Bowdon Preparatory School

Curriculum, Teaching and Learning Policy

This policy sets out the school's expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment. It should be read in conjunction with the following policies and documents:

School's Aims	School Development and Action Plans
Early Years Policy	Inclusion Policy
Subject Specific Policies	Child Protection & Safeguarding Policy including:
PSHEE Policy including:	Acceptable Use and eSafety Policy
SMSC	Care and Supervision Policy
British Values	Visitors In School Policy
Sex and Relationships Education Policy	Positive Behaviour Policy including:
Collective Worship Policy	Anti-Bullying Policy
Drug Education Policy	Professional Development Policy
SENDA Plan	Health and Safety Policy

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SECTION 1

Introduction

Teaching and Learning at Bowdon Preparatory School aims to equip all learners with the skills needed to succeed in a changing world. Learning is at the centre of all that we do. At Bowdon Prep we believe that learning is the process by which pupils gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision.

We aim to:

- encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning.
- encourage all our pupils to achieve their potential through a culture of high expectations for everyone.
- teach our girls how to grow into positive, responsible young women, who can work and co-operate with others while developing knowledge and skills.

Aims of the policy

- To be an agreed framework for good practice.
- To communicate the school ethos.
- To ensure consistency of approach.
- To ensure agreed delivery of the curriculum focussing on ways that children learn most effectively
- To ensure continuity throughout the school.
- To ensure quality experiences are offered to all children.
- To support all staff, especially those new to the school.
- To develop cooperation between colleagues and encourage teamwork.
- To clarify responsibilities of members of the school community.
- To be a consistent reference point for monitoring and evaluation.
- To be a reference point for other documents.

SECTION 2

The Curriculum

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils.

We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum is planned to provide continuity and progressions. It promotes an enjoyment of learning and a commitment to learning and achievement. We believe strongly in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life.

Curriculum organisation

At Bowdon Prep our curriculum is designed to promote our ethos of high expectations, challenge and opportunity. The curriculum is taught through topics or discrete subjects where relevant.

We offer an increasingly academic curriculum. We agree that differentiation is the key to ensuring all pupils make and exceed expected progress in each subject area. In some areas of English and mathematics in years 4 to 6, pupils are grouped according to their learning needs.

In the Pre-Prep and Reception we have developed a curriculum based around the Early Years Statutory Framework. This Framework provides several areas of learning. Literacy and mathematics are given main priority in terms of teaching time to reflect their status as core subjects
These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We also include the learning of a modern foreign language, music, drama and ICT skills in our curriculum and devoted specific time to the development of thinking skills. Free Flow Play is an important part of the weekly timetable.

In the Early Years and Infants the curriculum is mainly delivered by teachers to their own classes, although in some areas such as science, music and PE they may be delivered by a specialist teacher. In the juniors lessons are taught by specialist teachers.

Subject policies are kept in the Curriculum Policy and Policy Documents files. It is the responsibility of each teacher to be familiar with school policies and practice and to ensure that support staff, working with them, are also familiar with school policies.

Our **English** lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught discretely and in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self- esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. Our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school

In **mathematics** our teachers ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving.

Science is taught as a separate lesson but in the Pre-Prep and infants is may be linked to our topic work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them.

We emphasise the transformational power and impact of creative subjects and the **arts** at as a vehicle for developing emotional intelligence, confidence, resilience and communication skills. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children.

We do have discreet timetable time for the development of **ICT** skills but our approach is to integrate ICT into all lessons: the use of iPad and other hardware such as cameras and film cameras is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years.

Modern Foreign Language is introduced in the Reception class. All pupils study French until Year 6, when they will be introduced to a second modern foreign language. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new.

In their **music** lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will also be taught to play a variety of instruments musically and encouraged

to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding.

Some form of physical activity takes place every day. Our Wake Up Shake Up sessions / Workout sessions are designed to do just that and to prepare our pupils for their first activity of the day. Parents will have the opportunity to experience some of our routines when they attend invitation Wednesday Wake Up sessions. **PE** sessions focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member Indoor PE is held in one of our large hall spaces and includes dance, apparatus work and gymnastics.

We often use topics to deliver **humanities** subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that where appropriate art, music, literacy and numeracy and science are linked in topic teaching. Our topics have a **history** and **geography** base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. **RE** lessons offer learning opportunities that relate to spirituality, ethics, religion and philosophy and cover a balanced range of world religions and belief systems. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It 6 reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain.

PSHCEE and citizenship underpin all of our curriculum learning and provide opportunities for pupils to engage in broader skills relating to morality, health and team work. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding.

Reasoning and thinking skills enable us to integrate each new experience into the schema that we are constructing of how things are. Better reasoning and thinking will help us to learn more from our experience and to make better use of our intelligence. In our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. Our reasoning and thinking skills lessons and enable our children to become active thinkers. As their confidence grows and skills develop they will become more able to tackle more complex problem solving situations.

Programmes of Learning
Units of work are planned, usually over half a term's duration. These form our medium term plans and contain details of the work to be covered with a progression of learning objective / success criteria. Through the provision of rich and varied activities we aim to:

- Encourage the best possible progress and the highest attainment for all pupils.
- Enable pupils to make connections across different areas of learning.
- Help pupils to think creatively and solve problems.
- Develop pupil's capacity to learn and work independently and collaboratively.
- Enable pupils to respond positively to opportunities, challenge and responsibility.
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Enhancing the Curriculum

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks:

- We plan a series of trips each term for each year group. The trips are directly linked to our topic work. Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme.
- We invite specialists from a range of institutions eg the Science Museum. We also have links with small independent educationalists like The Bug Man.
- We undertake an audit of parental skills each year and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a parent.
- We have themed weeks throughout the year. Healthy Living week falls in January to help boost exercise and good nutrition at a time when the winter might take its toll on both.
- Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives eg World Maths Day, to match with events in the UK eg a national election and also to highlight our curriculum subjects eg Art Day.

Trips and Outings

We recognise that school trips may expose staff and pupils to hazards, which are not present during the normal school activities and require specific controls. School trips may also be residential and therefore we recognise that suitable accommodation should be used.

It is our policy to:

- ensure that all trips involving pupils will be thoroughly planned and to locations vetted by staff or other agencies
- ensure that parental/guardian permission is obtained for the trips and that parents/guardians are kept fully informed
- ensure that the staff to pupil ratio is maintained at a safe level
- ensure that all accommodation is suitable for the purposes of the trips
- carry out generic, site specific and on-going risk assessments as appropriate
- consult with outdoor education advisers and educational visits co-ordinators where applicable

We consider that children must be given the opportunity to learn by direct experience outside the classroom. Visits which further a child's understanding are planned regularly. These are always related to the curriculum.

Homework

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Home learning is an essential part of a successful education and helps support pupils' ability to learn in a variety of contexts'. Home learning not only reinforces classroom learning, it also helps pupil to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

In the juniors, pupils are expected to take on an increased level of a personal responsibility for their own time management and organisation of their work so that whilst keeping up with the home learning demands, they can pursue other beneficial hobbies and activities.

Aims and Objectives

Regular, well planned homework can:
- To enable pupils to make maximum progress in their academic and social development
- Develop good work habits and self-discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school.
- Provide opportunities for individualised work and develop skills of independent learning
- Offer access to resources not found in school (public libraries, local museums etc.)
- To consolidate and reinforce learning done in school and assist in preparation for future class work.
- Provide a context for pupil/parent interaction.

Home learning is most effective when:
- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to pupils
- There is consistent practice across the departments
- Home learning is regular so that everyone knows what to expect each week
- Homework expectations are recorded in the planner provided
- Pupils and their parents or carers are clear about what they need to do and what the outcome will be
- There are high expectations
- Feedback is clear, focussed and constructive.

Extra Curricular

At Bowdon Prep School we work hard to create a balanced curriculum which has breadth as well as depth. The school has a strong tradition of sporting participation, a range of music and performing arts

activities and a variety of extra-curricular clubs. Members of the teaching team run extra-curricular school clubs along with external service providers.

A wide range of age appropriate clubs are offered both before and after school for infant and junior pupils. Typically these could include cookery, language, craft, sports and choir. We encourage all pupils to join our junior and senior choirs and our Glee Club and Singing Club enables pupils to combine a love of drama and singing. The school has a samba band, a strings group and an orchestra.

In addition to music lesson offered by peripatetic teachers, pupils also have the option of taking external examinations from LAMDA, an organisation accredited to offer exams in the 'Speaking of Verse and Prose' and 'Acting'.
Clubs and activities should promote a positive attitude towards school and help to develop the school's relationship with parents. They may also help children to channel their leisure time constructively.

At Bowdon Prep School we aim to give children opportunities to:
- Participate in a variety of clubs
- Safely enjoy well organised clubs
- Be involved in competitive activities which take place in a friendly and sporting atmosphere
- Make an active contribution to the school through their participation
- Develop and extend their skills

We provide an 'extended day' for working parents and carers from 7.30am until 6pm, and aim to keep the costs for this provision neutral. Morning Club allows parents to drop children off early. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. They are also given a light tea.

SECTION 3

Roles and Responsibilities

Governors
- To ensure the effective and rigorous implementation and monitoring of the policy.
- Monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly headmistress report.

Headmistress and Senior Leadership Team
- To provide appropriate support, training and resources for the departments, subject areas and individual staff
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

Director of Studies
- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- To monitor and evaluate consistent delivery of the policy at department and subject level
- Provide efficient resource management.
- Ensure assessment procedures are in place, and monitor these across the school
- To monitor and evaluate pupil progress, attainment and learning outcomes
- Ensure that the progress of each pupil is tracked in reading, writing, maths and science and that there is appropriate challenge support and intervention
- Ensure that pupils with specific learning needs had access to the curriculum
- Ensure that pupils with a particular talent in any curriculum area are suitable challenged and that work is at an appropriate level for their needs

Subject Leaders
- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy
- To provide appropriate support to team members by providing training materials or advice and guidance
- Support staff to take risks in new teaching methods
- To be responsible for writing and reviewing policies,
- Audit resources, manage the curriculum budget, purchasing resources
- Monitoring standards, teaching and learning in their subject across the whole school.
- Support and offer advice to colleagues on issues related to their subject.

Teaching staff
- To ensure that their own teaching meets the national Teachers Standards; strive for teaching and learning to be outstanding and is at least good.
- To implement this policy by planning and delivering high quality learning experiences
- To have a growth mind set, be willing to take risks
- Actively seek to reflect on their practice as appropriate

- Work collaboratively with colleagues to share best practice and improve teaching

All staff

- To be aware of the principles of the policy and how they can contribute to it.

Pupils

- To work positively within lessons to enable staff to implement the policy effectively
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework

Those with parental responsibility

- To support the policy of the School, in line with the Home-School Agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively

The Learning Environment

Our purpose is to create a learning environment which fosters motivation and allows all pupils to flourish. Focus learning groups are in place for some aspects of literacy and numeracy across school. This enables the teaching to focus on the individual learning needs of our pupils in Year 4, 5 and 6. Respect for children's work is shown by the care staff take in its marking and display. The value of display in its various forms is recognised and this is reflected in the quality and variety around school.

Management and Organisation of the Learning Environment

- The organisation of the classroom should meet the needs of the timetable, i.e. English, mathematics, creative, arts, integrated or thematic activities.
- There should be a balance of individual, group and whole class teaching resources and materials should be well organised and accessible.
- Time should be taken to support pupils in learning procedures and routines. They should be taught the skills and rules for using equipment and resources.
- Pupils and teachers act together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources.
- The appearance of the classroom should be valued by the teacher and children and time should be made for tidying up.
- It should be left tidy and organised at the end of each session / day.

SECTION 4

4.1

Teachers and Teaching

We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all pupils are supported and challenged to make good progress in their learning. Pupils of all ability levels will be given equal opportunities to learn in order to achieve their full potential. We strive not to simply teach knowledge but to empower our girls by teaching them how to learn.

Definition of Teaching

The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:

- Use of expert subject knowledge and general knowledge of current affairs
- Planning of individual lessons and series of lessons to ensure all learners are challenged
- Having consistently high expectations of all pupils
- Implementing varied learning activities
- WALT & WILF lesson objectives must be shared with pupils where appropriate
- Lessons are objective led and outcome driven
- Pupils will be made aware of the success criteria they are working towards
- Effective use of differentiation to ensure that the needs of all learners are met so that they make good progress relative to their starting points
- There is a quick start to the lesson with an engaging starter activity, ensuring learning is evident
- The pace of the lesson allows all pupils to make progress
- Setting challenging and purposeful homework
- Marking, feedback (oral and written) formative and summative assessment and reporting
- Teaching and reading, writing, communication and mathematics
- Establishing a positive climate for learning in lessons to encourage interest and engagement
- Ensuring high standards of Behaviour for Learning
- Providing intervention when underachievement is evident

Planning

It is acceptable for teachers to use a variety of methods to plan their teaching on a day-to-day basis. These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place to ensure the highest standards and therefore, outcomes for the pupils. The style of teaching used is generally the teacher's own decision and may be influenced by:

- the topic/objective being taught
- the ability/need of the pupil/group/class
- previous learning

- support staff available
- time available

Learning objectives should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general.

Success criteria describe to pupils what the teacher is looking for and how they will know they are being successful in their learning. Success criteria need to be specific and related to the learning objectives and the tasks set by the teacher.

When planning a lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that pupils move forward and make progress in their learning every lesson relative to their starting points. Teachers at Bowdon Prep School should strive to ensure that their planning allows for the following criteria to be met each lesson:

- Use of teaching assistants - Teaching assistants should be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs.
- Opportunities to develop literacy, numeracy, and communication skills – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- Use of strategies and tasks to engage pupils - Strategies and tasks should enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- Use of questioning - Questions should be designed to tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- Assessment of learning during lessons - The work for each individual pupil should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.
- Marking and feedback - Marking should be frequent and regular, providing pupils with very clear guidance on how work can be improved. Pupils need to be engaged in the process.
- Home Learning – Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.

Differentiation

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned to cater for the learning needs of the individual pupil. To provide for this basic entitlement, pupils in the same group must have learning opportunities matched to their particular needs and teaching must take into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Information from assessments should be used to set tasks that are perfectly matched to pupils' prior attainment. Work should be pitched at a level that is appropriate to the individual.

Differentiation is an on-going process in which teachers plan for the interventions that will appropriately address the differences and the characteristics of the individual children in the class.

- To maximise individual pupil potential through the implementation of effective differentiated learning opportunities both in and out of the classroom through a wide range of interventions, strategies and resources developed by the classroom teacher, and the whole school.

- To promote differentiation as an on-going and evolving priority in teaching and learning within the clear framework for inclusion.

- To nurture the setting of individual attainment targets and statements of attainment.

- To encourage teachers to examine a range of strategies for differentiation

- To assist teachers in targeting priority areas and the setting of realistic, achievable targets.

- To provide guidelines for monitoring and evaluation in terms of current and future practice.

- To promote consideration of differentiation in CPD.

Pace and Challenge

The pace of learning should be optimised throughout the lesson as to the best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress. Learning tasks should be challenging – success is only achievable if individual pupils work hard and try their very best. All individuals should find the tasks demanding at their own level.

Continuous Professional Development

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. Bowdon Prep's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include strategies reflection, sharing best practice, presentations by current staff and outside trainers, peer observation, professional discussions, coaching and mentoring.

Monitoring and Review

Senior Leaders, Progress Leader, Directors of Studies and Middle Leaders will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways.
- Book scrutiny/ work scrutiny
- Lesson Observations - drop ins & Informed Observations
- Questionnaires with pupils/parents and pupil voice
- Learning Walks
- Exam/ test reviews and progress checks
- Reviews conducted alongside external agencies
- Appraisal

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

4.2

Learners and Learning

At Bowdon Prep, we agree that our children's learning will be characterised by pupils' responses that are exploratory, wide ranging, cross curricular and not constrained by convention; where pupils feel that they are able to take risks, are not afraid to fail and are happy to learn from their mistakes. It is recognised in pupils whose responses are enthusiastic, thoughtful and well-considered, revealing their intense involvement and engagement in their learning.

Definition of Learning

We believe learning will most effectively take place when:

- The learning environment is secure, stable and stimulating
- Relationships between teachers and pupils are positive and respectful
- Pupils' self-esteem is high
- Pupils understand the purpose of the learning and see relevance to their own experience
- Pupils understand the ways in which learning takes place
- The learning builds on prior knowledge and understanding
- Success criteria are explicit and models are provided
- The learning is active and collaborative
- Pupils questioning, reflection, and discussion are encouraged to extend & guide discovery
- Independent learning and thinking is facilitated and encouraged
- There are opportunities for creativity and utilising different learning styles
- Pupils can self-assess, know what they need to do to improve and are able to set appropriate targets
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts

Effective Learning
Expectations for Pupils

- To be engaged and not passive in their learning
- To work effectively and purposefully in a range of contexts
- To come fully equipped and prepared to maximise the learning opportunity
- To be prepared to share their learning and ideas in an atmosphere of trust
- To ask questions where appropriate – of each other and the teacher
- To support one another, working collaboratively, recognising the contributions of all
- To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- To know where to go for help and recognise that further progress can always be made
- To develop resilience in approaching problems and new learning challenges
- To be able to select appropriate learning resources to help develop their own learning
- To work with increasing independence, developing the skills to become life-long learners

- To act on all assessment, marking and feedback
- To use initiative and develop more independent learning

Target Setting

The purpose of setting targets is to raise standards for pupils to as high as possible both academically and personally, through each child reaching for their potential. Targets are to assist children to achieve and will be reviewed at least every term and share these target with pupils and parents.

Our aims in target setting are to raise standards of achievement by:

- achieving specific objectives that are being taught in the curriculum and plan for next steps
- giving children targets to reach in a given time
- setting targets that are specific, measurable, achievable, realistic and time related
- being aware of the strengths and weaknesses of individual children target support and differentiated activity as appropriate
- setting high teacher expectations and challenges that raise the standards of pupils' achievement
- working in partnership with parents/carers to contribute to the development of individual children

Intervention and Support

All teachers will identify pupils in their class in need of additional support, including vulnerable groups such as, SEN pupils and the most able. Interventions put in place will be identified in class context sheets and will be used to inform planning.

Classroom assistance is available in the form of both volunteer and paid teaching assistants and learning support staff, who are employed by the school (and allocated according to the children's needs). They are valued members of our team. Teaching assistants and support staff are heavily involved in planning and delivery of teaching and learning in addition to monitoring, tracking and evaluating learning outcomes in order to gain the most effective learning for the children.

The structured and planned use of voluntary help in the classroom is encouraged. Volunteer staff have predetermined and specified tasks and where possible support on a regular basis. Parents who volunteer in school do not work in their child's class.

Assessment

Children are assessed continually both summative and formative methods are employed. Detailed procedures for assessment and recording can be found in the Assessment Policy Document.

- Teachers should assess pupils' work regularly, according to the schools marking and feedback framework
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies
- Effective use of data is critical to inform pupils, parents and other staff of pupil progress towards targets.

Assessment for Learning

We believe that pupils learn best when they understand and take responsibility for their own learning journey. Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.

- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way in line with marking & feedback policy.
- Pupils are able to act upon the advice they are given to improve their performance providing a response to the feedback they are provided with;
- Pupils are aware of their PLT (Personal Learning Targets). These are also displayed on stickers on the front of their books, and updated termly
- Frequent opportunities are taken within lessons to provide immediate verbal feedback;
- Pupils are encouraged to judge the success of their own work, negotiate success criteria and set themselves targets for their own improvement
- The language of subject progress is shared with pupils
- Pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way
- Pupils are encouraged to critically, but supportively, judge the performance of others within their group
- Levels of work are modelled through display and explanation

Within subject areas, there will be opportunities for marking to be standardised across a year group.

Peer and Self Assessment

As pupils continue to through the school there are increasing opportunities for them to enhance their learning through the use of peer and self assessment.

The main aims of self and peer assessment are to:
- increase pupil responsibility and autonomy
- strive for a more advanced and deeper understanding of the subject matter, skills and processes
- lift the role and status of the pupil from passive learner to active leaner and assessor (this also encourages a deeper approach to learning)
- involve pupils in critical reflection
- develop in pupils a better understanding of their own subjectivity and judgement

Peer Assessment

Pupils individually assess each other's contribution using a predetermined list of criteria.

We believe that there are many advantages of using peer assessment:
- Agreed marking criteria means there can be little confusion about assignment outcomes and expectations.
- Encourages pupil involvement and responsibility
- Encourages pupils to reflect on their role and contribution to the process of the group work
- Focuses on the development of pupil's judgment skills
- Pupils are involved in the process and are encouraged to take part ownership of this process
- Provides more relevant feedback to pupils as it is generated by their peers
- It is considered fair by some pupils, because each pupil is judged on their own contribution

Self Assessment

Pupils assess their own contribution as well as their peers using an established set of criteria. We believe that there are many advantages of using self assessment:

- Encourages pupil involvement and responsibility
- Encourages pupils to reflect on their role and contribution to the process of the group work
- Allows pupils to see and reflect on their peers' assessment of their contribution
- Focuses on the development of pupil's judgment skills.

Marking and Feedback

We are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Bowdon Preparatory School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Effective Marking and Feedback

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes Four types of marking and feedback occur during teaching and learning at Bowdon Prep:

1. Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning review with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
2. 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

3. Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

4. Self-assessment and peer assessment of the attainment and success of a piece of work.

Assessment of Learning

This involves judging children's performance against national standards, expected norms and personal targets for pupils within our school. Teachers may make these judgements at the end of a unit of work, of a half term or term, or at the end of the year. Test results in the core subjects of

Mathematics and English show children's performance in terms of National levels and age standardised scores giving us information to allow us to compare their attainment against expected national norms for their peers. Other test results will demonstrate the children's understanding of work covered and provide us with data to compare their attainment with that of other pupils in our school.

Results will be analysed by the Progress Leader and Subject Leaders and looked at alongside teacher assessment to identify any pupil performing above or below the expected

norm. This will allow intervention or extension programmes to be put in place to enhance the children's learning and to ensure they are working in appropriate groupings where appropriate.

4.3

Achievement and Progress

Definition of Progress:

To make progress in learning is to move forward towards a learning objective or an agreed target.

All pupils are expected to make clear progress in their learning over time as follows:

- Performance data collated throughout the year shows that pupils are making good progress towards their agreed targets; in line with their starting points
- The quality of work produced by pupils shows that they are acquiring knowledge quickly, developing their understanding and skills and consolidates this at least in line with expectations for their age group and national averages
- Pupils develop and apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment
- Pupils can transfer their learning and apply this knowledge, skills and experience across other curriculum areas
- Where pupils' prior attainment is low or falls below that of all pupils nationally, the gap is closing over time

Tracking Pupil Progress

Children's attainment and progress is constantly monitored as part of normal classroom practice.

Monitoring informs day-to-day planning for class groups, smaller groups and individuals.

We believe effective monitoring will:

- promote higher standards by improving the quality of teaching and learning
- have a positive effect on pupils' motivation and self-esteem
- give clear indications of children's strengths and weaknesses

Monitoring of pupils' work is primarily the responsibility of the subject teacher, who should be looking for inconsistencies in written and oral ability as well as those pupils who are 'underachieving' or receiving consistently low marks. Children who are performing significantly above their peers also need to be identified. Monitoring of progress is an ongoing process and should be used in the formal and informal appraisal of each child in the classroom.

Any concerns regarding a pupil by a subject teacher should be discussed with the class/form teacher. The form teacher should then refer the child to either the pastoral leader or progress Leader

All subject leaders and the pastoral leader have the responsibility to monitor assessment across their department or year group, to analyse data, to identify individuals or groups who are making less progress than expected, and to intervene where necessary to ensure pupils get back on track.

Rewarding Efforts, Achievement and Celebrating Success

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by

- verbal or written praise by teachers, peers, Headmistress and parents
- displays of work
- opportunities to perform or share – in class or in assemblies
- encouraging self-esteem
- the awarding of stickers, certificates
- Merits, House points
- sharing success with the community

Display

At Bowdon Preparatory School, we believe that the ethos of the school is reflected through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building.

We believe that display as part of the learning environment:
- Encourages pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.
- Creates a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world.
- Encourages respect for the school environment and actively work to ensure it is an enriched place to work and learn.
- Influences children in best presentation, personal organisation and general tidiness
- Celebrates achievement and raise self-esteem for all.
- Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.
- Stimulates curiosity and appreciation of the world.
- Is an effective learning and teaching tool.
- Reflects the rich and varied experiences of current learning.
- Where appropriate reflects a variety of cultures and promotes inclusion

SECTION 5

Reporting

We consider reporting back to parents about their children's progress and achievement is essential to allow parents to know how their child is progressing and ensures that education remains a joint venture between home and school.

The information provided either in the written reports or during a Parent Consultation should always include positive comments about what the pupil has achieved but also provide an honest reflection of a child's learning and progress both in relation to the pupil's performance in relation to their personal learning targets and against nationally expected norms.

- Each term, all parents will receive some indication of how their child is progressing.
- Each term every year group has parental consultation meetings, allowing parents to meet and receive feedback from teachers.
- Every term children are graded on their effort levels along with progress and achievement.
- A full written report, across all subjects, including grades in the core subjects will be sent out at the end of the academic year.

The class teacher's report should contain a general observation on the individual child. This will include comments on academic progress, attitude to work, behavioural or social issues and the extent to which the child is involved in extra-curricular activities in school.

Reports should provide parents with an honest appraisal of their child's attitude and attainment over the report period and include comments on improvement or lack of progress in areas significantly mentioned in previous reports. The report should contain achievable targets.

Parental Support

Children's learning is enhanced by a positive relationship between parents and school. Self-evidently, parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful communications and co-operation between the School and the pupils' parents can hardly be over stated. We share the quality outcomes of the children at Parents Evenings, parent meetings and class parent events. Parents are encouraged to support their children's learning, enabling them to progress both academically and pastorally and can contribute by committing to the home/school agreement

Working with other Educational Institutions

We enjoy strong links with the many local LEA and Prep schools. We welcome many secondary school leaders to school to give them a taste of life at Bowdon Prep and the opportunity to question the Head and Deputies about all aspects of school life.

The Headmistress, SLT and Early Years teachers and visit and meet teachers from Nursery settings and senior schools to supports transition to and from the school.

In addition our Headmistress and SLT attend future schools events at a variety of schools to learn more about the schools to parents at Bowdon Prep about transition and school options.

Policy Dissemination, Monitoring and Evaluation

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website
Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes
Sept 2016	SLT (R)			
Nov 2016	HG (U)	Email	Yes	Yes
Nov 2017	Governor (R)			
Jan 2018	HG (R)		Yes	

SECTION 6

Appendix

School Protocol for:

Appendix 1

Protocol for Planning

When planning each lesson teachers should bear in mind the following:

- Where appropriate learning objectives should be shared with the pupils during the lesson as appropriate especially during plenary.
- Records of a child's previous learning should inform the planning for new learning.
- The range of needs and abilities within the class should be recognised.
- Consideration should be given to a range of recognised teaching techniques and approaches which reflect pupils' different learning styles (direct teaching, modelling etc).

Short term plans should:

- Provide challenge and pace
- Provide opportunities for children to explore and/or discuss ideas
- Show progression
- Indicate role what teaching assistant will do (where appropriate)
- Show cross curricular links (including ICT)
- Highlight assessment opportunities

Using a range of Teaching Styles

When planning lessons it is important that all teachers consider the following:

- Assessment for learning
- Different teaching styles
- Pace and challenge
- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review
- The learning outcomes

Examples of Success Criteria:

- You can / I can ………….
- Give 2 advantages of using renewable energy resources
- Draw an accurate pie chart by using the correct angles
- Write a poem containing 2 verses
- Use the 5 key words when writing the introduction
- Demonstrate a forward and backward roll
- Peer assess your partners work by giving a point for improvement
- Label a graph with the correct axis
- Describe 2 key features of a Monet painting
- Give 2 ways in which you could improve your work

- Work independently to produce
- Use the verb ____?___ to describe my daily routine
- Read quietly to create an image of a book character
- Cut out your wood template using the saw safely
- Use teacher's comments to improve my work
- Use a pencil and a ruler to draw science equipment
- Use a level ladder to self assess your work
- Search a database to find 5 pieces of information
- Share your opinion in a group of 4
- Celebrate your forms achievement by creating a display
- Identify 2 points of improvement using your school report

The tasks should be well structured and planned, relevant and differentiated. The main activities could span across a number of phases to support and scaffold learning. Planned use of support should be made in partnership with Learning Support Assistants.

Tasks set will:
- Be matched to pupils' needs and abilities.
- Build on knowledge and skills acquired previously.
- Relate to key questions, enquiry, investigation and problem solving.
- Develop a range of pupil skills.
- Use different teaching strategies.
- Enable pupils to evaluate their own work.
- Encourage pupils to apply what they have learned in other situations.
- Relate to one or more of the success criteria and bring rewards and/or praise on completion.

Either in conclusion to the lesson or following a phase of the lesson. Teachers may return to the success criteria and encourage all pupils to evaluate the progress they have made during the lesson.

The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used. Pupils' achievement of success criteria should inform planning for the next lesson. Related homework may be set, and pupils may be told about work to be covered next lesson.

Appendix 2

Protocol for Differentiation

Differentiation Strategies

It is important to note that differentiation does not mean 'different work' but instead refers to the wide variety of resources, teaching styles, classroom activities and support materials that can be used by teachers to help make the curriculum accessible and allow pupils to progress within their lessons.

By Task	• Open-ended activities • Support/Core/Extension • Must/Should/Could • Higher-level ideas • Use and apply • Small steps/Prompts • Differentiated Homework
By Support	• Use of teaching associates • Other adults • Mentors • Extra time • Resources • More Prompts • Fewer Prompts • Teacher's intervention • Different targets from same task
By Pace/Time	• Pupils allowed less time • Pupils allowed more time • Waiting time in response to teacher's questions • Time for review/evaluation by pupils • "Menu" to work through
By Interest/ Negotiation	• Pupils select from menu • Brainstorming • Pupils involved in planning e.g type of work, format of outcomes • Devising own challenges • Research
By Resource	• Bank of materials to which pupils have access • Varied text/prompts but at different levels of complexity • Varied picture/artefacts • Fewer /limited resources • Different resources from others

By Recording	- Spoken - Written - Use of ICT - Graphical - Varied amounts/styles
By Organisation	- Lay-out of classroom - Location of resources - Independence - Pair/group; friends/ability - Learning styles
By Pupil Expertise	- Groupings: reading/writing partners - Think/pair/share - Group composition…the thinker, the ideas person, the writer, the drawer, the presenter - Hot seating
By Dialogue/ Questioning	- Teacher presentations/interventions - Level, speed, quality, sophistication of language - Other adults - Debate/discussion - Thinking skills - Higher order questioning/thinking - Open/closed talk
By Outcome	- Marking/assessment - Different amounts of work - More complex for more able - Different products from same task - Different targets from same task

Protocol for Marking

There are times when a piece of work is such that a tick or initial to show that it has been seen is sufficient.   Usually however, each piece of work should be thoughtfully assessed, discussed with the child if present and appropriate encouraging comments written to reinforce what has been said to the child.

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective or success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs – (SEN) groups, layered targets etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code at an age appropriate level.
- Give positive public feedback for high achievement as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

The following strategies can be used to mark, assess and provide feedback.

Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Peer Marking

From the infants, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work.

This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. 'Correct' work is highlighted in green and areas for development are highlighted in yellow, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Marking Code

✓	**This work is correct**
x	**This is incorrect** Correct your work!
Sp	**Spelling mistake** Use a word list to find the correct spelling.
↔	**Letter, or number facing the wrong direction** Write your letter or number the right way around.
~~ (wiggly line)	**Does this make sense?** Re-read and correct your work!
^	**Missing word** Read your work and add the missing word.
‖	**Finger space** Remember to leave a finger space in between each word.
P	**Missing punctuation** Find out what the missing mark is and write it down
〉	**Space needed** Remember to leave a space in between each word
》	**New paragraph needed** Use a new paragraph.
Date?	**No date on work** Write the date on your work.
L.O/title?	**No learning objective/title on work** Write the learning objective/title on your work.
VF - Verbal Feedback	**My teacher has talked to me about my work**
S	**I had help from an adult**
I	**I did this work independently**
T	**I have been working towards my target**

Appendix 4

Protocol for Assessment

Assessment in the Pre-Prep

Children will be assessed on entry to Pre-Prep to provide a baseline assessment against which their progress is recorded. This is carried out using the criteria from the Foundation Stage Profile, CEM (Start of Year) and transition information. These assessments take the form of observations and questioning by the teachers and TAs.

Assessment in the Infants and Juniors

Children will be assessed throughout the infant years using a variety of methods. It is the responsibility of the class teacher to keep records of their assessments to provide information on each child's progress to those who may need to know (parents, children, other teachers, SLT, ISI). See annual assessment programme for full details

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Bowdon Preparatory School we:

- follow the assessment cycle and update the data on a regular basis
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs
- set cohort targets for numeracy and literacy and share information with Headmistress Assessment and Progress (AP) Leader, Learning Support Coordinator, subject leaders and governors
- analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals

Appendix 5

Protocol for Homework

Early Years

Homework in the Pre-Prep consists of practice, initially in recognising numbers and letters and extending to reading.   The role of the parent is to listen, encourage and support.   Communications between teacher and <u>family</u> are very important if this strategy is to be successful.   We hope that parents or the designated carers will actively participate in helping children to do any work sent home.

All children from Reception to Year 6 are expected to learn weekly spellings and read.

From Year 2 to 6 they will complete daily tasks which may include maths, English, science or humanities.

Infants - Reception, Year 1, Year 2

Set task: approximately - 20 minutes

Class teachers set a limited amount of homework each evening. The watchword here has always been manageability, that is revision or practice of a known skill, learning exercises including number bonds, tables, spelling patterns and reading extension. They will complete daily tasks which may include maths, English, science or humanities. Homework at this level should usefully support the school curriculum and the pupil's learning. In addition the girls learn weekly spellings, and read.

Juniors

Year 3: Set task: approximately - 30 minutes

Year 4, 5 & 6: Set task: approximately - 40 minutes

All girls set a daily maths reinforcement. Homework will also include a weekly task which will focus on the enhancement of verbal and non verbal skills.

The girls learn weekly spellings, read and reinforce skills in multiplication tables. They will complete daily tasks; 3 set pieces for maths, 3 set pieces for English each week will be set according to the class timetable. In addition they may be set a weekly project based assignment which may include maths, English, science or humanities or topic focus. All junior pupils have a homework diary to be filled in daily, then signed on a weekly basis by parent and teacher.

Home work is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to pupils
- There is consistent practice across the year group learning outcomes are set consistently across classes in the year group.
- Home learning is regular so that everyone knows what to expect each week
- Homework expectations are recorded in the planner provided
- Pupils and their parents or carers are clear about what they need to do and what the outcome will be
- There are high expectations
- Homework is marked appropriately, feedback is clear, focussed and constructive.

- Teachers sometimes set an extended piece of work which may take several homework sessions to complete.   Progress is checked weekly.

A minority of pupils periodically fail to do, complete satisfactorily or hand in homework.   Where a pattern is emerging, class teachers will discuss with parents and inform the Headmistress if appropriate. High attainers may be encouraged to spend longer on their research homework.

Years 3 - 6
- Final pieces of work require, **headings, dates, underlining** and **margins.**
- Blue pen is required for written work.
- Read and be aware of the handwriting policy.
- Always have good, clear reasons for setting project.   Set the parameters very carefully.
- Share learning objective and learning outcome where appropriate.

The Role of Parents
Parents are encouraged to discuss with their children the following questions:
- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.
The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

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

Appendix 6

Expectations for Presentation
Teachers should support pupils in areas of presentation

Presentation of themselves
Uniform

- Uniform is compulsory for all age groups and it is the responsibility of all staff to ensure that the children look smart and presentable at all times.
- Particular care must be taken by the class teachers as the children leave at the end of the day.
- All uniform must be named, this includes all sports kit.
- Summer uniform must be worn at the commencement of the summer term.

Speech

- The children must be encouraged to speak to each other in an appropriate and controlled manner and to raise each other's self-esteem.
- They should be supported in developing high standards of spoken English
- They must be encouraged to speak to all staff and other adults in a courteous way.

Behaviour

- Behaviour at all times must be seen to be appropriate to the activity.   Further information on this is seen in the Positive Behaviour Policy.
- When outside the school the children are seen as ambassadors of their school and they must live up to the high standards expected of them.

Presentation of work

- All books should be clean and tidy and children should be encouraged to be proud of the work they produce.   This practice should be fostered at an early age.
- Margins, headings, dates, neat and legible handwriting

Oral

- When work is presented in an oral fashion, children should be encouraged to listen to one another.   Discussion by children of each other's work on a topic can be a valuable exercise in assisting language development, as well as increasing learning of the particular curriculum area.
- Staff and children may criticise constructively, sharing ideas for improvement or future targets and/or give praise where appropriate.

See the English Policy for further details relating to handwriting

- Children are encouraged to hold a pencil with a proper grip in the Pre-Prep and Reception classes.
- Children in these classes are taught to form letters using dot to dot, tracing and drawing, and then transferring their experience to regular practice with pencil and other writing tools. In Pre-Prep, children begin to form letters using a correct sequence of movements. All other letters are taught according to the scheme.

- The standard policy is that printing is taught from Pre-Prep to year 2 without flicks, with progress to joined handwriting in Year 3. This is to ensure that the pupils learn to form letters accurately and eventually joined from a correct point.
- Staff are expected to write, both in books and on boards, in a manner supporting the schools scheme.   Similar instructions apply to classroom labels, notices etc, unless word processed.
- In the majority of cases, pupils write in blue ink from Year 3.
- All teachers have responsibility for presentation.

Appendix 7

Protocol for Display

- Display of children's work is considered to be of fundamental importance, not merely a way of enhancing the school environment. High standards of display reinforce lessons and experiences. They serve to acknowledge the achievements of pupils, show that their work is valued and raise the self-esteem of all concerned.
- Classroom display is the responsibility of the class teacher.
- Wall displays should be changed as often as required.
- As many children as possible should have their work displayed around the school for parents and children to see and enjoy.
- Where appropriate this work should be labelled, mounted and displayed tidily
- As many areas in the schools as possible should carry displays of children's work
- All displays carry labels, captions and information which explain and enhance children's work, objects and images
- All children's work should be named (avoiding where possible obscuring or marking the work itself)
- Work should be single or double mounted to reflect the quality and importance we attach to presentation (unless the work is better without mounting)
- Writing, headings and labels are double mounted
- Photos are used to show process as well as celebrating the children at work
- There is balance between displays that provide prompts or information and the children's own work
- Where possible there work on display from every child in the class somewhere in the classroom
- Where possible, 3d objects should be on display as well as images and photographs
- Drapes are used to link artefacts and provide background texture and colour
- Some displays should be interactive, including items for the children to investigate and questions to answer
- There is a balance of subjects displays around the classroom
- Displays are changed regularly in order to maintain the children's interest, reflect current learning and appear in good order
- From time to time, children are involved in the display process, making decisions about colour, format and information to support their work
- Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists)
- Staff should ensure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings

Appendix 8

Reporting and Feedback to Parents

Reflective, informative, meaningful reports.

The style

Parents are not usually familiar with national curriculum jargon and are irritated by it. Plain English is by far the best style. Reports look more professional if the vocabulary is descriptive and concise so it is better to avoid using the words 'good' 'well' and 'bad' and 'average'. These words give a very general picture and so they are not very informative. You can usually find a more interesting and thoughtful comment. Try the ones listed on the teachers drive in the Reporting to Parents folder.

The tone

Getting the tone right is almost as important as getting the information across accurately. Remember that you are dealing with proud parents so you must find ways of making your comments accurate as well as sensitive to keep the parents' support.

If you write a report which is wholly or largely negative, it can lead to a breakdown in relations between the school and the home. Although you have to be honest about the pupils' shortcomings, it is important to highlight their strengths and your tone should display your own interest in and care for the child.

Write comments that:
- focus on what pupils have learned
- describe significant strengths
- identify next steps for improvement

Teachers should ensures that comments:
- directly relate to learning skills and work habits or curriculum expectations
- reflect personalised, clear, precise, and meaningful feedback
- use parent and pupil friendly language providing specific classroom examples.
- created with strengths, specific examples, and next steps personalised to the pupil.

Targets/ next steps should:
- be achievable for that child
- be personal
- Be clear
- specify teacher/ school support where appropriate

Reports should proofread at least twice (both class/ form teachers) before submitting at complete.

Appendix 9

Extra Curricular

High quality clubs and activities are an essential part of school life. They provide opportunities to enrich children's experiences beyond the curriculum and an excellent medium to foster good relationships between teachers and pupils. They develop children's social skills by providing a forum for interaction between pupils of different ages and schools. The clubs operate for all children from Year 1 to Year 6.

- All after school clubs and activities must adhere to the following procedural and safety guidelines:
- Any teacher intending to begin a new club must consult the Headmistress for approval.
- A new list of clubs will be co-ordinated by the Director of Studies at the beginning of each term.
- Efforts will be made to ensure that children in each year group have a variety of clubs from which to choose.
- A list of children who are taking part in each club will be kept by the organiser of each club and the Director of Studies and communicated to the Headmistress.
- All parents must complete relevant documentation giving permission for their child to attend a club. Parents must be informed of the finishing time for the club.
- All clubs must finish promptly at the specified time. The teacher in charge has the same duty of care as at the end of the school day. If a child is regularly not collected on time at the end of a club, this child could be prevented from remaining in or joining additional clubs.
- A register will be taken at the beginning of each club and returned to the office.
- Any pupil who persistently misbehaves or disrupts a club will be removed from the register and parents will be informed.
- If a child wishes to withdraw from a club they must ask their parents to contact the school.

A club should only be cancelled after discussion with the Headmistress. Where possible, parents will be given 24 hours written notice. If 24 hours written notice is not possible, parents will be contacted by telephone. If they cannot be contacted by telephone, children should be properly supervised at school until the usual ending time for the club.

No child should be taken off site unless the usual off-site procedures have been followed. The forms for taking children off-site should be given to the Headmistress two days in advance.

Clubs will not run for the first week of each term or the evenings of parents' evenings or school productions.

If a member of staff intends to use adult volunteers to help run a club they should consult the Headmistress ensure that they have been DBS checked. All parents or other adult helpers should be supervised by the teacher in charge.

Information for parents/carers

Details of extra-curricular activities available are sent home to parents prior to the commencement of each term. Most activities are available for children from Year 1.

- No child may attend a school club or activity without written consent from the parent/carer. It is imperative that children are registered for **all** activities by the first week of term. Permission slips are kept until the club ceases to operate. This procedure will be repeated at the beginning of each academic term.
- Payment must be received with the booking form via parent pay. Cheque or cash payments are not accepted. Telephone bookings will not be accepted.
- Details of club commencement date and duration of courses will be provided each term.
- Once consent has been received children are expected to attend the club or activity on a regular basis.
- If for any reason a child cannot attend, a verbal or written message to Mrs Ronan is required.

If the school needs to cancel a club then:-

- A written memo will be sent home with children or parent text/email will be sent. Where ever possible information will also be provided in the weekly Link up.
- If we have to cancel a club or activity on the day that it is to be held (perhaps owing to bad weather or staff absence) parents will be contacted by telephone. If any parent cannot be contacted the child will remain on the school premises under the supervision of the member of staff responsible for the activity or placed into late stay.
- We do not expect children to remain on the school premises for an unreasonable amount of time after the club or activity has finished. Should this happen children will be booked into late stay.
- Staff are responsible for children until they are collected, staff will only hand children over to parents unless written details for collection have been given to Mrs Sharkey.
- Early morning activities - parents should supervise their children onto the school premises to be handed over to the teacher. No child should be left on school premises prior to 7.30am and in these cases children will be booked into Activate early morning care to ensure full supervision.

Bowdon Preparatory School

School Visits and Outing Policy

Introduction

We recognise that school trips may expose staff and pupils to hazards, which are not present during the normal school activities and require specific controls. School trips may also be residential and therefore we recognise that suitable accommodation should be used.

It is our policy to:

- Ensure that all trips involving pupils will be thoroughly planned and to locations vetted by staff or other agencies.
- Ensure that parental/guardian permission is obtained for the trips and that parents/guardians are kept fully informed.
- Ensure that the staff to student ratio is maintained at a safe level.
- Ensure that all accommodation is suitable for the purposes of the trips.
- Carry out generic, site specific and on-going risk assessments as appropriate.
- Consult with Outdoor Education Advisers and Educational Visits Co-ordinators where applicable.

We consider that children must be given the opportunity to learn by direct experience outside the classroom. Visits which further a child's understanding are planned regularly. These are always related to the curriculum.

Practices and Procedures

Subject Coordinators and teachers are required to plan a visit within their schemes of work and are encouraged to explore new possibilities for trips.

The Pastoral Leader has the responsibility for co-ordinating all residential trips. Their role is as follows:

- to support any teachers planning a residential trip
- to co-ordinate a calendar of proposed trips and inform parents
- to ensure all aspects of school policy is being adhered to.
- to manage any budgets relating to school journeys
- to liaise with the Headmistress
- to provide or organise any relevant In-Service Training

A Teacher in Charge (TiC) is appointed to organise all non- residential off site learning opportunities and outings. They must take responsibility for the planning of all of site activities and the coordination of the outing on the day. The trip planning form must be complete by the TiC along with all the necessary risk assessments.

Procedure

- Initial plans for trips are checked verbally with the Headmistress. Planning sheets (Teachers drive and staff room) must then be completed prior to any bookings being made.
- The Teacher in Charge is responsible for making the booking for the trip and for entering the information in the school diary.
- The school secretary is responsible for booking the coach, if necessary.
- Transport arrangements should provide a seat for each member of the party. It is the policy of the school to use coaches with seat/lap belts where available.
- Private cars should not be used for transport.
- The TiC is responsible for advising children about dress code, pocket money etc.
- A letter informing parents of the trip and the cost must checked by the Headmistress and then sent in advance, together with a permission slip outlining the collection procedures where appropriate, and medical form, which must be signed and returned by the parent/guardian. Headmistress to sign all letters with the exception of sports fixtures (Head of Sports). Any child whose slip is not returned cannot be allowed to go on the trip.
- Each trip must be carefully costed and the charge made should fully cover all expenditure.
- Before a party leaves school the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme/timetable for the activity.
- The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety.
- The teacher in charge must take all copies of medical information and contact details for reference if necessary.
- The class teacher should take with them the photograph printed sheets for Pre-Prep, Reception and KS1 pupils which will identify each and every child in the class should it be necessary.
- A risk assessment of the trip should be completed by the TiC and discussed other staff on the trip before the excursion, with an appraisal following from the Headmistress.
- All adults accompanying a party must be made aware, by the TiC, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.
- Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the TiC should discuss with the Headmistress the possibility of excluding the child from the activity.

<u>School Trips Guidance</u>

INTRODUCTION

The vast majority of schools at some time during the school year will take their students on trips off-site to museums, field trips and holidays, etc. Day trips and more importantly, residential trips, can vary considerably in length and location, from local trips to museums through to two weeks abroad. This guidance deals with planning aspects of the trips, excluding the hiring of transport.

LEGISLATION

The general requirements of provision of safe systems of work, safe equipment, training, instruction, information, supervision and the carrying out of risk assessments are applicable.

Within this guidance "parents" shall be taken to mean persons such as parents/guardians/custodians etc.

MAIN HAZARDS

- Adverse weather conditions
- Fire and/or explosion
- Unsafe external areas
- Unsafe buildings
- Personal security
- Ultraviolet light
- Hazardous substances

CONTROL MEASURES

- Devise a procedure whereby all trips are thoroughly planned.
- This should at least include:
- Consent and Parental Information
- Details of the trip; purpose; staff attendance; likely duration; routes of access; contact numbers; departure and arrival times; the name and contact details of the transport company; flight/ferry details; accommodation; medical facilities; insurance; maps; possible medical issues; head counts to be taken; emergency procedures etc.
- Consent forms from the parents confirming that they have read the briefing pack and agree to their child going on the trip should be maintained at the school.
- Emergency contact numbers for and from the parents should be prepared.

The Location

- Have the premises been vetted by an educational or social service organisation?
- What safety precautions are in place at the premises?
- Are the premises child-friendly in design?
- Has the location been visited before? What impressions were made at that time?
- What sort of hazards will the students be exposed to during their visit, e.g. (such as visiting farms and E Coli)?

- Will the students be eating at the location? Where possible, parents should provide packed lunches for students in order to reduce the possibility of food-borne allergic reactions. Suitable chilled storage, such as cold-boxes should be provided to store high-risk foods.

The Accommodation

- Accommodation details - owners; insurance; fire escape routes; health and safety procedures; etc.
- Is there a possibility of unauthorised persons accessing students' areas?
- What are the security arrangements?
- Are night shift personnel available, or is a caretaker appointed?

The Pupils

- How many pupils are attending the trip?
- Are any of the pupils known to be disruptive?
- Do any pupils require close supervision?
- Do any of the pupils have medical conditions which require any form of treatment?
- Do any of the pupils have special needs that require careful consideration?
- Will pupils be supervised at all times or will they be given their own time, e.g. in leisure centres, museums, shops etc.?

Local Facilities

- Ascertain the locality of emergency services and the method of summoning the emergency services.
- Where are the local pharmacies, dentists, opticians etc.
- Where are the local shops?
- If abroad, what currency is required to use public telephones?
- If abroad, are UK-purchased mobile phones usable?

Transport (Public)

- Which public transport routes will be taken?
- If abroad, what ticket-purchasing procedures are in place and who will be responsible for tickets?
- What procedures will be in place to protect the students? Will they be required to stay on one floor of a bus, one carriage of a train or one area of a ferry/plane, etc.?
- What security rules will be provided to the students, e.g. carrying money in an inside pocket, not having mobile phones on show, etc.?
- Drugs Administration and Allergies
- Permission should be formally given from parents to staff to administer medication to students. This may need to include both prescription or non-prescription medication.
- Medical details of all students on the trip should be acquired, including administration of medication protocols; monitoring records; medical allergies e.g. aspirin, elastoplast; particular circumstances where allergic reactions may occur; does medication need to be refrigerated; who is to hold the medication; what emergency facilities can be accessed, etc.
- Is a member of staff trained in administering emergency adrenaline, if necessary?

- Is a member of staff trained is the administering of first aid?

General

- Has sufficient first aid provision been made?
- Has consideration been given to 'natural ' hazards e.g. cliffs, water, remote locations?
- Is protective clothing and equipment being provided? i.e.
- suntan lotion
- hats
- access to water (in hot weather)
- wet weather clothes
- coats
- cold weather clothes
- emergency food/drink
- communication equipment
- Are character references taken on any parents accompanying the trip?
- Copies of all documentation should be maintained both at the school and with the trip leader.
- Calculations should be made on staff/student ratios.
- Are there sufficient staff numbers to provide adequate cover if a member of staff is injured or goes to hospital with a student?
- How will the group be split up for lectures, exhibits, activities etc.?
- Emergency planning procedures - head counts following evacuations after fire, bomb, security alerts etc.; breakdown notification; missing student; missing member of staff; robbery; medical emergencies; hospitalisation; return home early scenarios; summoning assistance; contact numbers for insurance companies, use of mobile phones; contact where mobile phones have no signal, etc.
- Incident follow-up - witness statements; protection of the students; informing parents/the school; media interest; counselling requirements for both staff and students; getting students and staff back to the school; arranging transport for students or staff to get them home; waiting locations for students, etc.
- What travel routes will be used? Is pre-booking a requirement for travel, accommodation, attractions, etc.?
- General information - brochures; maps; security information e.g. safe/unsafe areas; visiting locations, etc.

Booking a vehicle

- All bookings must be made through the school office and recorded in the day diary. Please ensure there is no overlap with a previous booking.
- Ensure that recorded details include departure time, an estimated return time, the nature of the activity and the children/group being taken.
- All class trips should be accompanied by the class teacher who must be assisted by another capable adult. On trips that involve activity with water a 1-4 staff pupil ratio is necessary. An exception would be small teams, i.e. up to six where one staff might be in attendance.

Transport

- Where possible, the school will use a minibus when escorting children longer distances. When escorting children by minibus or other private vehicle, staff will ensure that the following rules are always adhered to:
- In addition to the driver, there will always be at least one adult supervising at all times. This adult will be seated in the back of the vehicle and nearest to the door. All adults, who are involved in the transportation of children will have appropriate and up to date Criminal Records Bureau checks.
- Children should not sit at the front of a minibus.
- The driver will have a valid Section 19 Small Bus Permit, suitable for driving a minibus and escorting children.
- All vehicles are suitably insured and all children are wearing seat belts.
- Health, Illness and Emergency policy

Returning

- Staff must let the school know if they are likely to be substantially later than anticipated. Your priority is to meet your estimated time of arrival, but not at the expense of safety.
- Report any mechanical problems encountered or concerns to the Secretary or Headmistress immediately.
- Clear information must be provided where children are collected at the end of the activity or trip. Collection arrangement must be clearly communicated to parents prior to the trip. Any parent not able to collect their child personally must allocate a designated person and giving details in writing.

TRAINING

All staff who are involved in the planning or arranging of school trips should be trained in the areas to check, and the answers they should receive, when selecting a location to visit

In the event of a disaster on an excursion or trip

What follows is given in the way of guidance that will need to be adapted to suit the situation.   This should be held by each adult member of the party.

- Establish the nature and extent of the emergency.
- Make sure all members of the party are accounted for and are safe.
- If there are injuries, establish their extent and administer appropriate first aid if you have been trained and feel capable.   Be aware of consequences that might follow were you to give incorrect treatment.   Have regard to your own safety vis a vis blood contact.   Call all the appropriate emergency services.
- Advise other party staff of the incident and of actions taken.   Decide, if appropriate, who is in charge and responsibilities to be undertaken by each adult member of the group.
- Ensure that an adult accompanies any casualties to hospital.   If only one adult is available in the circumstances, a decision will have to be reached as to the best course of action.
- Ensure that remaining pupils are adequately supervised and arrange for an early return to base.
- Arrange for one adult to remain at the site of the incident to liaise with the emergency services until the incident is over and all children are accounted for.
- Contact the school/senior member of staff on call.   Control access to telephones until the school has contacted parents/others directly involved.   Give full details of the incident including:
- Name of person(s) involved.
- Nature, date, location and time of accident.
- Details of injury etc.
- Names and home telephone numbers of those involved.
- Action taken so far.
- Telephone numbers for future communication
- No member of staff should discuss matters with the media.
- The Headmistress will establish who will take charge of the situation and what immediate action will be taken.   This will include guidance for telephone enquiries and briefings for the press. The Headmistress will advise the Governors.
- The Party Leader should, at the first opportunity, make notes on the incident, as should other people involved.   A record should be kept of the names and addresses of any witnesses or people involved.
- Legal liability should not be discussed.
- Ensure a report in the Accident Book is completed as soon as possible.
- Inform parents of any delays that will be necessitated.

Policy Dissemination, Monitoring and Evaluation

All members of staff and Governors will receive a copy of this policy.   Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website

Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes
Sept 2016	SLT (R)			
Nov 2016	Governor (R)			
Nov 2016	HG (U)	Email	Yes	Yes

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the schools aims, objectives and strategies with regard to the needs and skills of pupils for whom English is an additional language.

At Bowdon Prep we celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress and use data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

- Recognise the child's mother tongue; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities

- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible
- Differentiate work for EAL pupils where appropriate
- Have high expectations; expect pupils to contribute and give you more than one-word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts where appropriate
- Give newly arrived young children to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques

Responsibilities

Headmistress

To obtain, collate and distribute information on new pupils with EAL. This includes:

- Language(s) spoken at home
- From the previous school, information on level of English studied/used

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed

Progress Coordinator

- Oversee initial assessment of pupil's standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work
- Monitor standards of teaching and learning of pupils with EAL

Class/Subject Teacher

- Be knowledgeable about pupil's abilities and needs in English and other subjects
- Use this knowledge effectively in classroom teaching and pupil grouping.

All children at Bowdon Prep School follow the curricular requirements of the Foundation Stage and our school's curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

Where appropriate we do withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English.

The Foundation Stage helps children learning English as an additional language by:
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages as well as English.

Assessment

We use the the five new codes to assess EAL pupils. These children are targeted and reviewed on a termly basis. We carry out ongoing recording of attainment and progress in line with agreed school procedures for EAL children not New to English, monitoring the progress made at least termly, then highlighting children in need of targeting for focus support. Progress is monitored by class teachers and the Deputy Headteacher.

The five new codes to assess EAL pupils

The pupil may:

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Be copying/repeating some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English
- Needs a **considerable** amount of EAL support.

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary
- Still needs a **significant** amount of EAL support to access curriculum.

The pupil may:

- Participate in learning activities with increasing independence
- Be able to express self orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing.
- Requires **ongoing** EAL support to access curriculum fully.

- Oral English developing well, enabling successful engagement in activities across the curriculum
- Can read and understand a wide variety of texts
- Written English may lack complexity and contain occasional evidence of errors in structure
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary
- Needs **some/occasional** EAL support to access complex curriculum material and tasks.

- Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.
- Operates **without** EAL support across the curriculum.

Policy Dissemination, Monitoring and Evaluation

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website
Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes
Dec 2016	Governor (R)			

At Bowdon Preparatory School we strive for excellence in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals, enabling them to reach their full potential.

Rationale

As outlined in our School aims, we believe that all pupils are entitled to receive the support and challenge to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing our pupils' social and emotional skills as essential elements in the development of the whole person.

Definition

Children are defined as more able, gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- sports

More able children

These children will be performing well above their chronological age or will have been identified through teacher assessment to have the ability to perform well above average.

Aims:

- to use a broad range of qualitative and quantitative data to identify our most able learners
- to support the abilities, personal qualities and talents of all children
- to ensure that all children receive an education appropriate to their abilities
- to recognise those learners who may have the potential but currently underachieve
- to ensure that all staff receive appropriate support and training in identifying and providing for most able pupils
- to provide support and challenge in the classroom, within the ethos of high expectations
- to ensure that, where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning
- to build on existing systems of monitoring and evaluation to track the progress of these pupils
- to work with parents to help pupils achieve their potential and to be ambitious
- to provide a range of additional opportunities to develop the experiences of our most able pupils

Recognition

Children are continually tested by means of national tests and continuous assessments throughout the school. In addition the following methods may be used:

- teacher observation and assessment
- background knowledge
- the expertise of the co-ordinator in supporting the judgement of the teacher
- parent nomination

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able.

Organisation

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively.

Types of Provision

The role of the teacher is vital in challenging the thinking of the more able pupils.

Working with others of like ability is important. This can be made possible by group work

Class provision:

- Teachers have high expectations
- Teaching is personalised, pacy and challenging
- Classrooms include a challenge corner with activities to promote auditory, visual, and kinesthetic learning
- Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills
- A variety of grouping is used effectively eg. Setting, mixed ability etc
- There is access to higher level tests for assessment

Enrichment of learning

- School based provision, varying according to subject area and covered using a variety of methods: Shared celebration of children's achievements
- School clubs including sports, arts, music
- School societies and councils

- Specialist teachers
- Enrichment opportunities including specialist days
- Intervention groups
- Opportunities to learn a variety of musical instruments
- Opportunities for performance
- Activities with schools
- Workshops with other schools

Out of school provision:
- Access to summer schools/Saturday challenges where appropriate
- To help children find support, training and clubs for more diverse talents
- Opportunities to enter national schemes/competitions
- Ensure close secondary liaison

Parental Involvement

- The school communicates with parents through reporting and meetings to ensure that parents have an understanding of their daughter's learning potential. Parents are aware of the school's measures to address their child's needs so that they can be fully involved in the development of their child.
- Parents are encouraged to discuss their child's progress/performance regularly and, where possible, to provide extra curricular activities for their child.

As part of our working practices to continue to support needs we value:

- Flexibility in meeting needs
- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the Headmistress and Senior Team
- Regular observation and review with early and prompt intervention
- High teacher expectations
- Positive attitudes by teachers who are prepared to "Go the extra mile"
- Close primary/secondary liaison
- Good use of external resources
- The absence of labels, working to the child's strengths.

Evaluation

- The success of the policy will impact on the school's ethos.
- We want our staff to feel confident to offer appropriate levels of challenge for our most able pupils.
- We will measure success by both academic performance and an increase in the confidence and the independence of our learners.

Policy Dissemination, Monitoring and Evaluation

All members of staff and Governors will receive a copy of this policy.   Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

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Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes
Nov 2016	HG (R)			
Dec 2016	Governor (R)		Yes	Yes

This policy applies to the whole school including EYFS

Each girl at BPS is unique and should be enabled to develop to her full potential. At Bowdon Preparatory School, we seek to ensure that all our pupils are given equal opportunities to develop at their own pace. We are committed to social and educational inclusion and aim to provide a learning environment that reflects these values. We place emphasis on the early identification of any difficulties a child may have and plan appropriately to address those needs within a broad, balanced and stimulating range of learning opportunities.

This policy has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Recommendations made in the newly revised SEN and Disability SEND Code 2014 June 2014 (referred to as the SEND Code 2014 hereafter) are not legally binding for independent schools but we choose to have regard to its recommendations, which have been incorporated into this policy. However, further updates of the policy may be necessary during the academic year, as the new SEND Code 2014 becomes embedded in practice nationally.

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared to their peers.

Definition
We recognise that a range of learning support needs, learning difficulties, behavioural problems, physical or sensory disabilities exist in this school. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs and that the needs of the majority of our pupils are at the learning support level, below the SEND level.

Special educational needs and disabilities (SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code 2014).

Learning difficulty: A child of compulsory school age has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, and/or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision: Provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LEA.

A disabled person: A disability under the Equality Act 2010 is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes sensory impairments, such as those affecting speech, sight or hearing; developmental, such as autism spectrum disorders (ASD); dyslexia and dyspraxia; memory, ADHD, mental health conditions; asthma; diabetes, epilepsy, cancer.

Note: There is a significant overlap between children with SEN and those with disabilities. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Language: Children must not be regarded as having SEN or a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In Early Years it is particularly important to look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

Our Aims
We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice 2014. We aim to:
- Enable all children to have full access to all elements of a broad, balanced and relevant education and extracurricular activities. This means making reasonable adjustments for those with a disability, taking action to increase access to the curriculum, the environment and to printed information for all.
- Provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience

success and enhance their self-esteem in an environment which accepts and values them as individuals.

- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

- Offer educational provision that is additional and different where needed, either classroom based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs.

- To make reasonable adjustments to overcome all barriers to learning and ensure pupils with SEND have full access to the school curriculum. This will be coordinated by a delegated lead person from the SEN leadership team. Pupils will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.

- Ensure that each girl receives an equal opportunity (see Equal Opportunities Policy)

- Have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals.

- Work with parents to gain a greater understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and providing regular feedback on their child's progress and achievements. We endeavour to respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND; use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum; to better respond to the four broad areas of need:
  - o Communication and interaction
  - o Cognition and learning
  - o Social, emotional and mental health difficulties
  - o Sensory/physical, social, mental and emotional health

Continuous monitoring and responding to assessed needs of these pupils with SEND by their teachers will ensure they reach their full potential.

- Ensure a high level of staff expertise to help identify the needs of pupils with SEND as early as possible. This is done through staff training and gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

- Work in cooperative and productive partnership with outside agencies when the pupil's needs cannot be met by the school alone to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners. Some of these services include Educational Psychology Services, Children and Mental Health Services (CAMHS), Trafford Additional

Needs Team and Speech and Language Therapists. (Costs may be incurred when accessing some of these services and parents will be asked to cover these, where possible).

- Ensure early identification of needs and early intervention to support them.
- Promote positive outcomes in the wider areas of personal and social development make clear the expectations of all partners in the process – SEN leadership team, staff, parents and pupils. The continued progress of pupils with SEND is the responsibility of all staff. Where appropriate they will work in close liaison with the local authority to improve outcomes for children with SEN or disabilities, and in a very small minority of cases, developing EHC (Education, Health and Care) plans for pupils where necessary (SEND Code 2014, chapter 9).

Admission Arrangements

All relevant information is obtained from parents or carers and other professionals involved in the care of the child prior to admission.

In some instances additional arrangements will need to be discussed. Should a child leave the School, appropriate records will be sent to the child's new school. A contact name and number would also be given in case any clarification was needed. Parents would be consulted before direct discussion with a child's new school took place. If necessary, arrangements for the child's new teacher to visit could be made.

Responsibility for the Coordination of SEN

SEN Coordinating Team	Progress Coordinator: Mrs Delf Welfare and Pastoral Leader: Mrs Hughes First Aid/ Medical Needs Leader: Mrs Sharkey
Learning Support Team	Assessment and Progress Leader, Welfare and Pastoral Leader, Learning Support Coordinator, Learning Support Facilitator, Teaching Assistants and Learning Support Assistants
The Governing Body	Responsible for keeping a general oversight of the School's SEN provision
Headmistress Mrs H. Gee	Responsible for overseeing the provision for children with SEND
Assessment and Progress Coordinator/ SEN Coordinating Team	Responsible for ensuring that all those who teach SEN pupils have been informed of their needs. The SEN Coordinating Team will hold details of all SEND records for individual pupils.
SEN Coordinating Team and Headmistress cooperate in producing the School's learning support and SEND policy statement, which is approved by the governing body. Sufficient staffing, training and funding must be made available to meet the aims of the Policy Statement and resources must be used effectively.	
Progress Coordinator: Mrs Delf	Responsible to tracking and monitoring the progress of all pupils

Learning Support Coordinator: Mrs C. Wilshaw	– Works closely with the SEN Coordinating Team and Learning Support Facilitator. Responsible for organising personalised intervention programmes
Learning Support Facilitator Mrs Glendon	Offer small group sessions to support individual needs
Teachers	Responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code 2014 6.3). All teachers are involved in the development of the School's SEN policy and by so doing (supported by INSET) they should be fully aware of the School's procedures for identification, assessment and provision for SEN
Specialist teachers are fully involved in the development, implementation and review of IEPs	
All staff can access • The Bowdon Preparatory School SEND Policy • A copy of the full SEND Register • Guidance on Identification of SEND in the Code of Practice 2014 • Information on individual Pupils of SEND – Passports to Success • Practical advice, teaching strategies and information about types of SEND and disabilities ' Improving Access, Participation and Achievement for All 2012'	
Learning Support Assistant Mrs L. Glendon	Works closely with the learning support coordinator and teachers to plan detailed programmes of intervention. Leads intervention sessions to provide support to children at all levels of need and assesses pupil progress.
Teaching Assistants	Provide flexible long and short-term support to children at all levels of need, either in the classroom or withdrawn for 1:1 or small groups. They plan closely with class teachers to ensure continuity and progression, effective reinforcement or preparation for new topics.
Welfare and Pastoral Leader: Mrs Hughes	Responsible for coordinating pupil's emotion, social, personal or behaviour needs.
First Aid/ Medical Needs Leader: Karen Sharkey	Responsible for the management and development of day to day medical needs, development of care plans and liaison with external medical health professionals.

If an Educational Psychologist Assessment is required, the Assessment and Progress Leader advises parents to arrange this independently.

At present 1:1, small group support or independent intervention programmes are offered to all pupils on the Learning Support and SEND register at School Action, as well as flexible short term support for pupils. The support is either in-class or outside the classroom. Where appropriate, pupils are withdrawn from lessons on rotation.

The policy is regularly reviewed in order to ensure that our provision is making the most 'reasonable' use of time and resources, and that we offer the best provision for the pupil. This may incur an extra charge is for this provision.

Differentiation

The school's core curriculum is inclusive and differentiated and we recognise that differentiation (a key concept of the SEND Code 2014) is paramount to meeting a pupil's needs in the classroom. The Learning Support Team work together and advice on teaching strategies that can be utilised for girls to this effect. This differentiation allows most pupils to achieve their potential without additional support. Furthermore, in line with the recommendations of the SEND Code 2014, we adopt a 'whole school' approach to Specific Learning Difficulties (SpLD).

The school also subscribes to the belief that personalising learning goes beyond differentiating the curriculum, to allowing greater flexibility for pupils to learn and respond in ways that make it easier for them to listen, to understand and to remain on task. It will entail not only allowing for pupils who learn and who process information at different speeds, but making allowances for those who need their own space, or an extra amount of physical activity during the school day.

The curriculum is based on the principles of:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning;
- planning lessons which provide opportunities for visual, auditory and practical learning.

However, there are occasional circumstances in which some additional/different action is needed, if pupils with learning support or SEND are to make adequate progress.

Identification and assessment of pupils' needs

Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Bowdon Prep.

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

- Attendance data
- External agencies and professionals
- Formal, informal and National Curriculum assessment procedures

- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
    1. Communication and interaction
    2. Cognition and learning
    3. Social, mental and emotional health
    4. Sensory/physical

Early identification of need followed by effective provision is very important because:

- it can remove any barriers to learning and improve long-term outcomes for the child;
- it can maximise the likely positive response of the child.

Pupils who are thought to have learning support needs or SEND are identified and assessed as early and thoroughly as is possible and necessary.

The single SEND Category refers to those children who require specialist provision that is 'additional and different from' their peers (SEND Code 2014), across four broad areas. Children may have needs that cut across all these areas and their needs may change over time:

Communication and interaction

This includes speech, language and communication needs. Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction and may have difficulties with speech, language or social communication.

Cognition and learning

This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation, Specific Learning Difficulties (SpLD) – dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or other physical symptoms that are medically unexplained. It also includes disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

This includes vision, hearing or a multi-sensory impairment and/or physical disability.
The LEARNING SUPPORT COORDINATOR maintains a provision map showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. This allows an overview of interventions used with different groups of pupils.

Teaching and Learning

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support. If a pupil has recently been removed from the SEND Register they may also fall into this category as continued monitoring will be necessary. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- Classroom observation by the senior leadership team and the SEN Coordinating Team.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Pupil Progress Meetings with the SEN Coordinating Team/Head to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these at Parents' Evenings three times a year. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and SEN Coordinating Team and if appropriate, the pupil themselves and parents.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

SEN

When a pupil has been identified as requiring a provision that is '*additional to, or different from*', that made generally from others of the same age, or is showing significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the learning support SEND register under one of the four categories. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

At this point parents or carers will be informed and will be invited to discuss the additional support that is required and how best they can assist their child with their home-school learning. Pupils who are identified as having SEND will no longer be categorised by School Action, School Action Plus or pupils with a Statement. Instead the SEND register will identify pupils as those with an Education Health and Care Plan (statement) and those without.

The provision required for each pupil will be specific to that pupil's needs and where possible school will seek and follow advice from additional professionals such as Speech and Language Therapists,

Occupational Therapists, psychologists and specialist teachers from the Trafford Additional Needs Team.

Where a pupil is identified as requiring learning support, the school takes action to remove barriers to learning and/or put effective special educational provision in place. This support takes the form of a four-part cycle of 'assess, plan, do, review', known as the graduated approach. This draws on frequent reviews and may involve specialist expertise in successive cycles in order to match interventions to the needs of the pupil concerned. The way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

1. Assess: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. This analysis will require regular review to ensure that support and intervention is matched to the need, that barriers to learning are quickly identified and being overcome and that interventions being used are developing and evolving as required

2. Plan: Planning will involve consultation between the teacher, SEN Coordinating Team and parents to agree the interventions and support that is required; the expected impact on progress, development or behaviour that is expected and a clear date for review – when the intervention has been delivered. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

3. Do: SEND support will be recorded on an IEP that will identify a clear set of expected outcomes, which will include relevant targets that take into account the parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. Throughout the process, the class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility, even where the interventions may involve group or 1:1 teaching, away from the classroom. They will work closely with the teaching assistant, planning and assessing the impact of the interventions, making links within the classroom where necessary. The SEN Coordinating Team will support the class teacher further, implementing new interventions and approaches when necessary, further assessing the pupil's strengths and weaknesses.

4. Review: Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the child and parents. The class teacher, with the SEN Coordinating Team's support, will revise the provision and outcomes based on the child's progress and development, making necessary amendments going forward, in consultation with parents and child.

Please note: parents may be asked to meet the costs of involving some of the services because the LEA offers no funding in the independent sector.

Where several professional agencies are involved, a CAF (Common Assessment Framework) may be advised to ensure a cohesive approach is taken towards monitoring and meeting a pupils needs.

Initial Action

Pupils in this band are not considered to have Special Educational Needs or Disabilities. They would however benefit from some targeted support in specific areas either individually or in groups. Termly individual targets and provision are recorded by class teachers to focus the support and aid planning. Parents may informed of this provision if appropriate by the class teacher, through normal school reporting procedures.

School Action *Pupils in this band are considered to have SEND*

If a pupil has not made sufficient progress and meets the specified criteria, the level of support may be increased to School Action. At this stage the SEN Coordinating Team may request external specialist advice and/or support if this has not already been accessed by the parents. More detailed assessments are made and the SEN Coordinating Team takes lead responsibility for writing the IEP which should reflect any advice given by external agencies. In most cases the IEP is reviewed three times a year and provides a profile of the pupil's strengths and the nature of concern and gives recommended strategies to reduce the barrier to learning. All teachers of the pupil are required to be familiar with the content of the IEP and implement recommendations as appropriate in the classroom. Parents and junior pupils are encouraged to attend reviews and to play a full part throughout the process. All children in this category will receive 1:1 or small group intervention on a weekly basis.

Referral for an Education, Health and Care Plan

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education Health Care Plan will be taken at a progress review meeting.

The application for an Education Health Care Plan will combine information from a variety of sources including:

Parents

Child

Teachers

SEN Coordinating Team

Social Care

Health Professionals

Information will be gathered relating to the current provision provided, provision maps that have been delivered and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an Education Health Care Plan.

An Education, Health Care Plan

a. Following Statutory Assessment, an EHCP will be provided by Trafford LEA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

b. Parents have a right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

c. Once the EHCP has been completed and agreed, it will be kept as part of the child's records and reviewed annually, at least, by staff, parents and child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Inclusion of Pupils with SEND and Allocation of Resources

The Headmistress and SEN Coordinating Team oversee the school's Inclusion Policy and they are responsible for ensuring that it is implemented effectively throughout the school.

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SEN Coordinating Team and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

The Headmistress and SEN Coordinating Team decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Headmistress and SEN Coordinating Team discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on a whole school provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Pupils with Medical Needs

Pupils with medical needs will be provided with a detailed Care Plan, compiled in partnership with the personal responsible for medical needs (Mrs Sharkey) and parents and if appropriate a school nurse and the pupil themselves. Staff who volunteer to administer and supervise medications, will complete

formal training. All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions (DfE) 2014' and identified in the school Medicine Administration Policy.

Evaluating the Success of Provision

In order to make consistent progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of annual parent and pupil questionnaires and discussion through progress meetings with parents and pupils.

Pupil progress will be monitored on a termly basis, using assessments, in line with the SEND Code of Practice 2014. SEN provision and interventions are recorded on individual provision maps which are updated termly. These interventions are updated, monitored and evaluated by class teachers and the SEN Coordinating Team and information is fed back to parents, staff, pupils and SEND Governor. This helps to identify whether provision is effective.

Parental Concerns and Complaints

If a parent has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headmistress who will be able to advise on formal procedures for complaint.

Please also refer to our separate Complaints Procedure Policy

In Service Training

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to children with SEND. The SEN Coordinating Team can access relevant courses and relevant external training. Opportunities for all staff are available.

Links to Support Services

Although we are an independent school, working outside local authority jurisdiction, the school continues to build strong working relationships with external support services in Trafford in order to fully support our SEND Pupils and aid school inclusion. Depending on the type of service involved e.g. educational psychologists or the Additional Needs Team Trafford, parents will be charged a fee to access their support with individual cases. Parents will always be asked in advance whether or not they wish to fund the cost of their involvement.

Working in Partnership with Parents.

Bowdon Preparatory School believes that a close working relationship with parents is important to ensure:
1. Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
2. Progress of children with SEND is celebrated and recognised

3. Personal targets are set and met effectively

Attainments towards the identified outcomes will be shared with parents each term through feedback regarding SEND support reviews but also through Parents' Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis. Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SEN Coordinating Team or a member of the senior leadership team at any time if they feel concerned or have information they feel they would like to share that could impact on their child's success.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupils needs. The SEN Coordinating Team may also guide parents of pupils with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

Links with Other Schools
Transition to High School
The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. The annual review in Y5 for all pupils begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.

In consultation with parents, the SEN Coordinating Team will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met.

Policy Dissemination, Monitoring and Evaluation
All members of staff and Governors will receive a copy of this policy.   Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website
Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes
Nov 2016	HG (R)			
Dec 2016	Governor (R)		Yes	Yes

APPENDIX 1

Role of the SEN Coordinating Team

Chapter 6 of the SEND Code 2014 outlines the role of the SEN Coordinating Team and the school adheres to this.

The SEN Coordinating Team:

- Is a qualified teacher working at the school;
- works with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- oversees the day to day operation of the school's SEN policy;
- helps determine the strategic development of the SEN policy and provision;
- contributes to staff development relating to SEN;
- liaises with teaching staff and the Head so that the learning for all children is given equal priority and available resources are used to maximum effect;
- co-ordinates provision for pupils with SEN and manages the team of support teachers;
- oversees the records on all pupils with SEN and the provision of relevant and useful Individual Education Plans (IEPs) where appropriate;
- maintains an accurate Learning Difficulties Register and Special Educational Needs and Disabilities (SEND) Register;
- works with the learning support team and teachers to develop effective ways of overcoming barriers to learning through the analysis and assessment of pupil's needs by monitoring the standards of pupils' achievement;
- In partnership with the Headmistress, liaises with parents of pupils with SEN – the school has an open door policy should parents wish to discuss their children;
- liaises with external agencies and professionals (SEND Code 2014 chapter 6);

APPENDIX 2

Advice, information and training (extracted from Annex 2 of the SEND Code 2014)

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)

- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)

- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)

- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.

Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

APPENDIX 3

Glossary of terms (selected from a more comprehensive list in the SEN Code 2014)

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The EYFS begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The Foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Below is an example of the provision provided by Bowdon Preparatory School and the tiered response to pupils' needs

Level 1	Level 1 /2	Level 3
Differentiated Curriculum	Named as part of provision mapping	Assistance and support in line with individual Care plans
Differentiated delivery	Group intervention for English	
Differentiated outcomes	Group intervention for maths	
Increased visual aids – letter formation, number lines	Additional phonics support	
Visual timetable	Speech and language support	
Illustrated dictionaries	Group intervention for behaviour and emotional support	
Use of writing frames		
Alternative recording methods		
General ICT access with appropriate software	Sensitive class seating	
Sensitive grouping/pairing/buddy system	1:1 Reading intervention	
	1:1 Phonics intervention	
Spelling banks for new subject specific words	1:1 Maths intervention	
Structured school and class routines	Communication and Support from external agencies	
	Support from Additional Needs Team; CAMHS.	
Use of symbols for understanding		
Individual work station		
Whole school/class reward system/individual reward systems		
Whole school/class rules/whole school policy for behaviour.		
Circle time as part of PSHCE		
Use of positive language to promote self esteem		
Time out facilities		
Overlays/coloured sheet		

APPENDIX 14

Guidance to safeguard children and education staff with regard to situations which may lend themselves to allegations of abuse (Physical contact, first aid, showers/ changing clothes, out of school activities).

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact.

The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility.

Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

Providing comfort or support to a child

There are situations and circumstances where children seek physical comfort from staff (particularly children in Early Years). Where this happens staff need to be aware that any physical contact must be kept to a minimum. When comforting a child or giving reassurance, staff must ensure that at no time can the act be considered intimate. If physical contact is deemed to be appropriate, staff must provide care which is professionally appropriate to the age and context and at all times ensure that their

contact is not threatening, intrusive or subject to misinterpretation. If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable. If a child touches a member of staff, as noted above, this should be discussed, in confidence with the Designated Safeguarding Lead (DSL).

Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice, from the Pastoral and Welfare Leader.

Restraint

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property.

In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self- control.

In all cases of restraint the incident must be documented and reported. Staff must be fully aware of the school's/organisation's Physical Intervention/Positive Handling Policy, which should comply with statutory practices.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence.