired marking

Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, then put up as a poster.
- Children should, alternately, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- Pairings need to be based on someone you trust - best decided by teacher.
- Pairings should be ability based, of two middle, two brighter or one middle and one lower together.
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. 'I think this bit really shows how that character feels, what do you think?')

4. Organisation

- The first 5-10 minutes of a lesson should, wherever possible, be used to get around the class to establish understanding and act on it where the work is too easy or too difficult.
- Where possible, children should be encouraged to self-mark.

- Set less work, especially in literacy and mathematics, so that time can be allowed to go through work and mark as a class.
- Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings.
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers. Use codes against learning intentions wherever possible.
- When work has been distance marked, time should be given for children to read and then make one focussed improvement based on the improvement suggestion (linked with the arrow when codes are used). In order for the marking to be formative, the information must be used and acted on by the children.

Date reviewed: 15 Feb 2010 Liz Page (Assistant head teacher.)

Birley Spa Community Primary School

Monitoring and Evaluation

1 Introduction

- 1.1 In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.
- 1.2 Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.
- 1.3 Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.
- 1.4 Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

2 Monitoring and evaluation framework

- 2.1 We use The Five-Stage Cycle for School Improvement (as defined by the DfEE's green paper Teaching Excellence) to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:

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Children First -

At Birley Spa we are striving to be a forward looking, innovative school, active in our pursuit of continuous improvement and excellence.

- how well are we doing?
- how do we compare with similar schools?
- what more should we aim to achieve?
- what must we do to make it happen?
- taking action and reviewing progress.

3 Monitoring and evaluation activities

3.1 This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

3.2 The quality of teaching

The headteacher, the Senior Management Team or core subject leaders observe all teachers working with classes at least once a term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. Teachers negotiate the observation date and the focus reflects an agreed whole-school focus that is linked to the school improvement plan. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The headteacher builds the development points into the school's continuing professional development programme and the teachers develop their own professional portfolio. The frequency and nature of observations is currently under review. A new timetable has been devised. The format focus is assessment for learning and accelerated learning. - (January 2010)

3.3 Where a subject has been identified in the school improvement plan as a priority area, the subject leader observes all relevant teachers once a year as they teach the subject in question. Each year we identify priority areas. Subject leaders monitor the quality of teaching in their subject and select a specific focus for the observation. This gives feedback about the progress of specific actions in the school improvement plan.

3.4 The quality of children's learning

In the course of their lesson observations, the headteacher, senior management team and core subject coordinator gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. This enables us to make evaluations about the impact of the school development plan.

3.5 The standards attained by children

In the course of their lesson observations evidence about the standards that the children are attaining in lessons is gathered. All subject leaders undertake, where appropriate, a termly scrutiny of children's written work. This involves the sampling of

children's work from a range of abilities within each class. Subject leaders use the evidence of this to inform their annual subject action plans. These form part of the school development plan.

3.6 The quality of teachers' planning

Teachers give their medium-term planning to the appropriate subject leader at the beginning of each term/half term. The subject leader records any common issues and passes on information about these to the headteacher. Teachers receive verbal feedback from the subject leader. Teachers hand their weekly record to the headteacher on Monday morning. The headteacher returns the planning with written comments where appropriate.

3.7 The targets set for children's learning

All children in Key Stage One and Key Stage Two have personal learning targets for literacy and numeracy. The teacher reviews these when appropriate, depending on the age of the child. The teacher reviews the children's National Curriculum levels at the end of each school term. End of year targets are set for each child in October. The headteacher/assessment leader and the class teacher review these targets and the progress that the children are making each term with the School Improvement Partner.

3.8 The headteacher and governing body, in consultation with the LEA, review the progress that the school is making towards its National Curriculum targets in English and Mathematics each term.

3.9 The targets set in our self evaluation plan

The headteacher gives the governors a termly report in which he identifies progress against the targets within the school improvement plan. Governors make regular visits to the school as part of a planned programme of monitoring. The governors and headteacher agree the focus of these visits when formulating the school improvement plan. Governors focus on one particular curriculum area or aspect of the school. The headteacher supplies the governors with monthly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan. The planning cycle involves the governing body in evaluating the progress of the current school improvement plan as part of the development of the next plan. This gives governors a clear view of the school's strengths and weaknesses.

4 Monitoring and evaluation - key tasks

4.1 In the autumn term we ask ourselves two key questions:

- How well are we doing?
- How do we compare with similar schools?

- 4.2 We analyse the trends in our school performance using Raise-on-line. We:
- examine national summary results;
 - examine national value-added information;
 - make comparisons with similar schools.
- 4.3 We also discuss what more we should aim to achieve when we:
- determine individual end-of-key-stage targets;
 - determine whole-school end-of-key-stage targets;
 - agree statutory targets with the governing body.
- 4.4 We discuss what we must do to improve our school performance and set a date to:
- review our curriculum plan to support agreed targets;
 - review the school improvement plan to support agreed targets.
- 4.5 We review progress by:
- monitoring and evaluating the progress of individual children;
 - monitoring and evaluating the progress of cohorts of children.

5 **Monitoring and evaluation as part of performance management**

- 5.1 The Performance Management Cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher and each class on an annual basis.

Birley Spa Community Primary School NQT Policy

1 **Rationale**

The Governors and Headteacher of the School recognise that the appointment of an NQT makes a valuable contribution to the development of the school and the NQT. Through the development of a real partnership these should be an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the NQT. Governors and staff understand that the experiences of the first year of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the self-confidence and self awareness necessary for good teaching.

The Governors and Headteacher of Birley Spa Community Primary School will ensure that the induction period:

Helps the NQT to build upon the knowledge, skills and understanding developed in initial teacher training;

Helps the NQT to become full members of the teaching profession, and provides a foundation for their longer-term professional development, within the context of their individual needs;

Builds on the information provided in the NQT'S Career Entry Profile and helps the NQT to meet identified targets, particularly those relating to the requirements for the successful completion of the induction year.

Includes systematic, fair and rigorous assessment procedures, based on evidence of the NQT'S professional practice;

2 The aims of the policy are :

- To provide a bridge from initial teacher training to effective professional practice
- To provide well targeted support which, in turn, will help NQT'S to make a real and sustained contribution to school improvements and classroom standards.
- That NQT'S will take full advantage of the school's induction programmes and staff expertise.
- NQT'S continue to meet the standards for the award of QTS and improve their practice.

3 Birley Spa Community Primary School's responsibility to NQT'S

When appointing an NQT the Governors and Headteacher are making a commitment to:

Provide the NQT with appropriate teaching commitment, which is no more than 90% of the normal teaching timetable or pro rata equivalent;

Provide an Induction Tutor and Support teacher with the interest, time and experience to be influential in the development and support of the new teacher;

Provide a well structured school-based induction programme;

Enable the new teacher to attend appropriate courses for NQT'S;

Enable NQT'S to visit good schools in the local area to see effective practice at first hand.

3.1 The Induction Period

NQT'S will be required to complete an induction period of not less than three terms.

The Governors recognise that the induction period may be completed in more than one school, with periods of service aggregated for assessment purposes. However, each separate period of service must be of at least one term's duration, or part-time pro

rata equivalent. No more than five years will normally have passed between the beginning and completion of an NQT'S induction period.

Once the induction is successfully completed, the teacher will be included in the school's appraisal programme.

The Governors and Headteacher are responsible for the induction and professional development of new teachers. The Induction Tutor is responsible for the day to day supervision of the NQT, ensuring appropriate support, reporting and assessment takes place.

NQT'S will not normally be assigned a Student Teacher

3.2 Role of the Induction Tutor.

The Induction Tutor will normally be an appropriately experienced and trained mentor. An NQT'S Induction Tutor should provide an experienced, trusted, critical friend with empathetic pastoral and professional support and:

Be available to provide adequate advice and support as necessary.

Meet with the NQT shortly after he/she joins the school to discuss the Career Entry Profile .

Arrange a formal programme of school-based support.

Meet regularly, formally and informally with the NQT.

Observe the NQT teach and provide appropriate advice.

Monitor progress systematically using the CEP and other agreed targets.

Maintain records of monitoring, support and formal assessment activities undertaken, and their outcomes.

Where applicable, in consultation with Senior Managers, make arrangements for additional support, experience and professional development from outside the school if necessary, where the NQT is not provided with sufficient breadth of experience to enable him/her to meet the Induction Standards.

4 What the school expects from the NQT

NQT'S are expected to comply with the school's policies and practices for all the staff to:

Consistently meet all the standards for the award of NQT'S throughout the induction period.

Set and maintain good standards of pupil behaviour in the classroom.

Identify and take advantage of the opportunities offered by the school as part of the local community.

Liaise effectively with pupils' parents and carers.

Take responsibility for implementing school policies and practices.

Take responsibility for their own professional development, participate in target setting and associated professional development, maintain their CEP and keep up-to-date with research and developments in pedagogy and in the subjects they teach.

Teach lessons which are thoroughly prepared and which relate to the school's Schemes of Work.

Provide and mark homework in accordance with the school's homework/home-school contract.

Be a good role-model to students both in and out of school.

Monitor children's progress.

Support the learning of all the children, liaise with the SENCO and make use of support staff.

5 Prior to taking up the post

The time between the appointment and taking up the post is important to ensure that the NQT is well prepared for his/her teaching appointment.

Wherever possible, an NQT will be given the opportunity to visit the school, be introduced to the class to be taken and have access to policies before taking up the appointment.

6 Assessment Arrangements

The NQT will be monitored throughout the induction period. Informal monitoring and formative assessments will be carried out on a day to day basis. At least six scheduled observations and review discussions will also take place throughout the year, to measure progress against the National Induction standards. Three formal assessment

meetings and subsequent summative reports will take place towards the end of each term.

7 Implementation and review

This policy will be made known to all Staff and Governors.

This policy will be reviewed regularly.

The policy will be taken into consideration when updating the School Development Plans by consultation with appropriate staff.

Reference to the policy will assist in the identification of in-service requirements.

Kirsty Ridley
January 2010

Birley Spa Community Primary School

Performance Management

1 Performance Management

1.1 Performance management enhances school improvement at Birley Spa Community Primary School by supporting and improving teachers' work, both as individuals and in teams. It can facilitate agreements; review the priorities and objectives within the overall framework of our School Development Plan with its component parts. It is aimed to focus attention at effective teaching to benefit pupils and aid our quest in raising achievement.

1.2 Existing best practice is characterised by: -

- a commitment to raising attainment and welfare of all children in school;
- an understanding of the crucial role that teachers play;
- an atmosphere of trust which allows rigorous evaluation of strengths and identification of areas for development;
- willingness to share good practice;
- the integration of this policy within the management of Birley Spa Community Primary School.

1.3 Performance Management will only work if it is within our culture of professional development. It must be fair and open and be accepted by everyone as a shared commitment to recognise success and to promote continuous improvement.

2 This policy includes:

2.1 a commitment to agree, monitor and review objectives with every teacher;

standard documentation used by teachers.

- 2.2 This policy covers all teachers except teachers on contracts of less than one year and those in their induction year. All teachers have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

3 Rationale

- 3.1 We will implement our performance management arrangements on the basis of:
- Fairness. We all need to be ware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
 - Equal Opportunities. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development.

4 Roles

- 4.1 Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the Performance Management process. The headteacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.
- 4.2 An External Advisor will provide advice to the Governing Body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle.
- 4.3 Two nominated governors will undertake the performance management review of the assistant heads.

5 Responsibilities for Reviews

- 5.1 We have carefully considered the practical arrangements for performance management in the school. We have appointed two governors, the Chair and Vice Chair to carry out the head's performance management review. The head shall act as team leader for each teacher on the basis of responsibilities for learning in the school. The Senior Management Team will carry out observations and set targets for teachers reflecting the headteachers targets and those included in the School Development Plan.

6 Timing of Reviews

- 6.1 The one year performance management cycle links with our planning for school management and target-setting.

6.2 Our timetable is shown below:

- (a) Objectives set in the Autumn term
- (b) Monitoring and Feedback (formal and informal)
- (c) Formal Reviews end of Summer and Autumn Term
- (d) The process outlined in (c) above continues annually.

7 Performance Management Cycle

7.1 Performance Management is set in the context of our school's plans for development, against the background of the local education development plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

7.2 Performance Management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time.

8 Planning

8.1 Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. The head's objectives will cover school leadership and management as well as pupil progress.

8.2 The Headteacher should record the objectives which will apply for the review period. These jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives. If the head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

9 Monitoring Progress

9.1 The Headteacher should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

9.2 Classroom observation is accepted good practice with a minimum of one observation each year required by Regulations. It is not a requirement to observe headteachers with teaching responsibilities. In our school we have agreed to have one full lesson observation per year, supplemented by any fuller observation of whole or part lesson which are agreed to be useful for development purposes.

9.3 In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher of its purpose;
- the nature of the observation will depend on its purpose;

- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity.

9.4 We will use the standard DfES proforma for observations as attached at annex C. Copies should be kept by the teacher and the team leader. This is under review and a number of observation schedules are being trialled.

10 **Reviewing Performance:** The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

10.1 The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the teacher's control;
- Confirming action agreed with the teacher at other reviews;
- Identifying areas for development and how these will be met;
- Recognising personal development needs; and
- Agreeing new clear objectives and completing an individual plan for the year ahead.

10.2 Reviews will be self-evaluation essentially but will be monitored by Senior Leadership Team.

11 Links between pay, career stages and performance management.

11.1 Induction - the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle; (Circular No: 5/99 The Induction Period for Newly Qualified Teachers para 58)

- Up to the Threshold - teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified by review outcomes.
- Threshold - teachers who want to move to the upper pay spine should fill out the application form provided by the DfEE. Evidence from reviews will be used to inform application by teachers and assessment by heads.
- Performance Pay Points above the threshold. Advanced Skills Teachers and teachers in the leadership group - performance reviews will form part of the

evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.

11.2 This detail is supplemented by our policies on NQT's and professional development statements. In addition we have a teaching and learning policy and a discussion document, 'What makes an effective teacher?'

12 Managing Weak Performance

12.1 Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

12.2 The review meeting and review statement do not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

13 Confidentiality

13.1 Access to outcomes

There will only be two copies of the review statement - one held by the teacher and another held by the head on a central file, to which the team leader or Governors responsible for making decisions regarding pay could request access. A copy of the head's review statement should go to the Chair of Governors.

13.2 Information about performance reviews should be made available as listed below:

- the head should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- the head should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school;
- the head should report annually to the governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers; and
- the CEO can request from the Chair of Governors a summary of the performance assessment section of the head's review statement.

13.3 The head should keep review statements for at least three years.

14 Complaints

14.1 The Review

Reviews although in their nature self evaluation should be monitored by the Senior Leadership Team. Reviews are formally reviewed by Senior Leadership Team and governors for Threshold and UPS movement and leadership spine movement.

14.2 Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader, they can raise their concerns with the head. Where the head is the team leader, the teacher can raise the issue with the Chair of Governors.

14.3 Headteachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the head's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

14.4 The review officer (who could be the head, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the head's case all the appointed governors, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered new governors will be appointed to carry out the review of the headteacher. For teachers, the headteacher will appoint a new team leader. Any new review or part review ordered should be conducted within a further 15 days.

16 Evaluation of the policy

The head shall provide an annual report to the Governing Body on how effective the performance management procedures have been.

Birley Spa Community Primary School

Student Involvement Policy

1 Aim

The Governors of Birley Spa Community Primary School are committed to providing an effective programme for students.

1.1 Programme Aims

- To enable students to make a positive, smooth start to their involvement with our school.
- To consolidate and extend students professional knowledge, skills and experiences.
- To enhance students confidence and satisfaction in becoming effective in the classroom.

1.2 Achievement of Aims

The school will follow the guidance of the training provider and their guidelines.

2 Information and resources

2.1 Students will be provided with relevant information and documentation about: -

- safeguarding children;
- health& Safety issues;
- key staff and their roles;
- the school;
- pupils and classes with whom they will be involved;
- curriculum;
- resources;
- provision for support provided by the school and the training providers.

2.2 Support and Guidance

- The school will nominate a coordinator to plan, organise and evaluate their placement. This will include support, training and monitoring.
- Observation and review discussions will take place with a designated member of staff.
- Both will be involved in setting targets for professional development building on individual development needs.

3 Monitoring and Assessment

- The school will take steps to monitor and assess the students progress. The student will receive regular verbal and written feedback based on these assessments.

Signed Chair of Governors.
Birley Spa Community Primary School.

Birley Spa Community Primary School

Target Setting Policy

1 Introduction

- 1.1** In our school we are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.
- 1.2** Target setting also allows us to ask some key questions about the performance of our school. These are:
- How well are we doing?
 - How well should we be doing?
 - What more should we aim to achieve?
 - What must we do to make it happen?
 - What action should we take and how do we review progress?

2 Rationale for target setting

- 2.1** Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point for learning.
- 2.2** We involve the children in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.
- 2.3** We inform parents about the target setting process and the targets for their children. They have regular opportunities to talk about their child's progress towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.
- 2.4** Each year we identify targets for school improvement within our School Improvement Plan. The targets that we set for our children help to determine the priorities within

our school improvement plan. The actions that we then plan link to the targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning. The governors of our school are involved in reviewing the targets of our School Improvement Plan on a regular basis.

3 Aims and objectives

3.1 In our school the targets:

- challenge all children to do better;
- take into account each child's starting point for learning;
- encourage children to regularly discuss and review their progress with teachers;
- involve parents in their child's learning;
- help governors to agree priorities for the school improvement plan;
- lead to focused teaching and learning;
- help us to make judgements about how well our school is doing when compared to all schools and similar schools.

4 Process of target setting

4.1 An initial assessment is made of children when they enter Nursery. After half term ongoing targets are set for all children.

4.2 When children join our school, we make an assessment of their learning within the first term of their schooling, using the **LEA'S Baseline Schools Early Years Assessment on entry Scheme**. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort. The LEA comparative data allows us to identify the expected level of achievement of these children at the end of Key Stage 1 in the national tests. We record this on our pupil profiling system.

4.3 At the end of each year, the child's class teacher forecasts the National Curriculum level that s/he expects each child to reach at the end of that key stage. In Key Stage 1 this will be for reading, writing and mathematics. In Key Stage 2 this will be for English, mathematics and science. We base this forecast upon the current performance of the child, upon assessment and other data, and the teacher's own knowledge of the child's rate of progress during the year. The teacher then considers what the child could achieve when given an appropriate challenge.

4.4 Each teacher discusses the targets that she/he sets with their Senior Management Team Coordinator. We make comparisons with the performance of similar schools in order to ensure that the targets that we set offer a real challenge to the children.

4.5 Before agreeing and finalising them, we discuss the draft targets with the governing body and the LEA. The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. We do not necessarily

expect targets to improve year on year. They must reflect the ability of each cohort and carry an appropriate level of challenge.

- 4.6 Governors publish the finalised targets in English and mathematics for eleven year-olds in their annual report to parents. This gives details of the percentage of children who will achieve Level 4 or above in the national tests.
- 4.7 Teachers use the targets set for each child to develop classroom activities that are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children.
- 4.8 The teacher and their Senior Management Team Coordinator review the targets of each child during the first half of the spring term. This helps teachers review the progress that the children are making towards their targets.
- 4.9 We offer children termly opportunities to review their progress with their teacher. This progress forms part of the discussion that teachers have each term with parents.
- 4.10 We produce a statement about each child's progress towards his or her targets as part of the child's annual report.

5 Target setting data

- 5.1 In our school we use a range of information to support the target setting process. We expect teachers to be familiar with:
The target setting process for Sip
Issues arising from, Raise on line.
 - the LEA's School Information File (local comparative data);
 - national tests for seven and eleven year olds;
 - optional national tests for Years 3, 4 and 5;
 - EYFS profile.

6 Target setting across the curriculum

- 6.1 In our school we set a range of different types of targets. We have a statutory obligation to set targets for our children's performance in the national tests at age 11 in English and mathematics. We set targets for these subjects in each year of Key Stage 2. We also set targets for science in each year of Key Stage 2. In Key Stage 1 we set targets in reading, writing and mathematics for each year.
- 6.2 Teachers set curriculum targets for English and Mathematics in each class. These targets often relate to the objectives of the National Literacy Strategy and National Numeracy Strategy. Children in Key Stage 2 have their own English and Mathematics targets. The children write these targets on the inside cover of their English and

mathematics exercise books. They ask the teacher to review it when they have the evidence to show that they have met the target.

- 6.3 We set broader targets in a range of other areas of school life. In Year 6 we give each child the opportunity to take part in a musical production. We have a target to encourage more children to take part in extra-curricular activities over the current school year. We also have an agreed target for improvement for school attendance.

Reviewed 15-2-10 Liz Page Assistant Head teacher

Birley Spa Community Primary School

Voluntary Helpers in School Policy

1 Intentions

- 1.1 The school will regularly use voluntary helpers to enhance the curriculum, to provide support for staff in a range of activities and to support out-of-school activities. Voluntary helpers may include parents, governors and other members of the local community.
- 1.2 It is incumbent on the headteacher and school staff to ensure that voluntary helpers are under the supervision of a member of staff at all times and are clear as to what is expected of them.
- 1.3 All voluntary helpers in school are required to have a CRB check before they help in school. Voluntary help on a "one off" basis do not require a CRB, but the volunteer is not left to supervise children alone. All volunteers are required to complete relevant forms at the school office and will be issued with an ID badge and should sign in and out.
- 1.4 Voluntary helpers will be required to work within the school's health and safety policy and LEA guidelines.
- 1.5 It is recognised that voluntary helpers require training and Support. Staff and volunteers will be allowed sufficient opportunities to ensure that this is adequate. Voluntary helpers will be expected to understand and work within all school policies, in particular equal Opportunities, behaviour and discipline.
- 1.6 The recruitment and use of voluntary helpers will be carried out with attention to the school's Equal Opportunities policy.

'The governing body will be responsible for ensuring that adequate insurance arrangements are in place to cover possible liabilities arising from the involvement of voluntary helpers in school activities. Governors will ensure that where activities require additional insurance from the local authority that this is arranged

- 1.7 Voluntary helpers will not be used to carry out tasks which are the professional responsibility of school staff and for which conditions of service have been determined with professional organisations.

1.8 All prospective voluntary helpers will be made aware of this policy. A summary of the policy will be included in the school prospectus.

2 Guidance

2.1 All prospective helpers will not be used to carry out tasks which are the professional responsibility of school staff and for which conditions of service have been determined with professional organisations.

2.2 A copy of the school policy will be reviewed annually on the basis of a report presented to the governing body by the headteacher.