



In our school our Christian vision shapes all we do.

Vision Statement: To develop as ambassadors in the community we live in and the world around us.

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.

We aim to:

- provide an interesting and exciting curriculum within the national frameworks;
- promote a learning culture so that pupils engender a love of learning and the desire to continue to learn;
- give our pupils every opportunity to succeed;
- ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- make sure that assessment of pupils has a purpose at every level for everyone involved.

Our curriculum design:

We deliver a broad and balanced, exciting curriculum. We believe that our curriculum should be enjoyable, rich, varied and challenging in order to engage and excite our children. We strive to meet the needs of all our pupils and ensure each and every child is able to fulfil their potential.

Varied learning styles:

Teachers offer opportunities for children to learn in different ways.

These include:

- investigation and problem solving;
- research and finding out;
- asking and answering questions;
- use of computer technology;
- creative activities;
- role-plays and oral presentations;
- designing and making things.

Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities so that pupils see, hear and do. We make good use of 'talk partners' and we model, encourage and praise

cooperative learning.

Learning community:

Parents and carers are our pupils' first and most influential educators. We believe that parents and carers have a fundamental role to play supporting the learning their children are engaged in at school. We liken this to a three-legged chair. One leg the child, one the parent and one those teaching your child. All three as important to a successful educational journey.

We communicate with parents and carers in a variety of ways including newsletters, school reports, formal meetings and informal chats. We keep parents informed of successes and any concerns we may have. Teachers are always available to discuss issues as they arise. We have regular open evenings in school. We also hold specific workshops to support parents with learning at home, for example, a mathematical calculation workshop. Our website gives information about the school and celebrates recent events.

We encourage and respect pupil voice. We have a School Council which, makes recommendations and undertakes work to improve our school. All classes use PSHE and/or class council to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes. SLT triangulation, Monitoring, Evaluation and Review (MER) and Governor monitoring visits include pupil voice.

We have a whole host of regular visitors who contribute to our learning community including local church leaders, youth workers, community volunteers, the Rotary club and our local librarian. Performance Management is a well-established practice for all staff to reflect on their strengths and opportunities to develop skills and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Staff members are committed to their continuing professional development and attend in-house, Essex and other training.

Our governors monitor how effective teaching, learning and assessment strategies are in terms of raising pupil attainment through the school self-review processes, whereby they focus on key school improvement areas. They are kept informed by visiting the school, actively taking part in monitoring exercises, as well as attending meetings and reading reports by the headteacher and other key staff.

Inclusion:

Ingatestone and Fryerning C of E Junior School is an inclusive school where the achievements, attitudes and well-being of every person in the school matter. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning. We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident happy and secure. Recognising and celebrating success through assemblies, displays and performances is very important. We ensure that there is a broad range of opportunities for everyone to shine.

Children are grouped in varying ways according to the aims of the lessons. Activities are adapted to meet learning needs. Our Inclusion Leader co-ordinates support for those with special educational needs or disabilities, with English as an Additional Language and entitled to the Pupil Premium Grant. We have an experienced team of learning support assistants who work closely with class teachers to offer additional support. We have good relationships with a range of other

professionals and value their support and advice in meeting children's needs.

High expectations:

We have high expectations of staff in terms of commitment and professionalism, classroom organisation and personal expectations of the children. Our classrooms are attractive learning environments. We change displays regularly to ensure that the classrooms and the communal areas reflect current and recent learning. The work of all children is displayed during the year. All classrooms are equipped with resources to support their learning. Children are made aware of the targets for their learning in order to meet their End Of Year learning expectations. The quality of work expected from the children is high.

Assessment for learning:

A Learning Outcome (L.O) is shared (written and spoken) at the beginning and during each session so children understand the purpose of the lesson and at the end children are guided to assess their progress and discuss and often record how they have achieved. This is made meaningful to the children.

Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Teaching points, activities and support given is adapted as a result of ongoing assessment throughout each lesson and future planning is adapted. Work where possible is marked and appropriate feedback and next step comments are given to the child. Marking is a dialogue and teachers will clarify success towards achieving the learning outcome through a consistently applied tick system (double tick = fully achieved/confident; one tick = partly achieved/getting there but not confident; dot = not achieved/did not understand) and next step comments (these may include asking a question or giving a challenge) see Appendix A.

We also value summative assessments of learning, where the children are assessed against school set standards. We use a variety of tests and use the results intelligently to record progress and to predict future levels of achievement. Summative assessments are used as a guide and teacher assessment is the overriding summative assessment used.

Each term, all teachers record the achievement of skills in reading, writing, maths, religious education and science for each individual pupil. This is recorded on Insight- our data tracking programme- against school descriptors linked to the national curriculum.

The terminology has been selected for consistency and clarity. Each year group has been broken down into four steps:

Below
Working Towards
Expected Action or Secure
Greater Depth

These four broad sections are detailed by:

- Below – Pupil learning is significantly below year group expectations.
- Working Towards – Pupil learning is below year group expectations. Learning has not been fully

embedded.

- Expected – Pupil learning is fully focussed on the criteria for the year group. This is a teacher best fit decision, but indicates that pupils have achieved around 40-70% of the year group expectations. Expected Action indicates some interventions are in place.
- Greater Depth – Confidence in all of the criteria for the year group. Pupils have broadened and deepened their understanding of the year group expectations.

Teachers meet with senior leaders regularly to discuss assessment and to find ways to remove barriers to learning. Senior leaders meet to discuss any children who are not making progress and to plan additional support. It is the aim in this school for the vast majority of children to be working at the expected standard by the end of the year, with a significant group working at greater depth.

Subject	Scheme
Early reading	Little Wandle
English	Talk for writing
Maths	White Rose Maths
PSHE and RSHE	Jigsaw
French	Languages Angels
PE	PE Hub

Inclusion, SEND and Equality

Inclusion is central to all aspects of school life. We are an inclusive school where the achievements, attitudes and well-being of every individual are valued.

All staff are committed to removing barriers to learning and ensuring that every pupil is supported and succeeds. Pupils are regarded as individuals, and their needs are carefully considered in both teaching and wider provision.

The school is committed to providing equal access to a broad and balanced curriculum. Through high-quality teaching, appropriate adaptations and targeted support, all pupils, including those with SEND, EAL, disadvantaged pupils and those with high attainment, are supported to thrive, achieve their full potential and develop as confident, independent learners.

Monitoring and Evaluation of Teaching and Learning

Teaching and learning is monitored by SLT through lesson visits, learning walks, book scrutiny, planning reviews, pupil voice and assessment data. Findings are used to inform school improvement priorities and professional development, ensuring continued improvement in teaching and outcomes.

The Learning Environment

The learning environment at Ingatestone and Fryerning Junior School is well-organised, purposeful and engaging, enabling pupils to focus and succeed. Classrooms reflect current learning and promote curiosity and independence. A safe and supportive environment ensures pupils feel valued and motivated, enabling them to succeed and develop a secure understanding of their learning. Displays support learning through the use of working walls and key vocabulary, while also celebrating pupils' achievements. All pupils have access to appropriate resources to support and

enhance their learning.

The learning environment is organised and purposeful to enable inclusivity to the highest level.

Out of hours learning (including homework):

The school encourages a range of out of hours learning opportunities. These may be provided by school staff, volunteer helpers or outside organisations. They may vary term to term according to expertise and time available.

Examples include:

- Art and craft clubs
- Music club
- Sports clubs

We consider learning at home to be highly important for child development:

- To encourage self-discipline and personal organisation;
- To bridge the gap between home and school;
- To give parents a direct link with their child's learning at school, parents are the primary educators.

Teachers give homework appropriate to the ability and age of the child, which also aims to develop creativity and thinking skills.

In Lower School children are expected to read at home daily, practise spellings weekly and complete no more than 60 minutes on Maths Whizz and TTRS. On alternate weeks children receive a creative task or a writing task.

In Upper School children are expected to read daily, practise spellings weekly and complete 60 minutes on Maths Whizz.

Parents are provided with a termly topic overview to enable them to supplement their learning outside school to deepen the learning taking place in school.

The purpose of feedback

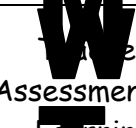
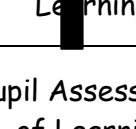
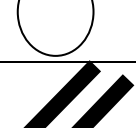
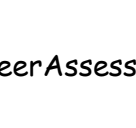
Feedback plays a vital role, extending beyond the reach of the classroom and has a positive impact on teaching and learning. As teachers, it allows us to know what children are able to do, can't do, need to do next, are they being challenged and the potential they could reach. There are also a number of other important factors and benefits:

- To raise self-esteem and celebrate success, progress and achievement
 - To motivate and challenge learners' to take pride in their learning and do their best
 - To demonstrate the value of a child's piece of work
 - To provide constructive feedback about the work to support learning
 - To have a purposeful dialogue with the children and gain a better understanding of their potential
 - To ensure consistency and continuity throughout the school
 - To ensure children know what is being assessed and why
 - To ensure expectations and standards set remain high throughout the school
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- Teachers must be clear about their learning objective and success criteria and the children about their learning outcome. This should be stated throughout each and every lesson.
 - Teachers and children will share the learning objective through an 'L.O.'
 - Feedback is linked to the learning outcome and teaching objective.

- Feedback comments should be focused on the process of the work, not just on the end product.
- All work will be marked by ticking the 'L.O: ...:' - two ticks = fully achieved/confident; one tick = partly achieved/getting there but not confident
- Teachers need to allow children time to reflect and take action on the marking, answering questions or next steps.
- Wherever possible feedback should be completed with the child and this could be verbal. A verbal code will be shown on the work to show this form of marking.
- A Marking Code is given to all teachers for reference.
- When appropriate the children can show their work to the Headteacher or Deputy Headteacher for praise.
- Work needs to be stuck into the pupils' book so that it is secure and in one easily accessible place.

Appendix A

Ingatstone and Frynring C of E Junior School Marking and Feedback Codes

	Verbal comments given to child, next step comment must be given at the end with reference to objective.
	With Support
	Independent Work
	Marked Together
	Two ticks - Learning Objective achieved. One tick - Learning Objective partially achieved. Dot - Learning Objective not achieved.
	Feedback 5 at end of work Comment to reflect understanding/areas of difficulty/areas of confidence etc.
	Full stop, comma, question mark, explanation mark or other form of punctuation needed or incorrect. Children should use purple pen to edit.
	Paragraph break needed.
	The writing is illegible, the meaning is unclear or the work doesn't make sense.
	The incorrect spelling may be underlined. However HFW should be corrected where appropriate. HFW then set out in bullet points for the child to copy out.
	This should be completed in pink and green pencils. Their comment needs to refer to learning in usual handwriting pen/pencil.

 'Improvement pen'	'Purple Polishing Pen' - children to use purple pen to edit and improve their work in response to marking or peer assessment Purple Polishing Pen can also be used by a child to mark in class - maths/spelling etc.
Great Green	Green highlighting pen to be used to identify strengths in child's work.
Think Pink!	Pink highlighting pen to be used to identify an area for a child to think about, even if they understood the learning objective. This would become a next step for the child. Write a reminder, scaffold or example prompt for child to respond to in their 'Purple Polishing Pen'

Appendix B

Presentation expectations

1. Always use a sharp pencil or a blue pen to write.
2. Underline the date and title with a pencil or blue pen and a ruler.
3. If you make a mistake cross it out neatly with a small line.
4. Write the long date in all of your books except in your maths book when we write the short date.
5. In our maths book we write a single digit in each box.
6. Remember to try to join up your letters neatly in all of your books all of the time.
7. Set out your work carefully like it is below.

Tuesday 4th September 03/09/12 *Left hand side*

Leave a line

L.O. To identify features of a familiar setting

Leave a line

Start your work and remember to use the whole line and return to the margin to continue your writing. The children should write on every line.

Remember:

- ♦ Always present your work following our 7 presentation rules.
- ♦ Look after your books by not drawing or writing on the covers or doodling inside your books.
- ♦ Finally, take pride in your work and always Produce your best.

Health & Safety

The following are possible areas where children may be putting themselves in some danger if not forewarned. This list, by its very nature, cannot be exhaustive, but most of it is straight forward common sense. When working first hand with real materials there will always be some risk. Teachers need to be sure that they have considered the safety implications of any piece of work, and organised the class and the activity appropriately to minimise any risk to the children and themselves.

- When handling real materials children must wash their hands after they have finished the activity before they do anything else.
- When observing (using all their senses), or investigating, children should not eat or drink anything unless it has been prepared hygienically and has been deemed safe by the teacher.
- Children should not aim to lift or carry anything that could damage their backs or other parts of their body.
- Children should not handle material that is decaying unless they are properly protected i.e. wearing protective gloves. Even if this is the case, great care must be taken to ensure that children do not breathe in micro-organisms associated with the decay. If in any doubt the teacher must collect the decaying material and put it in a sealed container, which must not/cannot be opened by the children, or set up an investigation in such a way that when the material being investigated is sealed in the container it is not decaying, and the decay develops afterwards.
- When handling animals or plants, teachers must be aware if there is any risk to the children through disease or being stung, bitten, etc. It is also essential for the teacher to emphasise the need for the children not to hurt or damage living things being studied, be it in the classroom or in the field.
- When investigating materials and comparing their properties, teachers must be aware of how the materials may react to being bent, or stressed in some other way, so that appropriate safety precautions can be put in place. For example, if different materials or structures are being tested to see the force required to break them, the work should probably be carried out close to the floor so that heavy weights do not fall on the children's legs or feet. The teacher also needs to be aware whether the broken material will splinter or shatter or react in some other way that may be potentially dangerous to the child.
- Equally, when heating materials, teachers must be aware of the risk posed by the material itself, the appliance used to heat it (e.g. flames, electric rings etc.) the cable running from the plug to the appliance if it has one, and how the material will be dealt with after the investigation. Children need to be reminded of the dangers posed by electricity every time they do any electrical activity. They also need to be taught about the dangers of short circuits, which can produce nasty burns, even when using low voltage (1.5v) batteries.
- When investigating forces using springs, elastic bands, or when launching projectiles through the air, children must be reminded of the need to carry out such work in an area where they or others will not be inadvertently 'hit'.
- When accessing the internet, the online safety policy is adhered to.

Review:

This policy will be reviewed every three years, or sooner if government guidance changes.

Signed:

Governor

Signed:

Headteacher