



# Provision policy

Approved by	<b>FGB</b>
Approved on	<b>09.12.21</b>
Review date	No later than Dec 23
Headteacher	<i>George Jeffers</i>

**Signed...***Catherine Williamson***.....**

**Role...CoG...**

**Ownership: FGB**

## School Vision

At Stockbridge Primary & Pre-School, we aim to create learners for life. That is to equip our children with the skills they will need to be active citizens in their world who will thrive and approach life with the core skills.

*By creating learners for life, children from Stockbridge Primary School will...*

...benefit from a breadth of opportunity and always be encouraged to achieve more than they thought was possible

...be known to all and develop in a caring community that is outward looking and forward thinking

...be equipped with the personal and social skills to engage with and contribute to and stay safe in the world around them.

...be independent, enquiring and innovative lifelong learners

**Our school values** underpin all that we do in school; our curriculum work, spiritual, social, moral and cultural (SMSC) learning and how we behave. All adults model this and actively tell children when they are living these values so that the language of learning is based on these four values and is everyday 'currency' in our school and at home. The values are our way of enacting our aims in a practical context for children and giving them the language and understanding of our aims.



**If we are resourceful learners we...**

- Use what we already know
- Ask good questions
- Imagine and picture things in our minds
- Use the resources around us
- Look for patterns and connections



**If we are collaborative learners we...**

- Share our thoughts and ideas
- Agree to disagree
- Compromise
- Consider what others say
- Include everyone
- Take turns
- Encourage and support others
- Listen to each other and respond appropriately



**If we are respectful learners we...**

- Show good listening skills
- Be ready to learn and allow others to learn
- Look after what's around us incl. property
- Show kind actions
- Respect yourself
- Respect & value other's differences
- Watch, Walk, Wait



**If we are resilient learners we...**

- Stick at it, even when it's tough
- Learn from our mistakes
- Try new strategies and are not afraid to start again
- Break big problems into small ones
- Manage distractions



**If we are responsible learners we....**

- Make our own decisions
- Know how what we do impacts on others
- Take control (and know when to share it)
- Set a challenge for ourselves in our work
- Can show how far we are towards our target
- Consistently work at the top of the effort mountain



**If we are proud learners we...**

- Always try better than our best
- Produce something of quality which is better than we might have done in the past
- Use words and phrases which match our age and might be new to us
- Smart in the way we present ourselves to others
- Know our actions reflect on others and how they might perceive us as a whole

**The aims of this policy** are to explain and exemplify the consistency which is crucial to a successful school experience for all children. It is called a provision policy as it encompasses the key aspects of provision for all of our children and sets the standard for a basic entitlement for all to high quality learning. Along with our [code of conduct \(Appendix A\)](#) which focuses on standards expected by the school in terms of staff conduct and safeguarding. Alongside this, all adults should follow this teaching and learning policy. Teachers (including Learning Support Assistants) will be able to teach effectively and as a result, Learners will be able to learn efficiently and effectively. Inclusion for all and personalisation of the curriculum and learning are key at Stockbridge Primary School in order to achieve consistently high achievement and attainment. High attainment and achievement are relentlessly pursued and rigorously monitored to ensure no child is left behind and the gap between the lowest achievers and the highest achievers is narrowing.

The complex nature of teaching and learning draws on all of our provision to be of the best quality. This policy therefore combines everything that we can have an influence on, which cumulatively forms our provision at Stockbridge Primary & Pre-School which will help us achieve our aims. The following aspects will be covered in the policy:

- Curriculum
- Planning
- Assessment
- Feedback and marking
- Special Educational Needs
- Learning Environment
- Homework
- Principles for teaching and learning
- Gifted and talented

# Key elements of

**We expect all teaching to be good or better. No child deserves less.**

The term 'Teachers' in our school represents Teachers and Learning Support Assistants as both groups of adults have an influence over children's learning and are actively involved in parts of the learning process.

In order to secure good or better teaching, we have designated the following as key elements of good teaching that ALL Teachers must follow at every opportunity.

## **All adults should.....Smile!**

This sounds so simple but its effect cannot be underestimated. Every day is a new day. Every session is a new session. A smile encourages children to have a go, be resilient, try again...all the things that our values encourage.

If behaviour needs addressing, it should be done in line with the school's behaviour policy and the incident addressed. Learning must then continue and a smile helps to put things back on track.

## **All lessons should have..... clear learning and well planned success criteria**

- ★ Learning Objectives should be displayed on the flipchart/piece of large paper etc available throughout the lesson (not just on the IWB where screens are changed and moved on from during the lesson)
- ★ Success criteria should be displayed along with the learning objective.
- ★ Children should know what they are learning (not just 'doing') and how they will be successful
- ★ Success criteria will be broken down into smaller steps to success and, where appropriate, success criteria should be derived from the children.
- ★ Both learning and steps to success should be referred to throughout the lesson and children's work used to illustrate the success criteria in action.

## **All lessons should be..... clearly differentiated**

- ★ Each learner should be challenged appropriately
- ★ Planning should reflect the differentiation; this should normally be more sophisticated than 'by outcome'
- ★ Some differentiation may be based on choice of levels of learning by the children using the 'mild' 'medium' or 'spicy' method of differentiation.
- ★ Should a child choose a level which is too high or too low, they should be allowed to attempt it first and the teacher monitor progress, intervening when necessary to adapt learning 'in the moment'

## **All pupils should receive..... clear and accurate feedback which moves learning on**

- ★ Feedback IN LESSON should be timely and ensure children's next steps are immediately addressed
- ★ If a discussion with a Teacher has taken place, evidence of improvement should be evident.
- ★ Growing greens (see marking policy) should be given time each day to address and improve upon – these may be verbal but should be indicated on the work somewhere
- ★ Marking should be linked to the Learning Objective and Success Criteria
- ★ Marking will be addressed to pupils
- ★ All pupils, with no exceptions, should be clear about their next steps and what they need to do to improve.
- ★ APP for maths and Levelling Criteria for writing is accurate and used to inform teaching and learning

*Teaching & learning are not the same. Encountering information is not the same as understanding*

### **Phase 1 – Overview**

A short period of the lesson which:

**Sets the atmosphere for learning**

**Links the lesson to prior learning**

*"share with your talk partner what you learnt last lesson" or "3 most important things you learnt last time."*

### **Phase 2 – receive new information**

**Think Shirley Clarke lesson starters – how can you engage children from the off?**

*Demonstration, role model, ICT, diagrams, books, video clips. What you do in this phase ultimately determines the success of your lesson*

# effective teaching

## **All pupils should be..... actively engaged in their learning**

- ★ Teachers take into account children's concentration span (approx. 1min for each year of age) and ensure pupils are not sitting passively for long periods of time (over 15 mins)
- ★ Talk partners are evaluated weekly and changed frequently
- ★ Talk partners are used to engage pupils in their learning and are a feature in most lessons. Pupils are taught how to be good talk partners and use appropriate body language and listening skills.
- ★ Careful thought is given to methods of engagement in each lessons; lesson starters vary and visuals (incl. film), auditory input and artefacts are used to engage children and enhance learning.
- ★ Planning for a topic unit should involve children and establish prior knowledge which is taken into account when planning the full unit.

## **All lessons should focus on..... learning not doing**

- ★ Children of all ages will be able to articulate what they are learning rather than what they are doing
- ★ Adults will model the language of learning and highlight children's learning rather than activities.
- ★ In disseminating the activities through which learning will be done, the learning will remain the focus.

## **All lessons will be supported by..... a rich learning environment**

- ★ Basic resources will be at hand for all learners in all classes eg. dienes, multi-link, High Frequency Words or spelling pattern mnemonics
- ★ Working walls will reflect the work in literacy and numeracy and have examples of children's work, exemplified statements or sentences and a skeleton diagram of the genre for literacy.
- ★ Working walls are referred to in all lessons ensuring literacy and numeracy skills are embedded in the curriculum
- ★ 'Nag' targets; basic punctuation, presentation and spellings will be displayed
- ★ School values will be displayed and referred to support the active development of these in children's learning.
- ★ Children's work will be displayed on the wall either as a finished product or a work in progress
- ★ Water will be readily available for every child.

## **All lessons will have..... an element of modelling**

- ★ Where Teachers are introducing new learning or extending learning further, modelling, at the children's level, will be used
- ★ Children's work will be improved as a result of the modelling
- ★ Teachers will be adept at talking through their thought process during the modelling process to support the school values

## **All lessons will be..... fully prepared**

- ★ Photocopying, making and sourcing of resources etc will be done before the lesson begins and no adult or child should need to leave the classroom during the lesson to get resources.

*These 4 phases look separate but the best teaching links them together to provide outstanding education*

### *Phase 3 – processing information*

#### **Develop, demonstrate and assess understanding**

*This is the key phase when pupils make sense of the information. The extent of the success depends on...*

#### **Quality of instructions**

*Open ended questions which extend and deepen, provide take-up time (7 secs is a long time!) to think, share thoughts and ideas, identify 3 possible answers, scaffold thinking*

#### **Talking**

*This articulates current level of understanding, and forces us to*

### *Phase 4 – review*

#### **Emphasis here is on reviewing what's been learned and reflecting on HOW it's been learned.**

*The best teachers weave 'review' throughout the entire lesson and refer back to the success criteria throughout*

#### **Pupils are actively involved**

*Pupils should review for themselves what has been learnt.*

#### **Refer to LO and SC**



## Parents

We are all one learning community, here for the good of the children. Parents are involved in school through Chat About, Busy Bees, Home/School promise, volunteering and workshops.



## Staff

We are all learning too! A support network where staff work together to develop professional practice is encouraged. Nobody is perfect and we all have things to learn from one another..



## Governors

Governors play a strategic role in monitoring the progress of children and best value of decisions made. They attend training and support each other in their learning process, calling on each other when needed.



**Our curriculum** is underpinned by 4 key drivers; 4 things that we felt children had little access to or understanding of which they would need in order to be successful lifelong learners. We plan on a 2 year cycle to ensure coverage of the National Curriculum breadth of study and ensure we are meeting the needs of each cohort of children.

## Social responsibility

We want children to care about the world and people around them but most importantly, see that they have a key role to play in making sure it is a world we all want to live and thrive in. We want them to see it as a responsibility on themselves that they contribute and engage with society positively.

## Multicultural

The overwhelming majority of our children are White British with very little experience of a world outside of their own. Some experience holidays abroad but the opportunity to broaden horizons and empathy of others and their culture has not had a high priority on the curriculum. Having first hand experience of this through visitors, opportunities to see things for themselves and meet people from a range of cultures will be central to any topic.

Stockbridge occupies an important geographical position being a small, rural town surrounding by major cities; Salisbury, Winchester, London, Swindon, Reading, all of which offer a rich plethora of potential experiences to broaden children's horizons.

## Active learners

From our regular monitoring schedule, it is apparent that too many of our children are passive learners – too much is done for and to them which inhibits their active thinking and learning skills. Whilst they have a place, we will endeavour to use no worksheets in our learning so that teachers are constantly seeking creative ways to deliver content and new skills.

## Outdoor learning

We are blessed with rich opportunities for outdoor exploration within the boundaries of the School site; a wildlife garden, amphitheatre, train station links are just a few of the areas children can explore and link their learning.

In the immediate locality is an area of outstanding natural beauty and a conservation area, a biodiverse farm, the Testway, Stockbridge and Broughton downs and an observatory. Each theme will carefully consider how best to use these local resources in order to give pupils an opportunity to root themselves in the local community.

Our curriculum is designed to be flexible and to take account of children's interests whilst ensuring we meet the statutory demands of the National Curriculum. We ensure coverage of the National Curriculum objectives and use the Cornerstones Curriculum planner to support the unpicking of these objectives into relevant knowledge, skills and understanding as it through the blend of these three key areas of learning that children are well prepared to be learners for life.

Because our classes are mixed age and have one year group split across 2 classes, the whole Key Stage undertakes the same topic theme which ensures consistency in provision for all children and enables us to ensure that children do not have to repeat topics they have already visited.

Year group	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Class structure	Year R	Year 1/2 class		Year 2/3 class	Year 4/5 class		Year 5/6 class
Example topic	2 x half term with flexibility to run with children's interests	Deadly 60			Ancient Greeks		

This has not always been the case – in previous years when class organisation was different, each mixed age class followed its own curriculum map which ensured a broad and balanced. It is this flexibility that must be maintained through the implementation of the policy; the curriculum at Stockbridge Primary & Pre-school reflects children's needs and interests. [Curriculum long term plans are in Appendix B](#)

In addition to the four drivers, we have embedded teaching on the British Values of:

- a) Rule of law
- b) Democracy
- c) Mutual respect for & tolerance of those with different faiths and beliefs and those with no faith
- d) Individual liberty

Whilst these are explicitly stated on the curriculum map in either the multicultural driver, enterprise driver, PSHE or RE areas of the curriculum, they are an integral part of our school culture but may also be taught discretely if the subject demands this.

As set out in the National Curriculum rationale, children must have access to a broad and balanced curriculum. The responsibility for this lies with us as individual teachers, leadership and governors to ensure that the child's right to this is protected here at Stockbridge Primary School. Children must be literate and numerate, well prepared for secondary school and whilst this primarily sits within English and Maths, we believe that they are only able to achieve highly in these subjects if they have things to write about and see maths in the world around so that there is a purpose for their learning. To this end, behind each topic on the curriculum long term plan, there is a set of guidance and objectives which detail for each topic exactly what should be taught, ensure coverage across both year groups and a solid progression of skill development. These can be found in [Appendix C of topic objective overviews](#).

### Religious Education (RE)

The teaching of RE is locally determined rather than by central Government and our teaching and learning in this crucial subject is through the Hampshire 'Living Difference' syllabus (revised 2016) [\(Appendix D\)](#). To encourage children to consider their responses and develop their understanding of faith and belief, learning is underpinned by a 'big idea' or concept (from the syllabus) which begins by being rooted in their own lives and experiences, eventually being broadened to the lives of others and how that interrelates to the world around them. Children in Key Stage 1 study these concepts through the faiths of Christianity and Judaism. Children in Key Stage 2 study these concepts through the faiths of Christianity, Islam, Judaism and Sikhism which results in children having a broad view of religion and other beliefs and faiths by the time they leave us in Year 6. Where possible and most importantly, where relevant, visits are made to the places of worships and visitors from these faiths, hosted by our school so that children can practically develop their understanding.

In accordance with the DfE guidelines 'RE in English Schools; non-statutory guidance 2010', parents have the right to request the withdrawal of their child from religious education without any explanation. In the event of this happening, it is our policy to meet with the parents and explain the RE syllabus – the decision will be reviewed annually in September as recommended in the guidance detailed above.



## Early Years

Our 2-5 year old children follow the [Early Years Framework \(DfE 2021\)](#). The Framework provides the overview for learning at this young age and children learn mostly through games and play. There are 7 areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each area of learning has an 'Early Learning Goal' which is the standard children should achieve at the end of Year R. There are three 'prime areas' of learning which are the foundations of learning for life. These are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development

The remaining four areas, the 'specific' areas are the conduit through which the three prime areas should be strengthened and applied. Learning in the Early Years should be rooted in the child's interests therefore curriculum design and planning should reflect this. For children in pre-school, the provision, both enhanced and continuous, is driven entirely by children's interests with an overarching loose 'theme', stemming from their interests and Class dojo notifications in the previous week. Into this can be built opportunities to develop and enhance their schemas; if throwing is one, provision will reflect this so that it is targeted to the individual child's next step.

In Year R, children follow a more guided curriculum that is designed to allow flexibility for their own interests but with the firm belief that children don't know what they don't know and therefore, it is our responsibility as effective practitioners to enhance their knowledge and skills using their own interests alongside topics and themes from the world around them. The overview of provision for them can be found in [Appendix E](#).

In line with the 2021 curriculum's drive to meet the needs of children rather than deliver a generic curriculum, we have established a 'top 10' of skills each cohort need to focus on based on assessment evidence gathered in the handover from one cohort to the next, through baseline assessments and judgements in September each year and then the top 10 amended to reflect need.

Each priority on the top 10 is broken down into milestones; the small developmental milestones along the journey to mastery and fundamental foundation steps for future success.

Children in the early years still receive the breadth and balance of the entire early years curriculum; their provision and progression is overseen by foundation subject and core subject leads so that other staff across the setting are tracking where the knowledge and skills begin and can plan this into the learning journeys of children moving through the school.

## English

National curriculum programmes of study can be found [by clicking on this link](#).

Reading and rich texts underpin our curriculum here at Stockbridge Primary & Pre-School. From the youngest to the oldest children, we select books, texts, visual literacy and poetry that is age appropriate but challenging for each year group. Reading begins with a love of books and stories; these can be verbally relayed and told from texts of from memory. We want to build a bank of literature that children know and love that is a mix of modern and traditional.

Each year group has a 'brick wall' of books that are carefully selected to be appropriately challenging for their age group. Alongside this, the complete Big Cat Collins series of book banded books is the backbone of our reading provision. Our library contains a rich variety of fiction and non-fiction texts and library skills are progressive and taught discretely through our guided reading sessions weekly. Every child has an opportunity to loan books from the library that are within their interest zones.

Year R & Year 1 do not undertake whole class or carousel guided reading; their reading is more personalised with 1:1 reading sessions to embed and progress their phonics. Instead, each half term children explore a focus author considering styles, themes and development of characters. Scrap books of evidence of their developing comprehension are added to each week.



Years 2-6 undertake daily guided reading. This is a critical opportunity for children to read aloud, engage with the development of comprehension and broaden their reading diet.

Texts of various types are also used as the foundations and inspiration for writing. Whilst these texts may not be studied in their entirety, they are used to support children's spelling, punctuation and grammar development as well as text cohesion and coherence. Understanding how a text develops and the choices an author consciously makes will stand children in good stead to be great readers and interesting writers.

Spellings are based around the Jane Considine spelling book method of teaching spelling. This method of teaching spelling encourages children to be spell bound: to become pattern finders and most importantly, to know that spelling matters.

Penpals handwriting scheme is followed by all year groups.

## **Maths**

National curriculum programmes of study can be found [by clicking on this link](#). These are used as an overarching objectives which ensure that we are meeting the requirements of the statutory National Curriculum. However, in school, for practical planning purposes, staff use the White Rose Maths Hub set of objectives and resources.

## **Modern Foreign Languages**

All year groups from 2-6 receive tuition in French as a MfL each week for anywhere between 45mins – 1hour. Children in Years 2-4 focus on developing a credible accent, building vocabulary and exploring a new language verbally although will increasingly learn to read French. From the latter part of Year 4 to Year 6, children will learn to read and write in French. Teaching is through role play, games, songs, quizzes and other activities that enable a new language to be rehearse orally first.

## **Planning**

### **Long term planning**

We run a 3 year rolling programme of curriculum coverage; Year A, B & C for Lower School (Years 1-3) and Upper School (Years 4-6). This long term overview has planned out the curriculum coverage taking into account a child's journey through each subject and ensures the National Curriculum statutory coverage that schools are required to have by law.

**Each topic (half terms' planning)** has a 'topic overview' which sets out the skills and knowledge children should acquire in the relevant year groups and key stages. Knowledge is drawn from the National Curriculum, skills are drawn from the progression grids which originated from Cornerstones and have been refined and developed by subject leaders accordingly.

**English** reading maps set out the text coverage and drivers for each half term for both writing and guided reading.

**Maths** is based on White Rose plans for mixed age classes.

This is the extent of planning which is pre-done for teachers either by leaders or via bought in schemes. Other resources, for example, History 100 hits or History topic planners are available from HCC or other schemes but should be heavily adapted to fit the needs of our children. It is NOT acceptable or appropriate to copy directly from these schemes which are largely written for single aged year groups. Ideas, starters and knowledge can be gleaned from these to support teacher's workload but they require adaptation and innovation to make them truly meaningful for our children.

### **Medium term planning**

Long term plans (detailed on p.7) flow into Medium Term Plans (MTP). The topic overviews (detailed on p.7) are used as a guide to produce medium term plans which break the objectives down into session 'blocks' which are meaningful chunks of learning, conveyed to children throughout their learning.

Each subject has a slightly different MTP – to be found in the 'BLANK' planning documents folder. The MTP sets the foundations for learning and the 'journey' of learning the overarching objectives begins here. The journey of learning detailed in the MTP should be shared with children; it may not all be shared at once but

could be built up across the journey of learning. Nevertheless, the start and end of the learning should be made explicit right at the beginning of sharing the topic with children so that they know where they are headed.

MTPs should also take into account the children's starting points. Work must be done by the teacher, with the children, prior to embarking on their planning, so that they can find out what children already know about their new topic/area of learning and can therefore adjust the content accordingly so that time is not wasted going over things children already know.

Medium term planning formats for foundation subjects can be found in [Appendix F](#).

Medium term planning for English is in [Appendix G](#) and for maths in Appendix H.

### Short term planning

Each week, the following planning should be completed:

EYFS	Lower School	Upper School
<b>Phonics plan</b> Should encompass any groups that have been established	<b>Phonics plan</b> (Y3 may use spelling plans as per upper school)	<b>Spelling plan</b> (may be taken from JC's Spelling book and annotated)
<b>Weekly English plan</b> With LO and SC and some idea of differentiation mapped out	<b>Weekly English plan</b> With LO and SC and some idea of differentiation mapped out	
<b>Weekly Maths plan</b> With LO and SC and some idea of differentiation mapped out	<b>Weekly Maths plan</b> With LO and SC and some idea of differentiation mapped out	
<b>Guided reading plan:</b> Focus authors or texts planned out in terms of what will be read and questioning. Perhaps an indication of what will be recorded in the scrap book.	<p><i>These plans should be planned jointly with the other teacher for the split year groups and THEN made suitable for the whole year groups in the respective classes.</i></p> <p><i>Care should be taken when planning the LO to take account of the Bloom's taxonomy vocabulary and levels of challenge to ensure we are giving children opportunities to demonstrate and access depth learning from SOLO.</i></p>	
<b>Daily plans</b> These will reference work in the wider MTP and milestones document and may focus on enhanced provision.	<b>Guided reading plan:</b> Y1 focus author Plan for each Y2/Y3 group <i>At least 1 opportunity to use the library and develop library skills should be built in each week – library skills are detailed in the English Curriculum folder.</i>	<b>Guided reading plan</b> For each group <i>At least 1 opportunity to use the library and develop library skills should be built in each week – library skills are detailed in the English Curriculum folder.</i>
<p><b>Daily plans;</b> these should ALWAYS detail:</p> <p>What the LSA will be doing – it is the teacher's responsibility to plan for any SEN children in the class and this should be driven by the LO and SC on the weekly English and maths plans and may be written into MTPs for foundation subjects.</p> <p>What groups you will be working with – name children!</p> <p>The daily plan does not need a huge amount of detail and could feasibly be kept to 1 side of A4 as most of the detail will be on either weekly English or Maths plans or in foundation subject MTPs.</p>		

### Pre-School

Planning for learning is essential, even for our youngest children. Children are planned for on an individual basis based on their interests and experiences. Teachers and support staff use ClassDojo as a means of communication between home and the setting so that we are constantly informed of what children are interested in or trying out at home. This shared working is vital to the children's success. Children's next steps are at the forefront of our planning for pre-school children and the learning environment enhanced and enriched to make links to these next steps as well as enhance the schemas children follow and lines of interest

at any given moment. These next steps are shared with the parents/carers so that they can support them at home and enable the child to make the most progress in the time we have with them.

Planning formats for pre-school children can be found in [Appendix M](#). With the same principle as Year R whereby children don't know what they don't know, we also run concurrently a 'theme' planner ([Appendix N](#)) taking a different theme each week or fortnight depending on children's interest in the theme.

### **Enrichment of our curriculum**

Whilst teachers do all they can to bring the curriculum to life, sometimes, children just have to experience it for themselves. This experiential learning is at the heart of our curriculum and visits, visitors, workshops and themed days or weeks are an integral part of the curriculum offer at Stockbridge Primary School. Visits and visitors are planned on our long term plans ([Appendix B](#)) whilst theme weeks or days are planned in medium term planning when and where appropriate. When taking children on an educational visit or when planning a visitor to come into school, there must be a clear learning intention – what learning are we hoping children will undertake on that particular occasion? Teachers should be clear about this and share with the accompanying adults so that there is equality of provision for all children rather than the disparate learning which can sometimes occur when children split into groups on a trip. An overview of trips and visits for each of the rolling programme years can be found in [Appendix O](#).

### **Extra Curricular activities**

In addition to our National Curriculum statutory offering during the school day, we offer a wide range of extra curricular activities which teachers largely lead although these are supplemented with other clubs and activities offered by parents or specialists. Children can opt into clubs but, once in, should show commitment and remain in the club for the remainder of the half term. They are not a form of childcare but a way of getting to know pupils outside of school in order to build trust, give children an opportunity to perhaps try a new skill or improve one they can already do or apply their skills in a different context.

Clubs notes go out to parents in the last week of a 'big' term (December and just before Easter) as well as in the first week of September. The sign-up sheets, once returned are then replied to from the school office so that families have confirmation of which clubs their child will take part in.

### **Monitoring & evaluation**

Subject leaders, senior leaders and Governors all monitor the quality of the curriculum offer in school on a regular basis. This is a vital way of ensuring we are consistently offering the children in our care the best quality education possible. Feedback from this monitoring is built into the school's self-evaluation and we are consistently improving.

# Feedback and marking

## Rationale

Marking is an intrinsic part of children's development as learners. Good marking tells children how well they have done and what they need to do to improve. It is a core part of our care, guidance and support and demonstrates on a daily basis that EVERY child matters.

## Aims

- To ensure continuity and consistency in marking throughout the school so that each child is familiar with marking procedures as they move up through the school.
- Marking will be linked to the learning objective and clear success criteria which are explicitly shared with the children at the beginning of the lesson.
- Marking will outline how the child has been successful and will, where possible and applicable, indicate what they need to do to improve.
- Marking reinforces the high standards of presentation and work we aim for at Stockbridge Primary School and comments made verbally or written during the marking process will reflect this.
- Awareness of and comments which demonstrate progress towards a child's individual targets in literacy and numeracy will be reinforced in all core and foundation subjects.
- Time is given for children to reflect on their previous learning and respond to comments which will further their learning.
- Each child in the school has a better idea of how well they are doing in each subject and what they need to do to improve.
- As children progress through the school they become increasingly skilled at deriving the success criteria for the lesson which will engage them more in the learning process.
- Children will use tickled pinks and growing greens as the basis of effective self-assessment, finding them in their own and others work to develop further.
- The marking process is clear to all stakeholders, including parents, who will be able to engage with their child's learning and support them when addressing growing greens in their homework.

## Guidelines

*In order to realise the aims outlined above, we will adopt Shirley Clarke's 'tickled pink and growing green' method of marking is used throughout the School. Guidelines on this procedure are outlined below.*

The learning objective (LO) will be shared with children at the beginning of each lesson and recorded at the top of each piece of work. This will make it clear what the work was about and what the children were trying to achieve. Success at the LO may be highlighted in pink if the child has achieved what they were working towards.

Success criteria will be shared with the children. These may be posed as 'how will you know you've been successful?' or 'what will tickle me pink?'

Marking for positive work towards the learning objective and/or a child's targets will be highlighted in pink. A comment may be left for the child to read so that they know exactly what they have done well.

Marking for development will be highlighted in green. This may be for spelling mistakes, punctuation areas of weakness, corrections or where the child has not fully met the learning objective. An example of marking for key stage 1 can be found in Annex 1. An example of marking for key stage 2 can be found in Annex 2.

Each classroom will display a set of [guidelines on tickled pinks and growing greens](#) which have been specifically worded for children. These are saved on the school server under 'marking'.

A range of codes will be used to denote how much support the child has had during the lesson. These codes will also be displayed in a prominent place in each classroom and are saved on the school server under 'marking'.

I	Independent
T	With teacher
LSA	With LSA
P	With partner
D	Discussed with T

S	Had some support
---	------------------

Time should be given each day for children to respond to and ask questions about the marking from the previous session. Ideally, this will be at the beginning of each lesson.

#### **Adaptations for younger learners**

In recognition that reading ability in Reception and Year 1 is not as developed as the rest of the school, the tickled pink and growing green system will be mainly verbal but will be recorded in children's books as a record for parents, other teachers and support assistants and inspectors to see. Success criteria, linked to the learning objective, will still be shared with children at the beginning of each lesson. They will then receive verbal feedback and a growing green or tickled pink sticker or cube which contributes to a whole class reward. Where written feedback for these children is useful, it will be applied to work which can be read back to children with the support of a Learning Support Assistant or the Teacher.

## Assessment

Assessment practice and this policy which underpins it recognises that assessment is a continuous process, integral to teaching and learning and allowing children to achieve as highly as possible.

*“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”*

*Assessment for Learning: Assessment Reform Group 2002*

### Where does assessment begin?

Assessment is rooted in all learning experiences. Assessment is the knowledge gained through a skilful adult identifying what a child has learnt, knows already, has misconceptions about and, as a result, altering their practice and the learning opportunities they offer children both in the moment and afterwards in light of this new knowledge. Teachers should continuously draw upon the knowledge and understanding they gain from assessments to scaffold, support and create learning opportunities for children so that there is continuous progress and constant learning and overlearning.

### What are our principles of assessment?

We believe that assessment should;

- Be a shared, conscious process between the adult and the child
- Children should have a good understanding of what they are good at and what they need to get better at and why – in our school we commonly call these ‘tickled pinks’ and ‘growing greens’ (see above section on feedback)
- Be prolific – there should be sufficient productivity to ensure progress is able to be demonstrated . Work should be prolific and show progress with no child lingering too long on any one aspect of learning.
- Be sufficiently evidenced. Our planning formats directly link to marking and what the teacher has observed or heard in class. Individual children or groups should be mentioned on a frequent basis with evidence to back up a teacher’s first thoughts on their learning achievements.
- Inform precise objectives for learning as a result of what the adult now knows about the child’s level of understanding
- Diagnose strengths and weaknesses in children’s learning (operational level) as well as guide target setting for cohorts and more detailed analysis of assessments (strategic level)
- Provide easily understood information for parents. The system of levels was often confusing and didn’t ever
- Hold all learners and staff accountable in a clear and easy manner to ensure children achieve the AREs. This will enable them to be prepared for the next stage of their education whether this be from year group to year group or at transition points between settings.
- Immediate . A lot of our children are transient which has an implication on how quickly we need to get to know them and what they know and understand as well as any

misconceptions they have. This then means learning can be shaped to fill gaps, build on current knowledge and provide robust analysis for their next school.

### **Links with the National Curriculum**

In September 2014, we began to use the new national curriculum documentation and redesigned curriculum maps to take account of our children's interests, coverage of the statutory documentation for foundation subjects as well as that of English and Maths. Upper (Yrs 4,5,6) and Lower school (Yrs 1, 2 & 3) follow a 3 year rolling curriculum programme which is reviewed annually to check for coverage and gaps which must be picked up the following year.

### **Age Related Expectations (AREs)**

All children in each year group are expected to reach the ARE as a minimum. ARE is the statutory requirement for all children at the end of each Key Stage. They are different to levels as they do not allow for children to 'linger' at a level which is lower than that expected of their peers. Where children are falling behind in achieving these AREs, there should be constructive, pro-active support in every day learning and possibly interventions in place to ensure that the AREs are met by the end of the year. This is a fundamental minimum for all children at Stockbridge Primary School. Moderation, monitoring and teaching and learning will ensure that this is a basic entitlement for all.

In order to achieve the AREs, children will not be moved on from one learning unit to another until they have sufficiently grasped the concept and can use and apply it in a range of circumstances or problems. The National Curriculum 2014 is very clear on this; *"Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on."*

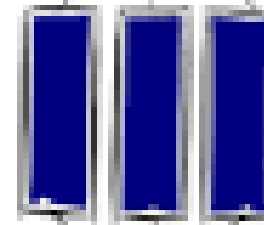
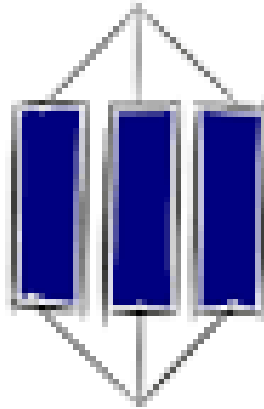
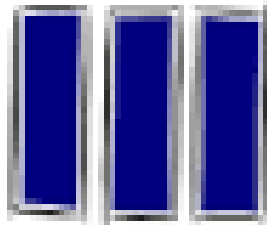
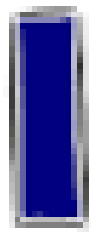
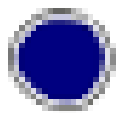
### **How will we assess children?**

As a school, we will assess children using the SOLO taxonomy scale. We have chosen this scale as it directly relates to learning and puts the focus back onto the depth and therefore application of skills and knowledge rather than just knowledge which, in itself, will never be enough for a child to be successful later in life.

The SOLO taxonomy is the classification of stages of learning. It enables us as educators to look at the process and the depth of learning a child is undertaking and grasping with 3 types of understanding; surface level, deep and constructed. This is more clearly explained in the diagram below:



# Solo Taxonomy ~ a brief overview



## PRE STRUCTURAL (below)

*I have no ideas  
I don't understand*

Learning is unconnected, without meaning and little, if any, organisation.

This may be at the very start of a child's learning journey where they need help to move to the next stage. They might be able to hypothesise about an idea but with no real substance or their ideas are completely incorrect.

## UNI STRUCTURAL (towards)

*I have an idea  
I'm beginning to understand*

Learning might have some basic ideas, a few connections but their importance of linking together is not cemented

This stage is linked to the bringing in of information and is where the learning centres around a key idea, key vocabulary or where they can follow a one step procedure.

Define, identify, name, draw, find, label, match, follow a simple procedure

## MULTI STRUCTURAL (at)

*I have several ideas that are about one aspect of my learning but I can't link them*

Learning has lots of ideas and is beginning to understand multiple concepts or vocabulary

Connections are beginning to be made but their significance isn't fully understood nor can they be applied in any context because the overall meaning is missing. They might know several facts but not how they link.

Describe, list, outline, follow an algorithm, combine

## RELATIONAL (above)

*I can see how ideas links and I can explain and classify, compare and contrast*

Learning has meaning and can be applied to real life situations. Learning has synthesis of the parts to the whole.

Connections are strong – the significance of parts of information is realised and this is used to explain coherently the whole picture. They might have several statements about a relevant theme and can link them to form something meaningful.

Sequence, classify, compare and contrast, explain causes/effects, analyse, form an analogy, organise, distinguish, questions, relate, apply

## EXTENDED ABSTRACT (mastery)

*I can use my learning and the links I know of and create new ideas and make generalisations.*

Learning is used and applied selectively depending on what is most appropriate. New ideas are formed and well founded.

Outcomes go beyond the initial subject and links are made to other concepts. This allows generalisations, patterns and rules to be formed. They use their knowledge as a basis for prediction or reflection.

Generalise, predict, evaluate, reflect, hypothesis, theorise, create, prove, plan, justify, argue, compose, prioritise, design, construct, perform

Productivity is a must. In order for children to demonstrate progress and to see the learning journey; the highs and the lows, the struggles and successes must all be recorded. There are more ways to do this than simply writing on a page of paper; photos, diagrams, recorded conversations, informal conversations should make up the entirety of the evidence for a child's progress. Monitoring will focus on the breadth and range of ways of collecting this evidence and on the quality of this evidence in showing the learning journey.

### **Assessing progress and attainment nationally**

OfSTED recognises in their Sept 2015 Common Inspection Framework document that

- assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well

This firmly places assessment in the formative domain rather than summative however, children's progress and attainment towards the AREs will still be judged against national criterion.

## **Policy into practice**

This part of the policy is underpinned by the 6 questions the DfE recommend that any school should ask of its assessment structure.

### **Can it be used by students?**

Assessment starts with the students. The student voice is strong providing the marking policy is being implemented successfully. This gives students the opportunity to respond to feedback with the feedback being clearly identified during or after each lesson in order to sequentially build, in small steps, their learning experience.

The structure of any learning unit should be displayed for children. This follows the structure teachers use for medium term and unit planning. Children will be able to identify how far along that particular journey they are, the big picture (what they'll be able to do at the end as a result of their learning) and what's coming next. The SOLO levels will be shared with children on each (English and maths) learning wall.

This will exemplify and give real life examples of things children have done/said/shown across the SOLO taxonomy in relation to the unit they're working on so that it is clear what is achievable at each level.

### **Is it manageable and useful for teachers?**

The system is no longer focusing on abstract APS points, percentages or unclear levels. It is rooted in what teachers know about children's learning. This will make assessment seem more useful, more targeted and therefore informing their day to day planning to make it more purposeful and useful on a daily basis.

Performance management data targets are set with and for teachers which show percentage of children expected to achieve AREs. These are set based on what we already know of the children, the baseline assessment undertaken the previous summer and what they know of the children in the autumn term.

Performance management targets will be set by the first week in October.

### **Targets**

Targets will be set within the first 3 weeks of school in September for all children. They will be reviewed every 4<sup>th</sup> week on the Friday when the whole school will review their targets in light of learning over the past 4 weeks. These will relate to:

- Times table/calculation
- Number

- Spelling
- Grammar
- Writing
- Handwriting (where necessary in Year 6)

These targets will be shared on the target card.. They will be shared with parents in the first week of October at parents evening to maximise the opportunities for home/school learning and support.

### **Year to year transition**

2 weeks from the end of the summer term, each teacher will set targets (using the above structure) with the child, that they will work on in the first 4 weeks of the new academic year regardless of whether the children are staying in their class or moving on.

INSIGHTs, our assessment and tracking software enables a smooth handover from teacher to teacher and year to year of all assessment information at fine detail level from one teacher to the next or from one year group to the next.

### **Pupil Progress meetings**

These will held half termly and will use INSIGHTs data on average depth, % of pupils making good progress and other useful tools to analyse and identify children who are causing concern and not achieving better than their best.

### **Will it identify when students are falling behind soon enough?**

The rapid issuing and assessment towards targets every 4 weeks with the AREs in mind, should enable teachers to identify children who are not making rapid enough progress. INSIGHTs must be updated each half term by teachers and as well as entering their children's current depth of learning, they must revisit previous statements and check whether children's learning has been deepened and strengthened. The cyclical nature of the curriculum in core subjects enables us to revisit learning as well as using and applying skills learnt in previous terms in different contexts. INSIGHTs is a summative view of children's progress towards the English phased objectives and the Maths phased objectives based on formative assessment undertaken on a daily occurrence.

### **What is mastery?**

Mastery refers to the extended abstract part of the SOLO taxonomy. Where a student has mastered a skill so well that they have it in their 'toolbox' of skills, knowledge and understanding, which can be used and applied when it fits the situation. It is the conscious choice that arises out of unconscious competence.

# Homework to enhance the curriculum

## Rationale

At Stockbridge Primary School, our ultimate aim is develop learners with a love of learning for life. Homework provides opportunities to apply and practise skills developed in school with experiences children have at home on a regular basis. As the primary educators of children, parents are encouraged to support and reinforce the shared expectations by as many different means as possible. By expanding the curriculum and extending it into the home we have the best possible chance of building on children's experiences outside of school.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in our Home-School Promise and linked to things children will be doing in school.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

## Guidelines on time and amount

In accordance with DfE guidance, the average time to be spent on set homework tasks are:

Years 1 & 2	1 hour / week
Years 3 & 4	1 ½ hours / week
Years 5 & 6	30 minutes / day (2 ½ hours / week)

The precise amount of time spent on homework is much less important than the quality of the task set and the quality of the child's completed task. It is expected that School standards and homework standards should be similar.

Types of task

of task	Reading	Spelling	Maths	English	Other
Year R	Daily	Word lists to learn			Only when appropriate
Year 1		4 tasks, 5 words	Maths games & record book		
Year 2			Autumn: maths games Spring & Summer: x tables PLUS: short maths activity each week	A weekly writing task to be set by the teacher and modelled before sending home so that expectations are clear.	
Year 3		4 tasks, 10 words	Times tables PLUS: short maths activity each week		Topic themed task: 3 per half term
Year 4					Topic themed task: # of wks in half term = # of tasks
Year 5					
Year 6					

Homework for Maths and English will be distributed to all children on a Thursday and should be handed back in on a Tuesday. This allows families time to complete homework outside of the weekend whilst also giving children 2 school days to seek more support from their teacher if they're not sure how to complete it or what expectations are. Termly homework will be set in the first week of term and due in on the last week.

Unless clearly specified homework tasks are not optional. The homework set focuses on things which need a great deal of overlearning to become habit and, whilst a lot of effort is spent on making these tasks interesting, they simply have to be done!

It is expected that all children will complete the homework tasks that are set. Whilst the School will do everything possible to encourage children to complete homework tasks, the onus for completion of homework is on individual children and their parents. Homework tasks and participation by children will be regularly monitored by the School and should be regularly monitored by the parents. Where an individual does not complete homework tasks over an extended period of time, contact will be made with the parents, initially by the class teacher and subsequently by the head teacher.

A homework task will always be set for a clear purpose and not for its own sake. Should a homework task not be set, this would be as a result of a teacher's professional decision. However, such a situation would be the exception and not the rule. If parents find that this is happening often, they should speak with the child's class teacher in the first instance.

Reading books will be changed and reviewed during reading sessions with a nominated adult in school. Each child in Sprat & Winkle and Horsebridge class will be heard read twice per week, once as 1:1 and once in a guided reading group. There may be other occasions when other adults in school will hear children read. In this instance, they too will record in the child's home/school record book and pass any feedback to the teacher responsible for the child.

The topic work is designed to develop children's need for increasing independence as they manage their own time and the demands for homework in order to set them up for success at secondary school where much of the homework requires children to complete it in their own time and under their own steam. It is an important part of our transition process, as it managing their planner which all children have from year 2 upwards.

## The learning environment

At Stockbridge Primary School, we are committed to providing a rich learning environment for our children. In line with our school values, resources are placed out for free use in the classroom so that children can be encouraged to be independent and selective in accessing resources themselves. To develop a real sense of resourcefulness and give each child the best opportunity to succeed in reaching this important value, we have 6 overarching principles. We believe that the learning environment should:

### **Show the finished product**

*There should be a good range of displays throughout the school which depict children's finished, polished work. This is crucial if we are to ensure children understand the value of producing something for others to view and the required standards thereafter.*

### **Show work in progress**

*This is especially true of working walls for topics or English or Maths where teachers and children may display collections of words, workings out and the thought process behind these however, walls should not be solely this. Where work is in progress, there should be labelling or explanation, preferably done by the children so that they understand the value of these in giving information to visitors and each other.*

### **Be accessible and useful**

*Teachers should consider where they place resources and how they group them so that children can easily find things they need to support their learning*

### **Be organised**

*There is a place for everything and everything in its place. These places should be well known to children, labelled and tidy. There should not be unnecessary clutter which prevents children from accessing resources or from moving safely around the classroom.*

### **Develop a love of reading**

*Where possible texts should be linked to each display so that children can take any opportunity to read more around something that interests them. Texts should reflect the age of the children and be of something which may appeal to them.*

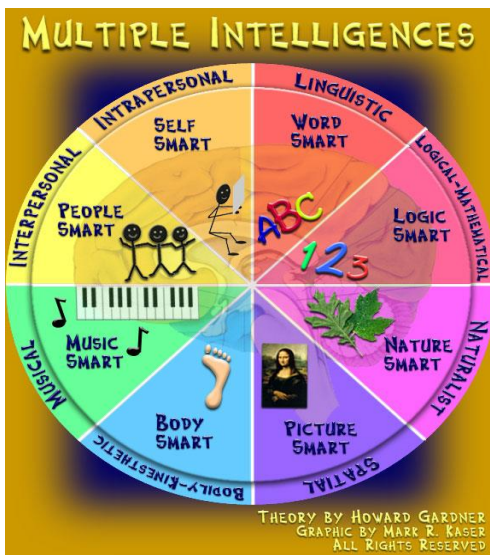
### **Be consistent with whole school initiatives**

*Items such as water bottles, effort mountains, value circles and behaviour expectations should be consistent in each class. Water bottles or cups should always be on the sink in each classroom and washed daily. Effort mountains (Appendix P) should display age appropriate levels of text and either each child's name or photo. Behaviour resources, as detailed in the behaviour policy and its associated appendices should be clearly displayed and known by the children.*

In addition to these overarching principles, we ensure that displays reference rich vocabulary – tier 2 and 3 and these are words or phrases understood, and preferably used, by the children. The journey of learning, as described in the section in this policy on Medium Term Plans, should also be evident – a washing line, series of statements or some other accessible way should be up for English, maths and topic subjects children are studying.

Most importantly, the topic or theme being studied should be very clear. This may be through a combination of displays, books, children's work etc.

## Able children



All children attending Stockbridge Primary School are entitled to a broad, balanced and relevant curriculum, leading to the achievement of the highest possible standards. We believe that every individual should have the opportunity to develop and realise his/her true potential. We believe that the able child needs just as much support, guidance and encouragement as the less able. To ensure that this happens, we aim to consistently provide learning opportunities for our able children that offer challenge, intellectual stimulation and enrichment. Not only do we consider the able children in literacy and numeracy, we look outside the 'normal' academic subjects to enable us to identify children who are talented in other areas. To structure our thinking on able children in various areas of learning, we use Howard Gardner's multiple intelligences.

### What makes a child able?

Children (approx 30 %) who demonstrate high levels of attainment in their:

- general intellectual ability
- specific academic ability in one or more areas of the curriculum
- creative thinking
- technical ability
- interpersonal skills

Able Children are more finely divided into more able (approximately 10%), most able (approx 5%) and exceptionally able (0.5%).

### Identification and monitoring

The key reason to identify able children is to ensure effective and suitable provision. Identification of high ability will be through continuous assessment of progress and attainment in a wide range of contexts. It will not depend solely on tests nor will it occur at a single point in a child's development. By identifying the able or talented child, teachers can assess needs which should inform the planning of work to ensure appropriate pace, rigour and challenge, and/or ensure that appropriate opportunities are provided.

We use a variety of methods to identify the able child. These include:

- teacher observation, assessment and nomination
- checklists of skills and competencies
- parents' observations and discussion, usually gathered at parent's evenings.
- testing: including Foundation Stage Profile progress and outcomes, SATs, NFER standardised tests and SWST (Spelling Test)
- discussion with other relevant agencies involved with the child e.g. Educational Psychologist
- discussion with the child about their interests, ways of thinking and their perception of their own abilities.

The senior leadership team are responsible for compiling and maintaining the School's Able Child register from information provided by class teachers and other adults working within the School. A review of the register and the support being provided for individual children takes place each term prior to parents evening. A copy of the school's Able Child Register is provided for all adults employed within the School. This is a confidential document.

### Aims of identifying able children

Our main aims are to:

- develop a recognition and awareness of able and talented children and nurture their individual strengths, whether in a particular area of the curriculum or generally across all subjects.

- provide an appropriate education involving activities that offer extension and enrichment work, with and beyond the normal curriculum, developing higher level thinking skills
- make provision available to facilitate able/talented children's learning, taking into account practical constraints of staffing, time and resources
- consult and liaise with other agencies where appropriate.
- ensure that any additional demands on able and talented children, still allows them ample time to pursue leisure activities

## Organisation

Able children will be supported by a range of organisational methods and strategies to ensure effective teaching and learning. These include:

- the provision of an enriched and relevant curriculum
- a stimulating environment
- the use of Learning Support staff in group work
- allowing children to take responsibility for their own work, and encouraging them to value their own and others' work
- ensuring that the child's preferred learning mode is known and by providing the child with the opportunity to experience and use a range of learning styles
- discussion between teachers and children communicating high expectations and high standards
- planned involvement of parents
- helping children to formulate questions
- working both co-operatively and independently
- experiencing success to gain self-esteem and self-confidence
- encouragement to take risks and make mistakes; recognising that creditable failure is an important part of the learning process
- signposting to external opportunities such as maths club for able learners in another school

## Enrichment, extension & enhancement

This takes place through an increase in the depth and breadth of study.

*Enrichment* activities are supplementary tasks that consolidate and widen children's knowledge, skills and understanding.

*Extension* activities provide opportunities for children to increase the depth of their knowledge, skills and understanding in a specific area.

*Enhancement* activities help children to learn more effectively by using a combination of enrichment and extension tasks.

Children should be encouraged to:

- use their initiative
- solve problems
- seek alternative answers through the provision of open-ended tasks
- make judgements based on confidence in their own ability
- use all relevant skills

## Differentiation

Children may be grouped according to ability in order to promote learning however the school generally uses 'chilli challenges' to differentiate in class with an optional extra of 'super spicy' to really challenge learners further. Extension opportunities and differentiated work should be detailed in class teachers' lesson planning. Using the SOLO taxonomy to ensure there are mastery opportunities for children's learning to be developed, deepened and strengthened, children link ideas and generate new ones as part of their everyday curriculum.



### **Developing specific talents**

- Opportunities for musical enrichment and extension are provided through instrumental tuition by peripatetic music teachers, links with out of school music groups and a variety of public performances.
- Opportunities for sporting enrichment and extension are provided through a range of after-school sports activities and a wide range of inter-school competitions as well as signposting to clubs which can offer extension opportunities.
- Opportunity for developing talent in the performing arts through school or community based events or shows.
- Specific skills developed outside school are used in school activities where appropriate.
- Children are encouraged to take part in County or national projects and competitions where their abilities can be recognised and celebrated.

### **Liaison**

There should be open communication and consultation between class teachers, subject leaders, parents and any other relevant agencies, to ensure that able and talented children have access to the widest possible range of opportunities to develop their particular abilities.

Parents/carers should be informed when their child is included on the School's Able Child register, initially as part of parent/teacher consultation meetings, throughout the year, as appropriate. At the same time a discussion should take place, looking at the support that it is possible to provide within School, as well as other further opportunities that parents/carers may wish to consider. Teachers should take every opportunity to get to know the child and their families well enough that we know the activities a child takes part in outside school hours eg. County athletics, Test Valley Brass Band.

The school's Able Child register will form part of the transfer documentation when a child moves to a new teacher, a new class or a new school.

### **Roles & responsibilities**

It is the responsibility of each class teacher to ensure that the requirements of this policy are adhered to and that the quality of teaching and learning opportunities for able and talented children is of a consistently high standard.

The school's senior leadership team is responsible for monitoring the quality of provision for the able and talented children throughout the school, as well as identifying opportunities for promoting good practice on a regular basis e.g. staff meeting.