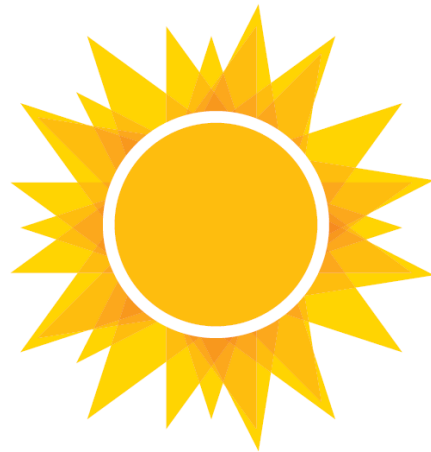


# Midsomer Norton Primary School



# Teaching & Learning Policy 2018

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## A. School Vision and Values

### **Our Vision**

#### ***Learning For Life***

At Midsomer Norton Primary School we regard learning as a way of life: it presents choices, enables growth and liberates the mind. Through learning each individual grows and shapes his or her own destiny. That is why learning is central to everything that our school aims to achieve.

The vision we share is of a child leaving our school, equipped with a diversity of skills and qualities to face the challenges of a complex world. We believe that in order to develop such a range of skills and qualities, each child must possess certain essential attributes that make him, or her, a better learner. The school facilitates the development of these attributes in all children, irrespective of their differences.

### **Our Values**

We believe in ambition.

We believe in opportunity for all.

We build confidence and independence.

We believe in community.

## B. Aims

We believe that every child in our school is entitled to the best possible education that we can provide.

We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice

## C. Professional Behaviours

'I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of misery or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or dehumanised.'

All members of the staff team, children and parents are expected to act with integrity. Staff are role models in this school and should act accordingly. We must model positive interactions with other staff members, with parents and with children.

It is important that we leave any personal issues at the school gate so that our professional interaction with others is never less than its best. If, however, you have an issue with which you need help or support then seek that support from the headteacher or a senior member of staff.

In keeping with our school values, we will always use positive language rather than negative; for example, 'How can I help her improve her behaviour?' rather than 'She is just a badly behaved child.'

The tone of conversations with parents is one that emphasises a positive and warm approach. When addressing a parent, we always start with 'How can we work together to improve...?', 'I need your help so that we can improve...' rather than 'Your child has been badly behaved' or 'I am not happy with the standard of...'

When having professional discussions about families, we acknowledge that parents fundamentally want what is best for their children, but that sometimes it can be hard to know how to achieve this in difficult circumstances. We ask 'What can we do to support this family?' and we do not make judgments or criticise.

Staff should always talk about behaviour in the context of success e.g. what makes people successful. What behaviours do we need to develop?

## D. The Curriculum

We believe the curriculum is everything we do. Through an engaging, inspiring, broad and balanced curriculum, we can equip our children with the knowledge, skills, attributes and values to thrive, achieve and contribute as citizens of the world.

### **Our ambitious curriculum:**

- Excites and inspires
  - Is broad and balanced
  - Fulfils the expectations of the National Curriculum
  - Develops the whole child – socially, emotionally, physically and academically.
  - Develops key skills in English, maths and science
  - Develops the skills and attributes necessary for life-long learning
  - Promotes equal opportunities and diversity, and challenges stereotypes
  - Develops a thirst for learning
  - Builds confident learners
  - Develop a sense of self-value and self-respect
  - Develops individual skills, talents and attributes
  - Develops our children's leadership qualities.
  - Raises aspirations
  - Is relevant to our children and our community in a rapidly changing world
  - Is local and global in scope
  - Encourages an appreciation of human endeavour and achievement in all areas of activity including art, music, science, literature and technology
  - Develops an understanding of the social, economic and political nature of society
  - Broaden minds and horizons
  - Promotes healthy lifestyles
  - Teaches citizenship
  - Challenges attitudes, injustice and preconceptions
  - Develops understanding and support of others.
  - Encourages environmental stewardship
  - Develops an awareness of global issues
  - Prepares our children for the next stage of life
- 
- Uses a 'Topic Based' approach to engage children and encourage them to make links in their learning.
  - Makes the most of outdoor learning opportunities
  - Provides a wide range of extra – curricula activities: trips, visitors, events, clubs
  - Brings the school community together through whole school events and experiences.
  - Provides opportunities to perform and present
  - Involves parents and carers
  - Provides a balanced approach to sports – inclusive and competitive
  - Provides opportunities for children to play and learn together across age ranges

## How we plan

Teaching teams plan together using our two yearly topic overview. This is broken down into termly and weekly plans. This team approach ensures appropriate consistency and provides each teacher with support and enables the team to moderate expectations and standards.

# E. Quality Teaching, Learning and Assessment

We believe that all children with the right teaching and learning opportunities can reach their potential. We believe that every lesson counts and that children deserve the best teaching. Teaching and learning should be about excitement, engagement and fun; and, ultimately, about great progress.

The characteristics of great teaching have been agreed through collaboration with the staff and are supported by evidence based research on pedagogy collated by the Sutton Trust ('What makes great teaching?' 2014)

Great teaching draws on a repertoire of teaching strategies and techniques that are closely matched to the specified learning objectives and the particular needs of the children and young people in the class. It demands 100% participation from the pupils and sets high and realistic challenges. It does not 'spoon feed', it is challenging and demanding! Great teaching inspires!

## 1. Classroom climate and ethos

Effective teachers:

- Are enthusiastic and committed
- Establish a safe, welcoming, supportive class ethos where different cultures, background and experiences are valued and celebrated.
- Model positive relationships with all members of the school community.
- Promote and teach about diversity in school and in the local and wider community.
- Challenge stereotypes and promotes equal opportunities.
- Are highly aware of the needs of all children in the class.
- Systematically promote British values
- Regularly and consistently use a range of mechanisms to enable 'Pupil Voice' eg worry boxes, circle time
- Recognise the importance of a child's emotional state to successful learning.
- Establish a learning culture where 'Mistakes are okay. We learn from them.'

## 2. What makes great teaching?

The key characteristics of **high quality teaching** resulting in **progress**:

- **Teachers have excellent subject knowledge**
- **Teachers have high expectations of all children**
- **Planning: Highly focused lesson design with sharp objectives;**
- **Objectives and success criteria are shared, explained and used to evaluate learning.**
- **High quality instruction**
- **Modelling the learning so that children have a clear understanding of each step**
- **Appropriate use of teacher questioning**
- **High levels of interaction for all pupils;**
- **An emphasis on learning through dialogue,**
- **An expectation that pupils will accept responsibility for their own learning and work independently;**
- **Regular use of encouragement and praise to engage and motivate pupils**

### **Teachers have excellent subject knowledge**

- Teachers are expected to ensure they have the required skills/ knowledge. This should include reading up, researching, or asking a colleague/ subject leader and practising the skills themselves if necessary.
- Teachers should know the pre-requisites a child needs and next steps to take them further.
- Teachers should be aware of children's misconceptions and pre-empt where possible.
- Teachers should see learning through a child's eyes.

### **Teachers have high expectations of all children**

- Effective teachers consistently demand more, but still recognise all students' self-worth.
- Expectations are ambitious and based on a good understanding of the child's needs (social, emotional, academic).
- Effective teachers challenge underachievement/ low self-expectations/ sub-standard work.
- Effective teachers recognise the importance of pupil engagement
- Effective teachers use a consistent, effective approach to behaviour management.
- Effective teachers have high expectations of presentation, the quality and quantity of work.



## **Planning: Effective teachers design highly focused lessons with sharp objectives**

- Lessons are designed as part of a sequence focussed on progress
- Planning should be flexible and adapted if necessary
- Lessons should be planned to be engaging (content, activity, interactions, resources)
- Planning identifies clear lesson objectives (WALT) and success criteria (WILF)
- Use of WAGOLL and clear instructions/modelling identified.
- Differentiation/ scaffolding planned as appropriate
- Effective use of groupings acknowledges the limitations of grouping by ability
- Planning identifies provision/ support for specific groups at risk of underachieving
- Adult support/ guided groups are planned for and shared with the adult
- Opportunities for AfL are identified
- Key questions are identified
- Planning considers opportunities for pupil interaction (opportunities to reflect, independent work, paired/ group work etc)
- Planning identifies need for further practise and opportunities for application/ deeper learning (and not just as extension activities so that all children have *some* opportunities to apply their skills).
- Resources to enable children to access the curriculum eg SEN/ EAL children are identified. Resources could include pencil grips. Bi-lingual dictionaries/ word lists, writing slopes, ICT, wobble cushions, enlarged text, work station, now and next board etc.

## **Objectives and success criteria are shared, explained and used to evaluate learning.**

- Teachers across the school explain objectives as **WALT** (WE are learning to..)
- Teachers across the school explain success criteria as **WILF** (What I'm looking for...). Where possible success criteria should be generated with the children. This should be visible throughout the lesson/ teaching sequence so that children know how to be successful in achieving the objective.
- WILFs are used to evaluate learning.
- WILFs are not the same as WAGOLLs (What a good one looks like). A **WAGOLL** is a model or example of a finished high quality product.
- Effective teachers explain WALT/ WILF in child friendly language and refer to during the lesson and in plenaries.
- '**Golden Threads**' within the Talk for Writing approach are a longer term class grammatical target that individual WALTs will work towards in Literacy.
- '**Tool kits**' within the Talk for Writing approach are a check list of techniques a child *may* call upon to make their text more effective while engaged in the writing process.

## **High quality instruction. Effective teachers:**

- Give instructions/explanations that are clear and precise supported by visual aids (numbered steps, WILFs, a picture, diagram etc)

- Check understanding and give opportunities for children to seek clarification.
- Change their strategy/ approach for children who don't understand.
- Pre-empt misconceptions or use them as a learning opportunity
- Pre-teach individuals/ small groups if necessary (eg tricky words prior to a guided reading session) or arrange for an adult to do so.
- Develop the children's use of visual aids/ planning aids eg story mountain/ mind map etc
- Explain **and use** key vocabulary
- Avoid too much teacher talk
- Give children time to practice
- Involve children in the decision of when they have practised enough and are ready to move on.
- Ensure children working independently do so in a manner that enables teachers to teach a guided group.
- Maintain a suitable pace.
- Effectively deploy other adults in the lesson to maximise learning ensuring children receive opportunities to develop their independence.
- Teachers ensure that they regularly work with **all** groups of children.

### **Modelling the learning so that children have a clear understanding of each step**

- WAGOLLS
- Small steps, spaced out giving time for children to practise and acquire skill
- Clarity of explanations
- Visibility of WAGOLL for duration of teaching sequence
- Referring to the WAGOLL again repeatedly
- Modelling a response to something
- Modelling language/ expression
- Key words
- Demonstrating possible missteps
- Modelling resilience
- Modelling handwriting/ presentation/ setting out
- Children learn through imitation/ copying and then adapting – high quality modelling critical
- Scaffolding

### **Appropriate use of teacher questioning. Effective teachers:**

- Use a range of open and closed questions to
  - elicit
  - assess
  - extend/ to encourage a child to explain their thinking
  - dig deeper
  - encourage children to reason and justify their answers
  - challenge

- Vary their questions as appropriate to suit the four quadrants of the mastery model
- Use lots of questions and involve all children by using a range of strategies eg No hands policy (sometimes!), lollipop sticks etc
- Provide sufficient thinking time
- Use talk partners and similar strategies to give children opportunities to rehearse answers/ collect their thoughts/ compare opinions etc.
- Provide model answers/ speaking frames/ multiple choice response that children must explain etc to support language development.
- Get children to generate and ask questions.

### **High levels of interaction for all pupils. Effective teachers:**

- Avoid too much teacher talk which can result in passive listening.
- Use hooks to engage pupils
- Use a variety of resources as stimuli
- Give children chances to construct shared understanding by working collaboratively.
- Vary groupings taking into account social dynamics.
- Are aware of the potential pitfalls of grouping by ability (placing a glass ceiling on learning, removing access to role models for some children, impacting on self-esteem etc)
- Cater for a variety of learning styles without limiting children's experiences by assuming children have a preferred style.
- Identify opportunities for active learning to complement instruction.
- Explicitly develop skills needed for collaboration (roles in group work such as chair, time keeper, reporter etc)
- Use a range of strategies to encourage/ demand interaction eg lolly sticks, whiteboards, voting, feeding back, name generator, rotating groups etc.
- Give children the opportunity to be the expert/ teacher
- are not chair / desk bound in lessons and interact with pupils throughout the lesson.

### **An emphasis on learning through dialogue. Effective teachers:**

- Provide opportunities for paired, group talk
- Develop children's ability to explain/ justify/ reason
- Model and develop language e.g. use speaking frames
- Expect children to speak/ answer in full sentences/ grammatically correct English
- Expect children to speak clearly and audibly
- Promote opportunities for public speaking
- Develop and model key vocabulary including technical, scientific terms through a variety of ways

**An expectation that pupils will accept responsibility for their own learning and work independently; Effective teachers:**

- Explicitly develop positive learning behaviours by awarding gems to identify and promote Learning Powers (Being independent, supporting others, being ambitious, being resilient, keeping focus, working together)
- Encourage children to use the 5 Bs to develop independence (Brain, Book, Board, Buddy, Boss)
- Enable children to access resources independently through classroom set up and routines
- Manage the class to establish appropriate levels of noise (e.g. silence v constructive talk etc)
- Model and promote using the working wall/ editing wall/ WAGOLs to support children's learning.
- Involve children in self-evaluation (of their work, learning behaviours, the lesson itself) against success criteria

**Regular use of encouragement and praise to engage and motivate pupils. Effective teachers:**

- Give authentic praise which is not over the top or unwarranted. Praise must be earned.
- Value and demonstrate the value of mistakes as critical to learning, and encourage this as a class ethos.
- Celebrate success in class and in the wider school (Wow wall, library displays, tweets, in class rewards, photos on website, whole school awards, phone calls home, bring child to Head/ Deputy for praise etc).

### **3. Assessment, Marking and Feedback**

Assessment is used for different purposes: identifying next steps, identifying gaps in learning, tracking progress and ensuring accountability. Of these, correctly identifying next steps for learning for individual children makes the biggest difference and consequently should be the primary focus. Great teachers make effective use of a range of formative assessment (Assessment for Learning), summative assessment and diagnostic assessment.

#### **Forms of assessment**

##### **Assessment for Learning (Formative Assessment)**

AfL:

- Both child and teacher celebrate successes and identify areas for development / next steps.

- Should be embedded in our daily classroom practice
- Provides information that can be used to inform planning for teaching and learning that is well matched to children's needs.
- Involves:
  - sharing learning objectives (WALT)
  - use of success criteria (WILF)
  - effective questioning
  - use of oral and written feedback.
  - For further details about Assessment for Learning (AfL) see below.

***All lessons should contain these AfL elements (as appropriate):-***

At the planning stage:-

- Use assessments from the plenary of the last lesson assessment related to success criteria—are children secure/ require reinforcement? Peer / self-assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking -- responses from children to teacher's comments

During the Introduction

- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning—What did you learn in our last lesson?
- Share the learning objective (WALT) for the lesson. What does this mean? What do you know already?
- Introduce success criteria (WILF)---older children can generate their own—what will make this a good piece of work? How will know I have been successful in this lesson?
- Have an example so children can see the outcome – WAGOLL (what a good one looks like). Keep this displayed so that children know what they are aiming for.
- Model the activity in small chunks with clear steps.
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Identify in the planning one, possibly two, focus group(s) (guided group) to work with during the main activity (Rotate groups during the week)
- Use mini plenaries to regularly check understating: for example, to revisit WALT and WILF/ to share a good example. Have they achieved all elements of the learning objective?
- Use questioning to identify and address misconceptions.

- Assess the children and involve them in self-assessment to identify that their learning is secure before moving on.
- Involve children in and teach them to self-select the appropriate learning task as a counter balance to ability grouping.
- Provide deeper learning opportunities for those that feel and can demonstrate that they are ready to move on.
- Teach self-checking/ evaluation skills

### Plenary

- Revisit LO (WALT) and success criteria (WILF) —what have we been learning about today? Have we achieved all the success criteria? Are we/you ready to move on?
- Share children's work/ use as a WAGOLL
- Peer/ self- assess work against success criteria
- Model the use of symbols ○ □ △ to indicate confidence levels and how to write a comment if appropriate:
  - I found this hard because...
  - Tomorrow I will remember to...
  - I need to practise my....

### Summative assessment:

- A judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard.
- In KS1/2 summative assessments in the form of teacher assessments are recorded three times a year in Reading, Writing and Maths in terms 2,4 & 6 in School Pupil Tracker (SPTO).

#### Evidence:




- Children's work in books.
  - End of Year expectation documents (used to record progress throughout the year)
  - Mid year progress checks in Term 4
  - End of year progress checks in Term 6
  - Reading age test (Term 2), PM Benchmark Y1
  - Phonics baseline, mid-year check and screening in Y1
- In EYFS, summative assessments in the form of teacher assessments using the EYFS Profile are recorded six times a year in School Pupil Tracker (SPTO).
  - Assessment judgements are moderated by staff and members of SLT and triangulated with observations and samples of work.

- Teachers discuss and report children's achievement with parents three times a year (in addition to SEN meetings twice a year):
  - October: Parents' Evening
  - February: Parents' Evening
  - June: Report
- Teachers have Pupil Progress Meetings with the Deputy and Head after each assessment point.

### **Diagnostic assessment:**

- used when a child is identified as not meeting age related expectations.
- Identifies learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions with involvement from the school SENCO where necessary.

### **Marking and Feedback**

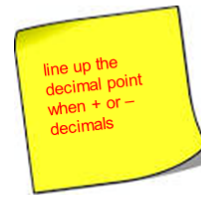
- Verbal and/or written feedback will focus on the lesson's main learning objective rather than constantly correcting technical inaccuracies. (Too many comments or annotations may affect children's motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies)
- Teachers emphasise the positive aspects of a child's work to maintain their motivation.
- Work is marked promptly and discussed with the child where possible.
- Teachers use green pen to mark work (green for go-improve) in a legible script. Children respond to the teacher's feedback using a red pen (red for respond).
- Stars and wishes linked to the success criteria (WILF) are used for longer pieces of written work.
- Teachers and children use symbols    to assess/self-assess in maths.
- Children need opportunities to read their teacher's feedback and be given time to respond and improve work.
- Comments should be written in language which is easily understood by the child.
- It is not always appropriate or useful to mark every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed.
- Teachers must follow up children's response to feedback and make sure corrections are made and expected improvements are lasting. E.g Numbers written the wrong way should be addressed and followed up. Small improvements lead to bigger ones!
- Marking in maths should not be onerous but focused on learning from children's mistakes and boosting confidence where necessary. E.g

**Something to remember** – ask children to record one thing to remember in their book or on a post-it note.

**Acknowledgment marking** – praise one or two things that the child has done well or remembered

★ ordering  
★ numbers

★ number formation

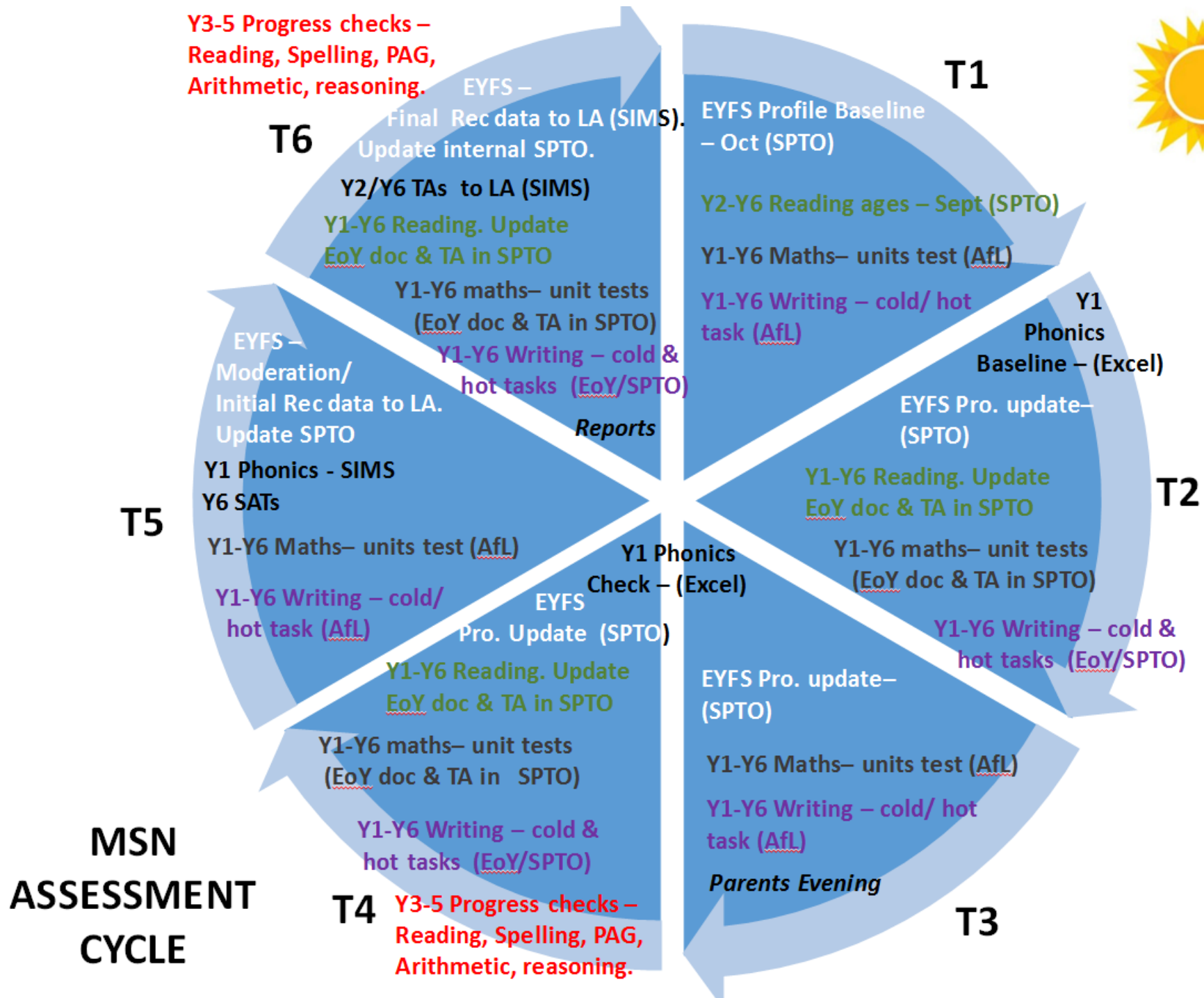


Scaffolding marking – don't tell children which questions are incorrect –

Ask - ~~★~~ ~~★~~ ~~★~~ 3 of these are incorrect. Which ones are they?

Or - ~~★~~ ~~★~~ Explain where you think you went wrong.





## 4. Learning Environment

The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school. Its' creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence. We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility. Teachers role model this behaviour.

Classrooms should remain tidy and organised. Teachers should be mindful that an overcrowded and cluttered classroom can impact negatively on learning.

We will ensure that each classroom has:-

- Clearly labelled and accessible resources in our school front
- The Green Rules displayed
- A standardised visual timetable
- An alphabet strip, number and shape words and visuals, interactive place value strip (where appropriate)
- Days of the week, months of the year
- A world map/globe
- The 5 Bs- for encouraging independence
- A working wall for English and Maths displaying current learning aids (WAGOLLS, WILFS, reminders, key vocabulary, planning, collation of ideas etc.)
- An editing wall ( KS1 and KS2)
- Procedure for Fire drill/ staff responsible for first aid
- Standardised room identification will indicate class name, name of teacher, TA & link governor.

### Display

- Teaching staff are responsible for classroom displays, displays directly outside their classrooms and in shared areas of the school
- Displays should reflect cultural diversity (SMSC)
- Display should be of a high standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained.
- Displays should be changed outside classrooms at least three times a year. Communal areas will be allocated to teams/subject leaders on a rota.

## **5. Behaviour**

We believe behaviour encompasses not only following the school rules and respecting others but also behaviours for effective learning.

### ***The Green Rules***

'It's great to be green!'

- We are kind and gentle
- We listen
- We try hard in our learning
- We look after things
- We play safely
- We are honest
- We are helpful and polite

Children are expected to stay green by following the Green Rules. If children are able to demonstrate this expected level of behaviour they earn Greenie Time on a Friday. Children are given yellow, blue and red cards for not following the Green Rules with the resultant loss of a portion of their Greenie Time.

Exemplary behaviour is awarded through Gold cards. Head Teacher's Awards recognise effort and achievement in work. Teachers award house points and use their own strategies to motivate and reward good behaviour.

### **Learning Behaviours**

We proactively promote and develop the following learning behaviours.

Being independent, Supporting others, Being ambitious, Being resilient, Keeping focus, Working together

These behaviours have been identified as being key to developing successful lifelong learners and are specific to our children and our school.

The whole school focuses on one behaviour or 'Learning Power' each term. Class teachers award the class 'gems' for the demonstration of these 'Powers'

### **Attendance**

We believe that it is vitally important to their progress that children have excellent attendance and arrive in school on time. Teachers proactively encourage and promote good attendance and punctuality by discussing the importance with children and parents. They are proactive and raise concerns with the Senior Leadership team where there are issues with attendance or punctuality.

## **Celebrations**

Each week, we celebrate Gold Awards, Head Teachers awards, Attendance and Learning Powers in assembly

## **6. The Mastery Model**

The mastery model can be summarised as:

- Getting the basics
- Applying the basics to deepen learning
- **All** children with sufficient time and the appropriate support are expected to acquire the basics.
- **All** children need opportunities to deepen their learning.

# The Mastery Model

**Blooms: Evaluating, Analysing and Creating**

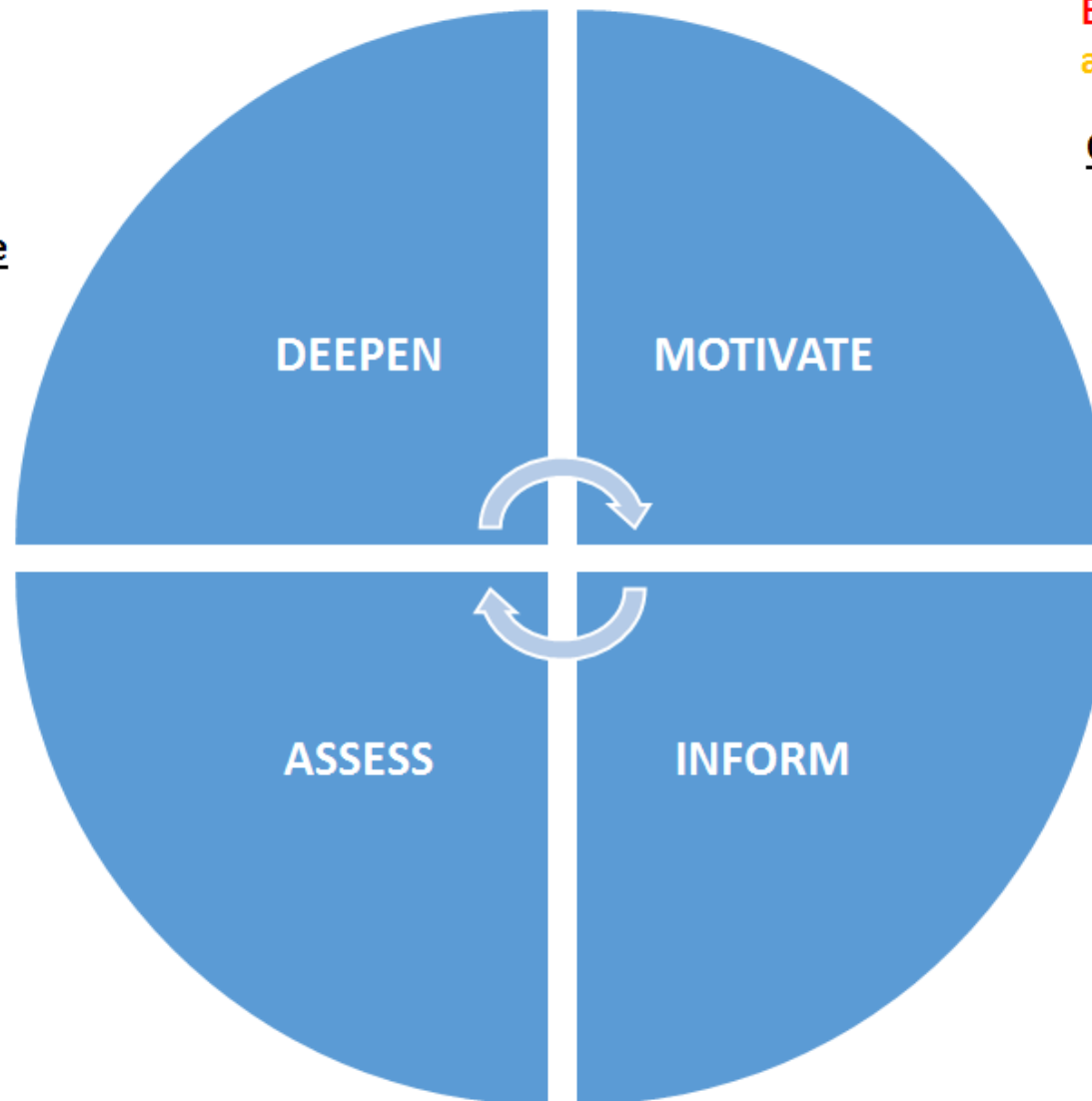
Using the new learning purposefully often self chosen /self directed to produce something or perform something or solve a problem

AFL: using resources including each other

**Blooms: Applying**

Longer tasks independently  
(products/performances in response to teacher directed task)

AFL: using resources including each other



**Blooms: Remembering and making links**

Questioning

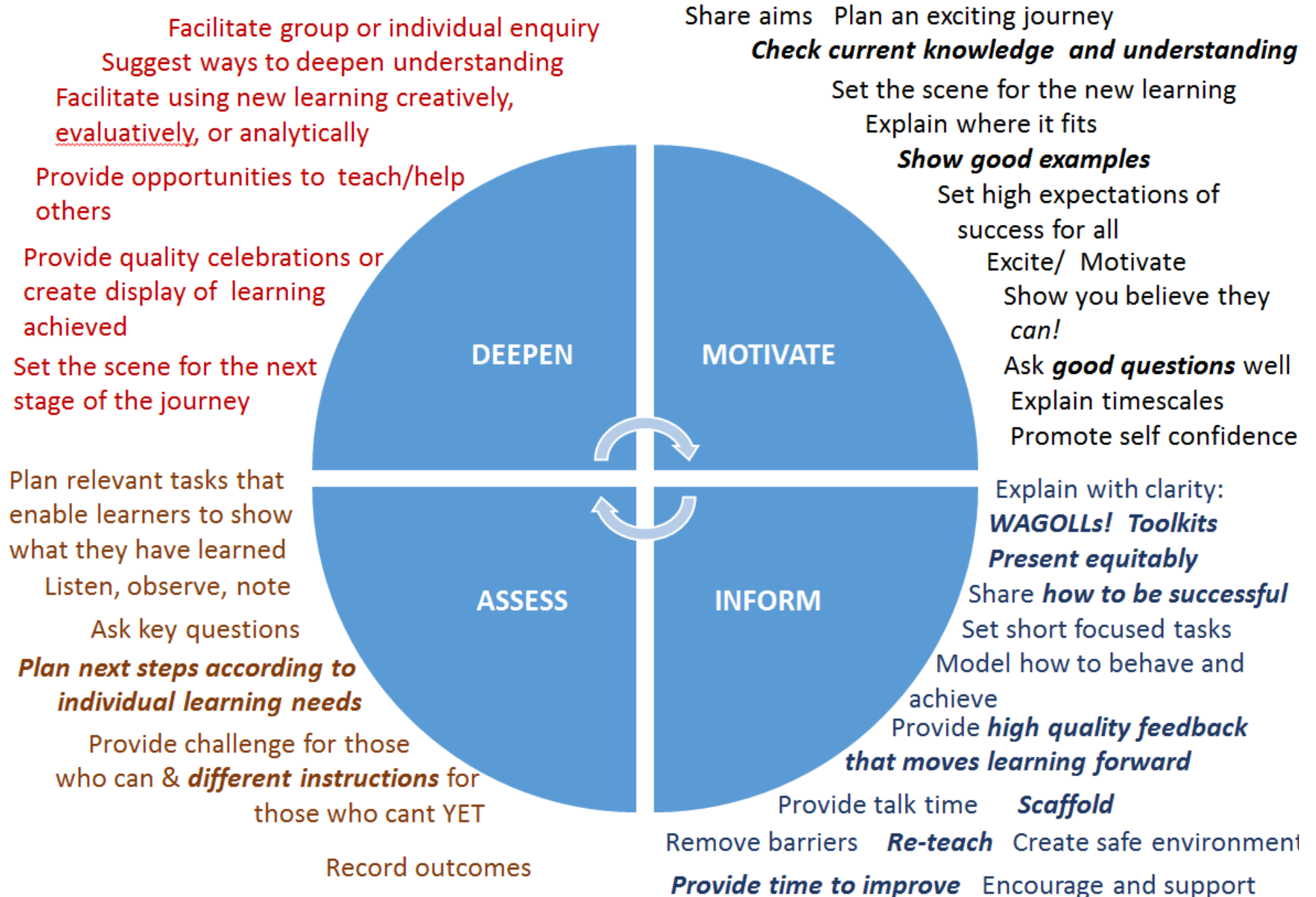
AFL: The right questions managed for maximum engagement

**Blooms: Remembering and Understanding**

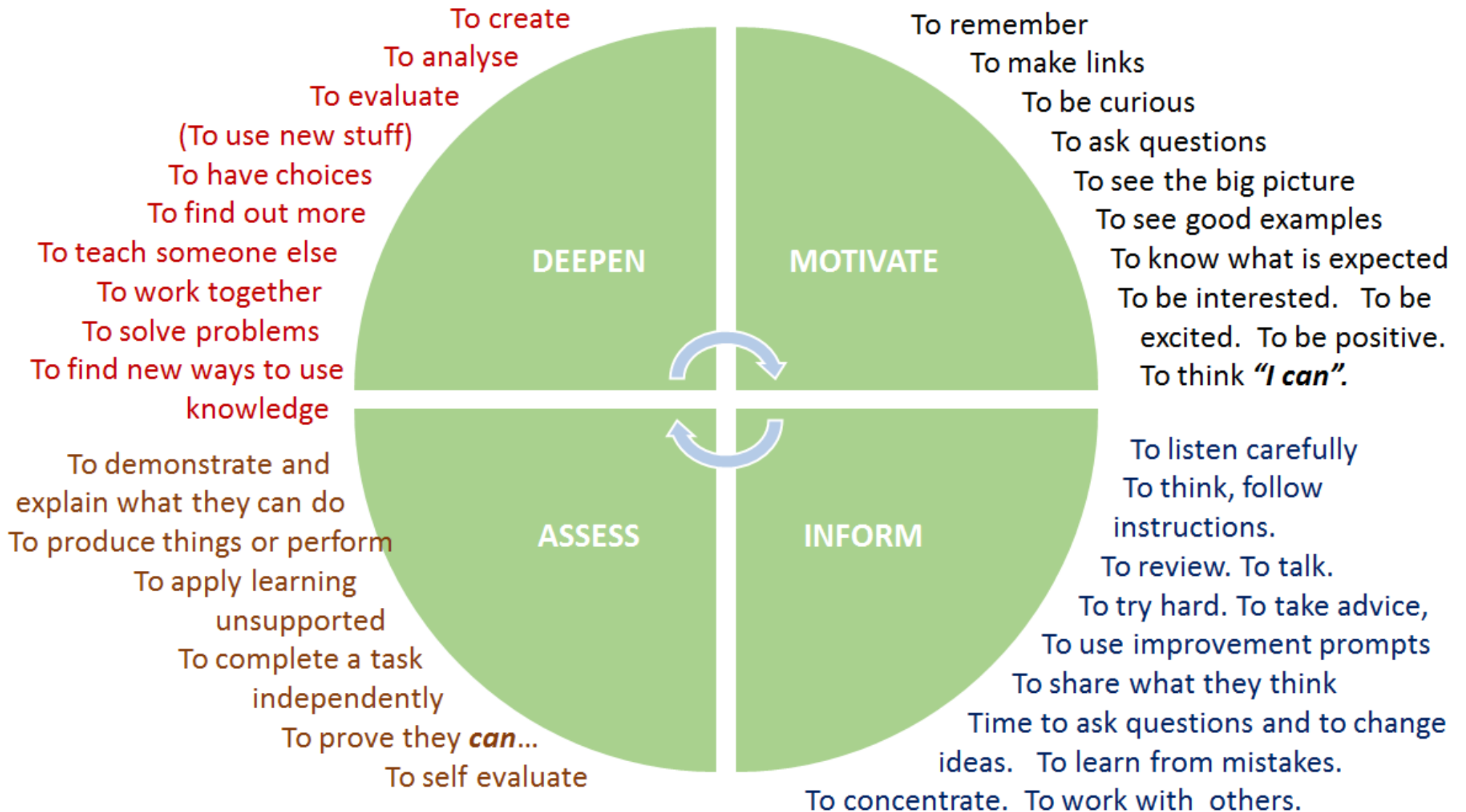
Short tasks to help understanding

AFL: Structured, scaffolded tasks. Use of success criteria and feedback strategies

# Teachers must...



# Learners need...



## F. Engaging with parents

We believe an effective partnership with parent is integral to a child's success at school. We have an 'Open Door ' policy that welcomes parents and carers and builds trust and mutual respect. We understand that the parent or carer is the person who knows their child best.

Therefore we:

- Keep parents and carers informed of progress through parents evenings, SEND meetings, informal chats, emails and phone calls
- Equip parents & carers with knowledge and confidence to support their children at home e.g. workshops, help guide, topic webs etc.
- Are proactive in our communication so that potential issues are identified and nipped in the bud and followed up
- Recognise that the child at home and the child at school are the same child even if the behaviours are different
- Provide opportunities for parents & carers to engage with and share in their child's learning, e.g. show & share, Twitter, homework challenges, performances etc

## G. Home Learning

Home learning, when used appropriately, helps a child to engage with, consolidate and extend their learning. Weekly homework is set for maths, reading & spelling. Homework may be set for individual children if they have a specific skill they need to practise e.g. handwriting. Termly challenges are topic themed and hands on.

Teachers update the school website on a weekly basis to inform parents & carers of their child's learning in school as well as set homework. We believe homework should be little and often. The homework policy gives guidelines on how long homework should take. Home learning is not marked in depth but is acknowledged by the teacher each week.

We encourage parents to engage in the tasks with their child and provide encouragement, guidance and instant feedback. The appropriateness of home learning set is negotiated with the teacher and may vary according to the needs of the child.



## H. Transition

Effective transition within and between schools is vitally important. Opportunities are provided for staff to discuss children's achievements and needs in the summer terms as well as ongoing transition for children starting our nursery. Transition events are organised to enable children to visit new classes and get to know their new teacher and classmates. Effective teachers invest time in getting to know their new class and in passing on information to their colleagues. Procedures are in place for children who are new arrivals or move on to another school. Transition to secondary school is co-ordinated with local secondary schools and with particular emphasis on more vulnerable children.