

Generic INTENT

Vision		Mission
*An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning		*Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour Where every child counts
Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.		
Preparing Children for Life We believe that we are preparing children for 21 st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.		
<u>Aims and Objectives</u> <u>At William Barnes Primary School, we believe that children deserve:</u> <ul style="list-style-type: none"> To be set appropriate and stimulating learning challenges To be taught well and be given the opportunity to learn in ways that maximise the chances of success To be given quality feedback which highlights successes and areas for improvement. To have adults working with them to tackle the specific barriers to progress they face. <u>It is also our aim that :</u> <ul style="list-style-type: none"> Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life. Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts. Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy. 		
<u>Knowledge and Skills</u> As a school, we believe in the equal relationship between knowledge and skills in our curriculum. We believe that: <ul style="list-style-type: none"> Knowledge can be declarative (to know that) or Procedural (to know how). Both these forms are important and that Declarative knowledge is turned into Procedural knowledge. through action and the act of applying. Skills can be Procedural knowledge as a result of the application of Declarative knowledge. Skills can be linked to dispositions and behaviours. In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge. We prefer to see the debate laid out as: <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> Knowledge → Comprehension → Application → Evaluation </div>		
<u>Global Community</u> We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.		<u>Parents</u> “For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)

William Barnes Primary School

Teaching and Learning Policy

AfL Policy + Growth Mindset	Marking and Feedback Policy
Home Learning Policy	Curriculum Policy
Engaging Parents	Learning Powers
Remote Learning Policy Step-Up September 2020 Policy Step-Forward March 2021 Policy	

INTENT

and

IMPLEMENTATION

William Barnes Primary School

Home Learning

Principles

At William Barnes Primary School we believe homework can;

Develop a bond between home and school learning.	Give an opportunity for children to share their learning with parents and explain expectations and new practices.	Give opportunities to practise, consolidate and extend their skills and learning.
Develop independence and a sense of responsibility for their own learning and progress.	Give opportunities to prepare for school learning.	Help prepare older children for specific assessments and ease transition to Key Stage 3.
Develop a sense of working to a deadline.	Develop self-discipline, self-motivation and an ability to organise themselves.	

We also believe that all homework should be meaningful to the child and should not interfere with their own hobbies, pastimes or family time.

Some homework activities are standard practice every week.

All year groups, from Reception to Year Six are expected to complete on a weekly basis;

1. **Reading Sessions: x5 for every year group.**
2. **Mathletics activities. Y6 (600) Y5 (500) Y4 (400) Y3 (300)**
3. **Arithmetic activities (KS2)**
4. **HTSW preparation**
5. **Spellings and Phonics in Reception and Y1**

All year groups may be asked to complete further homework on an irregular basis. This may include;

1. **Activities linked to English or Mathematics Targets.**
2. **Investigational or research style activities.**
3. **Preparation for a future lesson.**
4. **Further practice from an activity already completed in a lesson.**

All homework, homework expectations and deadlines should be **well explained** either verbally or in written form.

Homework should be **differentiated** to make it meaningful to all children. This might mean that not all children are asked to complete particular activities or that activities are set with different degrees of difficulty.

Parents and children are encouraged to seek help or clarification if intentions are not clear.

Once a month, **HomeTalkSchoolWrite** sessions run, throughout a week. Parents are asked to talk to children at home and prepare them for an independent writing task.

William Barnes Primary School

Curriculum

All children have a right to broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of Curriculum 2014.

At William Barnes Primary School, we aim to...

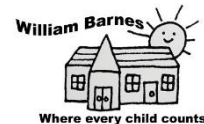
Provide a broad and balanced curriculum.	Cater for the needs of individual children of from all ethnic and social groups.
Develop every child's sense of independence, responsibility and confidence so that they may become useful, thoughtful and considerate members of the community.	Facilitate children's acquisition of knowledge, skills and qualities which will help them develop in the following areas - intellectually, emotionally, socially, physically, morally and aesthetically.
Cater for the needs of all abilities, including the most able and those who are experiencing learning difficulties	Create and maintain an exciting, stimulating and organised learning environment.
Ensure that each child's education has continuity and progression.	Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
Treat all children in a dignified way.	

At William Barnes Primary School, we aim that all children should...

- *Learn; to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team.
- *Develop the ability to make reasoned judgements and choices.
- *Be happy, cheerful and well balanced and show enthusiasm and eagerness to put their best into all activities.
- *Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour.
- *Be able to behave in a dignified and acceptable way and learn to become responsible for their own actions.
- *Care and take pride in their own school.
- *Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- *Develop non-sexist and non-racist attitudes.
- *Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- *Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- *Develop an enquiring mind and scientific approach to problems.
- *Have an opportunity to solve problems using technological skills.
- *Be capable of communicating their knowledge and feelings through various art forms including art, music, drama and acquiring appropriate techniques to do this.
- *Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places, recognising links among family, local, national and international events.
- *Have some knowledge of the beliefs of the major world religions.
- *Develop agility, physical co-ordination and confidence in and through movement.
- *Know how to apply the basic principles of health, hygiene and safety.

William Barnes Primary School

Our Curriculum Statement



School Context	
Rural Setting with valued Traditional Events Historical Mill and Countryside An Inclusive School, serving a Diverse Community Diverse and Fluctuating Cohorts	Expanded Farming Community Local Authority run School Thriving Community Hub (The Exchange) Local Opportunities for Sport

Our curriculum philosophy

What do we believe makes a good curriculum?

Inclusion

Progression and continuity in the curriculum

Preparing pupils for life- lifelong resilience, mental and physical wellbeing

A connected, relevant, personalised, broad, balanced and rich curriculum

Strong relationships with all stakeholders

How do we deliver it?

Growth Mindset Ethos

Community Links

Connected Curriculum

High Quality Learning Behaviour

Attachment Friendly Understanding

Our curriculum threads

Passion for reading

Outdoor Education and Environment

Cultural Capital

Oracy and Vocabulary

Global Learning Ethos

Eco Friendly Development

Mental and Physical Wellbeing

Widening Opportunities for All



The National Curriculum

See subject overviews and learning organisers

William Barnes Primary School

AfL Policy

When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.

Stake, R. cited in Earl, L. 2004. *Assessment As Learning: Using classroom achievement to Maximize Student Learning*.

At William Barnes Primary School, we believe Assessment for Learning Strategies to be essential to Learning. We believe that the practical strategies outlined in this policy to have a direct impact on the quality of teaching and the quality of learning.

Research indicates that improving learning through assessment depends on 5, deceptively simple, key factors

- * the provision of effective feedback to pupils;
- *the active involvement of pupils in their own learning;
- *adjusting teaching to take account of assessment;
- *the recognition of the profound effect assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
- *the need for pupils to be able to assess themselves and to know how to improve.

Black, P. & William, D. 1999. *Assessment for Learning: Beyond the Black Box*

All strategies in use at William Barnes Primary School are

- *Introduced as a result of action research either nationally, from within Dorset or from the school itself
- *Updated with regular CPD to ensure they are in line with current research
- *Updated with regular CPD to ensure that all new staff are aware
- *Monitored regularly, either as stand-alone strategies, or within the context of subject monitoring

Physical Evidence of AfL in Classrooms

- *Dedicated area for Learning Intentions and Success Criteria
- *Talk Partner Boards for regular rotation
- *Growth Mindset Displays
- *Sentence and Number Facts Layered Targets Displays
- *Success Criteria Displays for Key skills
- *What Helps Me to Learn Displays
- *Visualisers
- *Lolly Sticks

Evidence of AfL in Children's Work

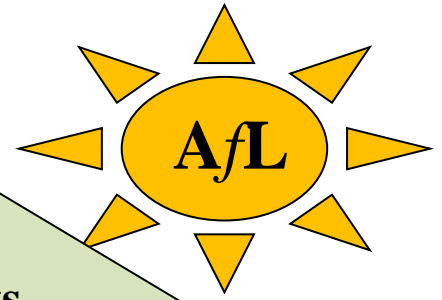
- *Success and Improvement Marking
- *Improvement
- *Self/Peer Assessment Checklists/Comments/Marking

Evidence of AfL in Planning

- *Clear, focussed Learning Intentions
- *Planned success criteria
- *Planned Guided and Shared sessions
- *Planned flexible plenaries
- *Planned opportunities for Peer/Self Assessment

Evidence of AfL in Teaching

- * Variety of questioning styles
- *Talk Time
- *Growth Mindset ethos
- *Improvement Time
- *Reference to Success Criteria
- * Appropriately challenging activities
- *Flexible Lesson Structure
- *Appropriate response to Assessment within the Lesson
- *Short Input Time
- *Emphasis on Independence



Formative Assessment Elements

‘Maximise the Learning Potential of each Lesson’

<p>1. <u>Shared Learning Goals</u> Context free, focussed LI shared with children Success Criteria which is.... forged, shared, owned, used, accessed Layered Targets Personalised Learning/Pre Learning Sharing the Big Picture/Journey</p>	<p><i>Engagement</i> <i>Motivation</i> <i>Independence</i> <i>Actively involved in Learning</i></p>	<p>2. <u>Effective Talk/Questioning</u> Flexible, well managed use of Talk/Learning/Progress Partners Lolly Sticks (class/group/intervention) Talk/Think/Wait Time A Range of Question Styles</p>
<p>3. <u>Effective Feedback which helps pupils know how to improve and which is used.</u> (Oral and Written) Visualisers Flexible Plenaries Oral feedback within the lesson Flexible lesson structure Short term target setting Interaction with Success Criteria Pink/Green marking and philosophy/ Improvement Time</p>		<p>4. <u>Self and Peer Assessment</u> Visualisers Success Criteria Checklists Paired Peer Assessment (orally/written) Clear Feedback systems in place – modelled by the teacher Gallery Time Share and Compare Layered Targets Post It Stickers</p>
<p>5. <u>The Learning Culture</u> Carol Dweck – Fixed and Growth Mindset (Environment) Diana Pardoe – Successful Learning (Environment) Guy Claxton – Building Learning Power (Ready to Learn) Robin Alexander (Reflecting on Learning) Chris Quigley (Reflecting on Learning) Shirley Clarke, Dylan Wiliam, Paul Black</p>		<p>William Barnes Learning Powers Focus/Display Awareness of Optimum Learning Time Flexible lesson structure Emphasis on Growth Mindset *Explicit Lessons/Activities *Incremental Activities *Challenge/Choice of Challenge Activities *By example *Explicit Display *Emphasis on Effort/Learning Muscles *Classroom Layout *General Awareness and Explicit Reference to ‘Learning’ *Brain Gym</p>



Growth Mindset in the Classroom

Great teachers believe in the growth of the intellect and talent, and they are fascinated by the process of learning.

Growth mindset teachers tell their children the truth and then give them the tools to close the gap.

Fixed mindset feedback will give a short term boost to confidence but a long term fear of challenge/mistakes

**Carol Dweck
2006**

Oral Feedback

Avoid...

Anything which suggests permanent traits
Anything which highlights speed or lack of mistakes
Anything which sets up comparison
Anything which suggests that anything other than effort will make the difference.

**“He’s the next Picasso.
You’re brilliant at maths
You’re a genius
You did that really quickly. Well done.
Wow! No mistakes!”**

Use...

Anything which suggests a continuum of development
Anything which suggests challenge is required for learning

**“Well done. You worked hard to do well there.
Sorry. My fault. That activity was too easy for you.
Well done. You found a strategy which worked.
Don’t worry. You worked hard and your brain is stronger now!”**

Classroom practice

Random choice of any work/activity to share/show/respond to
Activities increasing in challenge
Choice of challenge
Success and Improvement marking
Improvement Time

Explicit GM Activities

Discuss out of school activities and skills – where you born able to do it or did you work hard?
Famous people – focus on how they achieved their skills.
Book/film characters – How did Dumbo learn to fly?
Why does Hermione do well in lessons?
Comment on examples of children’s responses – are they fixed or growth?



William Barnes Primary School

Marking and Feedback

At William Barnes Primary School, we believe that...

All feedback should be seen and valued by learners as a positive route to improvement.
The degree of maturity, ability and individual needs of the child will affect the form and nature of feedback.

Why do we feedback?.... for the children. To...

...motivate	...allow access to further success	...encourage improvement	...encourage pride in achievements
...give reassurance	...celebrate success and effort	...encourage pride in achievement	...challenge and encourage risk taking

Why do we feedback?.... for the teacher. To...

...identify misconceptions	...identify areas for improvement	...monitor effort
...monitor understanding	...inform further planning and teaching	

When do we feedback?...

It is our belief feedback should be **formative** and within or as close as possible to the **learning**. Mini-plenaries, the use of visualisers, guided group teaching, 1:1 / small group work, intervention sessions and formative teaching are all agreed methods for ensuring this. Wherever feedback is at a distance, there is agreement that this should be **as soon as possible** and should coincide with **improvement time** in the next lesson. All recorded work is acknowledged at the very least.

How do we feedback?....

Formative oral feedback is an agreed feature of all lessons. It is particularly prevalent in practical tasks, P.E. Drama, Speaking and Listening activities, Mental/Oral sessions and questions as part of the teaching element of any lesson. It should be **aligned with the learning intention and success criteria** for the lesson or relevant to individuals. For oral feedback to be **formative**, it must come **before the end of the lesson** so that it will immediately affect the children's learning and progress.

Where feedback is in the written form, it is agreed that formative '**success and growth**', '**pink and green**' marking will be used where relevant to the age of the child and to the focus of the lesson. Acknowledgement marking is used on occasion, but particularly where outcomes have been discussed in the lesson or **self/peer assessment** has taken place successfully.

There is no **agreed set of symbols** for written feedback but any symbols used by teachers should be **shared** and **displayed** in the classroom and used **consistently**.

Self/Peer Assessment is an agreed and effective strategy for **empowering** children, developing **independence** and **motivating** individuals. All self and peer assessment processes should have been **agreed** and **modelled** beforehand and should also be aligned with the **learning intention** and **success criteria**. Post-its are an effective method for peer assessment which requires comments on the work of others'.

There is a place for acknowledgement marking and supply teachers are expected to mark as part of the teaching day

Who feeds back?

It is agreed that supply teachers are expected to mark work they have introduced and taught.
Learning Support Assistants are in an excellent position to give quality, formative feedback to individuals they are teaching and supporting. In agreement with the teacher, Teaching Assistants may give written feedback.

Vocabulary

As a school, we have agreed that the highlighting of key vocabulary (correct use / spelt correctly) is a priority in terms of feedback, particularly in foundation subject recording.

William Barnes Primary School

Success and Improvement Marking Code

Tickled Pink

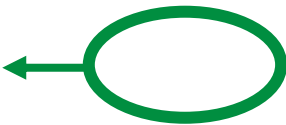

The brilliant blue sky	<u>Successful</u> Vocabulary? Spelling? Language?
<u>If I visit New York, I would like to ...</u>	<u>Successful</u> Sentence
3 ✓ Just then, Mia heard a slow knock at <u>the door.</u>	<u>Successful</u> Sentence target

Improving Green - Margin Prompts

Reducing the checking zone...

Sp	spelling	/ CL	Capital Letter
P	punctuation	//	Paragraph
G	Grammar	Adj	Adjective
L/V	Language/ vocabulary	Adv	Adverb
^	Insert	H/W	Handwriting

- Direct Feedback

	Improve it!	3 4 6	<u>Try again</u> Incorrect Digit
		<u>Incorrect Sentence</u>	

Success and Improvement Marking Code (Y2)

Tickled Pink

The brilliant blue sky	<u>Successful</u> Vocabulary? Spelling? Language?
<u>If I visit New York, I would like to ...</u>	<u>Successful</u> Sentence
3 ✓ Just then, Mia heard a slow knock at <u>the door.</u>	<u>Successful</u> Sentence target

Improving Green - Margin Prompts

Reducing the checking zone...

Sp	spelling	/ CL	Capital Letter
P	punctuation	H/W	Handwriting
G	Grammar	Adj	Adjective
^	Insert		

- Direct Feedback

← ○	Improve it!	3 4 6	<u>Try again</u> Incorrect Digit
~~~~~			<u>Incorrect Sentence</u>

# Success and Improvement Marking Code (Y1)

## Tickled Pink

The brilliant blue sky .....	<u>Successful</u> Vocabulary? Spelling? Language?
<u>If I visit New York, I would like to ...</u>	<u>Successful</u> Sentence
3 ✓ Just then, Mia heard a slow knock at <u>the door.</u>	<u>Successful</u> Sentence target

## Improving Green - Margin Prompts

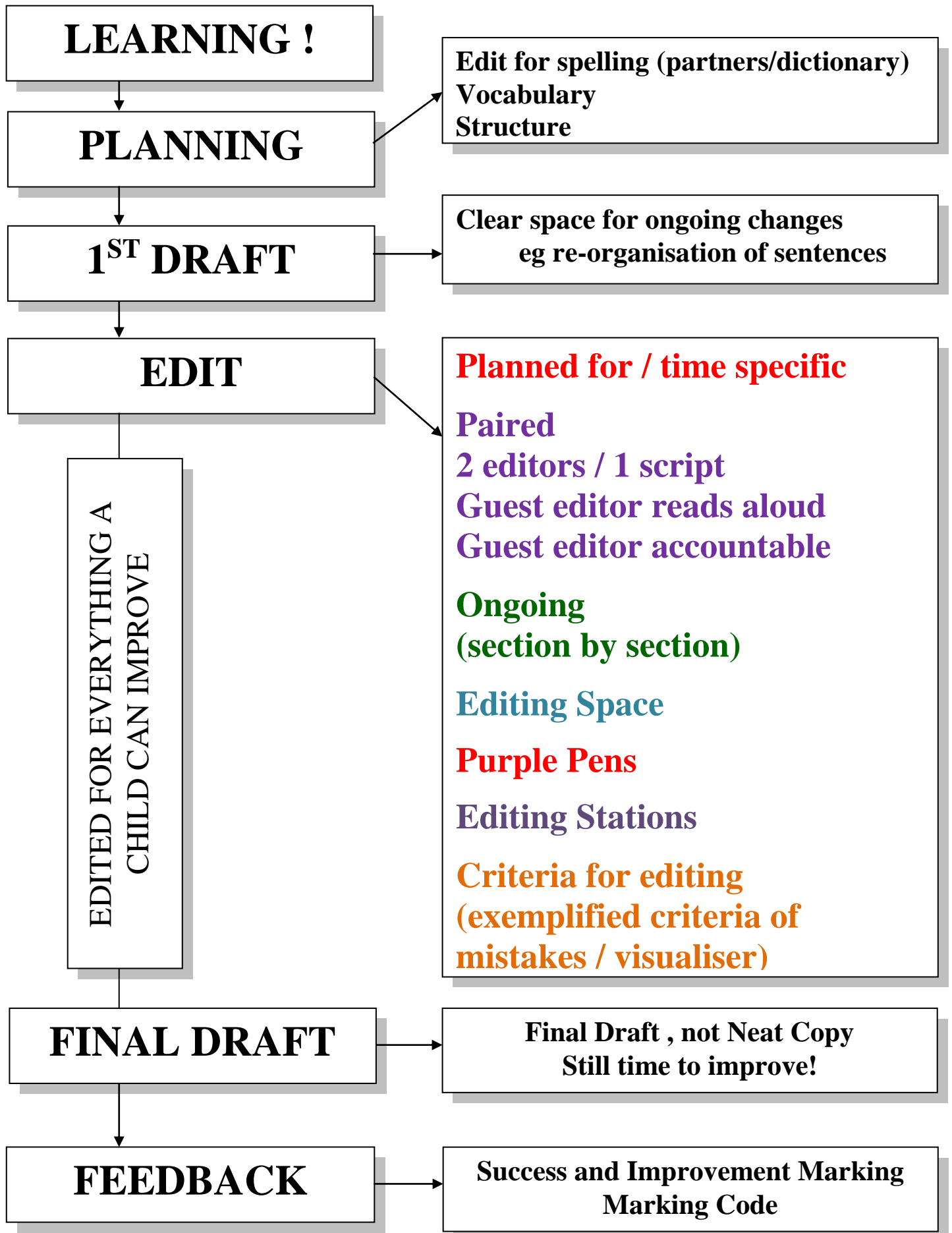
Reducing the checking zone...

Sp	spelling	/ CL	Capital Letter
P	punctuation	/ FS	Full Stop
H/W	Handwriting	Adj	Adjective
^	Insert		



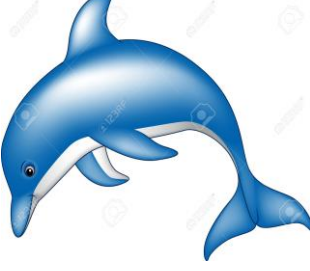
## - Direct Feedback

← ○	Improve it!	3 4 6	<u>Try again</u> Incorrect Digit
~~~~~			<u>Incorrect Sentence</u>

Editing Process for Substantial Writing









Learning Powers

L	L ooking L istening	
E	E njoy learning	
A	A sk questions A sk for help	
R	R eady to learn	
N	N ever give up N ew learning	

Learning Powers

Not giving up		Work hard – growth mindset Practice makes improvement Keep going – try new strategies Ask for help Start again
Co-operation		Listen to others Say when you don't understand Be kind when you disagree Explain things to help others
Asking		Ask questions Notice things Look for patterns in everything Think of reasons why What if....?
Having a go		Growth Mindset! Don't worry if it goes wrong Learn from all mistakes Be excited to try new things
Improvement		Keep checking your work Enjoy your best bits Improve one thing first Try to be better than last time Compare only yourself to yourself Small steps
Enjoyment		Feel proud of what you can do Feel your brain becoming stronger Use what you have learnt in real life Know that effort means 'You can do it'

Learning Powers

Concentration		Manage distractions One thing at a time Plan and think it through Diagrams/jottings to help you think
Not giving up		Work hard – growth mindset Practice makes improvement Keep going – try new strategies Ask for help Start again
Co-operation		Listen to others Say when you don't understand Be kind when you disagree Explain things to help others Be tolerant
Asking		Ask questions Notice things Look for patterns and connections Think of possible reasons Research What if....?
Having a go		Growth Mindset! Don't worry if it goes wrong Learn from all mistakes Be excited to try new things
Imagination		Be creative in your thoughts and ideas Let your imagination go and grow Think up new ideas and questions
Improvement		Keep reviewing your work Identify your best bits Improve one thing first Try to be better than last time Compare only yourself to yourself Small steps
Enjoyment		Feel proud of your achievements Feel your brain becoming stronger Use what you have learnt in real life Know that effort means 'You can do it'

Engaging Parents

At William Barnes Primary School, we believe engaging parents to be crucial to quality learning in our children. We have set up systems, formed regular communication channels and created as many opportunities as we can to engage with parents on an annual, weekly, daily and ad hoc basis. The following opportunities are embedded in our school life.

Opportunity	Detail
HomeTalk/ SchoolWrite (HTSW)	This is a writing opportunity which happens every month. On the Monday, children take home a letter outlining a piece of writing the children will do independently on Friday. Parents talk through the topic throughout the week so that the children come in on Friday (sometimes with planning) ready to write. All parents receive a copy of the writing.
Reading Journals	All children have a reading journal with clear instructions and expectations for home reading activities (reading, discussion and reading response activity). There is regular contact between teachers and children who are not fulfilling the necessary home reading expectations and on occasions, contact between teachers and parents.
Home Learning	See homework policy
Family Learning Weeks (FLW)	These happen every term and generally follow a whole-school theme. During family learning week, many opportunities are created for parents to learn alongside their children in class. This might be a chance to observe, but is mostly an invite to take part in lesson/activity. Often, this week is chosen for any outside agencies to come in and work with parents and children.
Termly Reports	Alongside the statutory end of year report to parents, William Barnes has devised an Autumn and Spring report which consists of the children's own observations on their progress, a grading of attitudes to learning and an outline of the targets for the next term.
SENCO/Parent Consultations	Parents of children with Special Educational Needs are invited for a consultation with the SENCO on a regular basis. They also contribute with their views on the Pupil Progress Sheet.
EYFS Tapestry	Reception Parents are able to see their child's work and progress with online tapestry.
Termly Parent Consultations/ Open Door Policy / Home-link book	Parents are invited to have a consultation once a term. There is however, an open door policy for any parent on a day to day basis. This can be done face to face, via phone call or by letter. There are times when a more regular home-link book is used by parents and teachers; this could be focussed behaviour, learning attitudes or organisation.
Outdoor Education Meetings	Every year, teachers meet with Year 4, 5 and 6 parents to discuss upcoming outdoor education programme. This is time to talk about payment options, the content of the trip and a chance to discuss any specific issues.
Barnestorm	Barnestorm is a termly newspaper which is written by teachers and children. It is in full colour and contains a variety of news, reports, photographs messages and advice for parents and the wider community.
Text Messaging	The school has introduced text messaging for important news, updates and
Monthly Newsletter	The headteacher creates a monthly newsletter containing news and dates for parents and carers.
Website	The website is regularly updated with a wide variety of information about the school.
Book Sale	Parents are welcomed to a termly book sale in the school hall, where new and exciting titles for all ages are displayed and promoted.
	Monthly Family Partnership Drop-in is with the Family Worker, School Nurse and Headteacher. Support can range from contacting the local foodbank, referring to local housing support and referring to Dorset Family Matters for specific support.
Open Sessions	Parents are welcomed in for open sessions – Breakfast with books, weekly phonics lessons and phonics in reception. Upcoming support includes open lessons in Year 2 and Reception and the 3 o'clock read.
The Morning Read	The Library is open every morning from 8.30 - 8.45 for children and parents to read in. This is run by Year 6.
Attendance Meetings	Attendance meetings are held to offer support when attendance is a concern.
TAF	Team around the Family are involved for a multi-agency approach to support.
Parental Engagement	The Headteacher is in a working party with the local authority on Parental Engagement. From September 2019, there will be a staff and parent survey and from this will come a parent focus group to help improve communication and engagement with the school.
Reading Meetings	Mr Field (Literacy Coordinator) meets with parents/carers who find it difficult to hear their children read on a regular basis.
Other	Parents supporting sports clubs , sports day, swimming lessons, after school swimming club, school trips, concerts and productions.
Teams Meetings	Covid19 has empowered the school with new and effective lines of communication between parents and the school. Parents are now able to email the staff directly and Teams has allowed virtual meetings for parents and teachers which will be highly valuable in the future.

Remote Learning Policy

Guidance on The Full Opening of Schools (July 2nd 2020), stated that:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19)

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teacher

To ensure the best quality of learning throughout the next academic year (2020 – 2021), the following has been agreed:

2 Day Absence for Testing/Results:

All children will take home a **4 day** paper pack of Home Learning home in September, with guidelines to explain that this work must only be completed if a child has been sent home in order to test/wait for results. This will be learning which revisits and complements school learning . Parents will be contacted by email and a Teams Meeting between the class teacher, parent and possibly child will be offered.

2 Week Lockdown Absence (individual, class or whole school)

Home Learning will be based on developing the particular year groups' curriculum. Work will be emailed home at least the night before and teachers will contact their class on a regular basis via Teams. All children will have a recording book which will have been sent home previous to the lockdown.

This will include :

- A unit of work from White Rose Mathematics which would be easier for parents to oversee and has the animation attached.

- Reading Guidance

- Writing activities which are focussed and not open ended. Eg. Grammar, phonics comprehension and spelling.

- Other work to develop the curriculum areas being studied at the time.

- (Oak National Academy has lessons for every objective in the Primary National Curriculum).

All parents will be asked to sign a Remote Learning Agreement at the beginning of the year. This will state what the school will provide, the school's expectations for the work and offer guidance for quality learning experiences at home. This document will also allow parents to indicate the level of technology they have at home.

All efforts will be made to equip socially and technologically disadvantaged children with an equal access to learning.

The following online learning platforms are suggested:

White Rose Mathematics	Mathletics	Times Tables RockStars
Oak National Academy https://www.thenational.academy/information-for-teachers	BBC Bitesize	StorylineOnline

Remote Learning in the Event of Poor Weather etc.

Covid Remote Learning has empowered the school with excellent lines of communication for Home Learning. In the event of a weather related cancellation of school (eg. snow day, flooding) we have agreed:

- *There will be only one Online Meeting early in the day to lay out activities and learning for the children engage with.

- *Subsequent days would return to a fuller day of learning with up to 2 Online Meetings, Catch Up Meetings and communication through the dialogue strand of Teams.

Step-Up September 2020 Policy

Curriculum, Behaviour and Wellbeing Support

Curriculum Expectations	Action for William Barnes
<p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>To enable our children to make a confident recovery we will apply our curriculum model in its fullest and quickly identify gaps in core learning that need to be supported over a period of time, with additional intervention for those year groups that have less time to ‘catch-up’.</p> <p>However, we will begin September with key activities to underline basic expectations for effort, presentation and quality. Children will be reminded of all their hard work during the previous year at school and at home.</p> <p>Our September 2020 curriculum will be as planned. However, more time needs to be given to planning the non-core elements so that our curriculum offer is aligned to our improvement plan.</p> <p>Formative assessment strategies (AFL) will be used to a greater extent so that teachers can tailor the learning journeys and determine where gaps should be targeted. Existing Personalised Learning time, with added Gov. Funded Personalised Learning (‘Covid Catch-Up’) time will be used for catch up learning. All such learning will be documented.</p> <p>The Relationship and Sex Education element of our new curriculum has been consulted on with parents and so will be part of our curriculum in 2020/21.</p>
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.</p> <p>For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders and class teachers are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p>Music</p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should take place outside. This has implications for our music curriculum and adjustments will need to be made to units which contain singing – more music appreciation and listening skills could be used instead. Instrument tuition will centre on guitar work.</p>
<p>Physical activity in schools</p>	<p>PE lessons are still to take place. Where possible, they are to take place</p>

	<p>outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports should focus on skills as opposed to competitive team activities.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
Wellbeing support	<p>All staff will ensure that time and appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>We know that self-regulating is essential before learning can take place.</p> <p>We believe that co-regulating supportive relationships are more important than rewards and sanctions whenever toxic stress is an issue.</p> <p>We are also aware that the quality of the Physical Environment and Links with Parents will have a direct effect on wellbeing the ability to develop resilience.</p> <p>Physical Environment</p> <ul style="list-style-type: none"> *The visual environment - Colour, shape, texture, busyness *The sound environment - Volume, tone, echo, music *Social distance and social closeness are also an issue - Space for children and young people to take a break from social interaction, Space for staff to take a break from social interaction, Meeting and greeting space <p>Links with Parents</p> <p>Most children and young people have been at home during lockdown – many parents have become educators and this work needs to be respected and valued.</p>
Behaviour expectations	<p>The current approved behaviour policy will still apply.</p> <p>During 'Step-Up September', expectations of behaviour will be revisited and the school's vision and behaviour policy will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p> <p>Staff should be aware of the triggers for behaviour issues:</p> <p>Different children may be affected differently</p> <p>Anxiety</p> <p>Bereavement</p> <p>Trauma</p> <p>Lockdown issues</p> <ul style="list-style-type: none"> –Family relationships –Lack of respite –Poverty / malnutrition –Loss of green space –Domestic violence/tension –Abuse

+Step-Forward March 2021 Policy

Curriculum, Behaviour and Wellbeing Support

Curriculum Expectations	Action for William Barnes
<p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>To enable our children to make a confident recovery we will apply our curriculum model in its fullest and quickly identify gaps in core learning that need to be supported over a period of time, with additional intervention for those year groups that have less time to ‘catch-up’.</p> <p>However, as with Sept20, we will begin with key activities to underline basic expectations for effort, presentation and quality. Children will be reminded of all their hard work during the AutumnTerm and during Lockdown since Jan4th.</p> <p>Our March 2021 curriculum will be as planned. However, more time needs to be given to planning the non-core elements so that our curriculum offer is aligned to our improvement plan.</p> <p>Formative assessment strategies (AFL) will be used to a greater extent so that teachers can tailor the learning journeys and determine where gaps should be targeted. Existing Personalised Learning time, with added Gov. Funded Personalised Learning (‘Covid Catch-Up’) time will be used for catch up learning. All such learning will be documented.</p> <p>The Relationship and Sex Education element of our new curriculum has been consulted on with parents and so will be part of our curriculum going forward into 2021.</p>
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.</p> <p>For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders and class teachers are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects for the rest of the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p>Assessment</p>	<p>All statutory assessment has been dropped for this academic year. However, internal summative assessments will continue for the purposes of transition, transition to KS3, and county requirements so there is a firm commitment to the use of past assessments being used in a scaled down statutory assessment. Reading Age and Comprehension Age will also remain as well as the established ongoing assessment using EduCater</p>
<p>Music</p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should take place outside. This has implications for our music curriculum and adjustments will need to be made to units which contain singing – more music appreciation and listening skills could be used instead. Instrument tuition will centre on guitar work.</p>

Physical activity in schools	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors. Sports coaching will continue.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports should focus on skills as opposed to competitive team activities.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
Wellbeing support	<p>All staff will ensure that time and appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>We know that self-regulating is essential before learning can take place.</p> <p>We believe that co-regulating supportive relationships are more important than rewards and sanctions whenever toxic stress is an issue.</p> <p>We are also aware that the quality of the Physical Environment and Links with Parents will have a direct effect on wellbeing the ability to develop resilience.</p> <p>Physical Environment</p> <ul style="list-style-type: none"> *The visual environment - Colour, shape, texture, busyness *The sound environment - Volume, tone, echo, music *Social distance and social closeness are also an issue - Space for children and young people to take a break from social interaction, Space for staff to take a break from social interaction, Meeting and greeting space <p>Links with Parents</p> <p>Most children and young people have been at home during lockdown – many parents have become educators and this work needs to be respected and valued. The excellent lines of communication between home and school developed during the 3rd lockdown will continue.</p>
Behaviour expectations	<p>The current approved behaviour policy will still apply.</p> <p>During 'Step-Forward March+', expectations of behaviour will be revisited and the school's vision and behaviour policy will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p> <p>Staff should be aware of the triggers for behaviour issues:</p> <p>Different children may be affected differently</p> <ul style="list-style-type: none"> Anxiety Bereavement Trauma Lockdown issues <ul style="list-style-type: none"> –Family relationships –Lack of respite –Poverty / malnutrition –Loss of green space –Domestic violence/tension –Abuse

William Barnes Primary School

Teaching and Learning Policy

AfL Policy + Growth Mindset	Marking and Feedback Policy
Home Learning Policy	Curriculum Policy
Engaging Parents	Learning Powers
Remote Learning Policy	
Step-Up September 2020 Policy Step-Forward March 2021 Policy	

The above elements will ensure:

- that the William Barnes Primary School curriculum is broad and balanced.
- that children make at least expected progress towards ARE and Greater Depth.
- very high standard of teaching from the planning stage through to implementation.
- that children will benefit from lessons which are designed to ensure progress, confidence and wellbeing.
- that children are fully informed about their successes and about their areas for improvement, both long and short term.
- that children will be fully engaged in every lesson, gaining the maximum amount of knowledge and skills that they can.
- that the curriculum will ready children for the responsibilities of the wider world and develop their understanding of the breadth of culture the outside world has to offer.
- that children will develop a love of learning, a thirst for knowledge and skills and a resilience to challenge.
- that children are informed and aware of the 'keys' to quality learning and that they feel consulted about their preferred learning styles.
- an developing independence to their learning, resulting in being able to work with home learning effectively.
- that parents are fully engaged with their child's learning, both in the home setting and in the school setting.
- that parents are fully informed of their child's progress and development.
- that in the event of school, local or national lockdowns, the children of William Barnes will continue to access quality teaching.
- that a quality and wide-ranging curriculum will continue at the beginning of September 2020.

