

The Flying Bull Academy

Teaching and Learning Policy



Our Teaching and Learning Policy at The Flying Bull Academy documents the expectations for all aspects of teaching and learning across the curriculum we offer our children. Within this policy, you will also find the following policies:

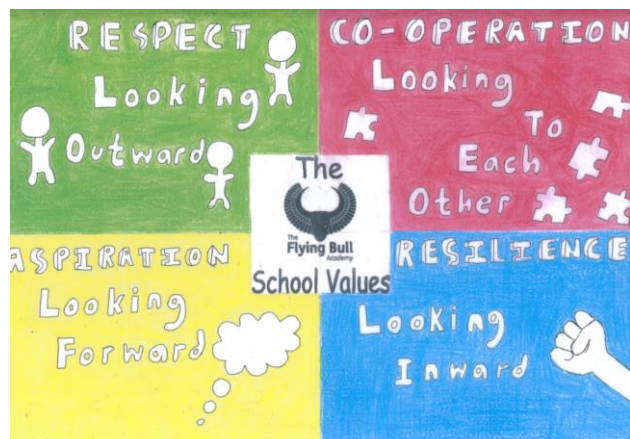
- Assessment
- Feedback and Marking
 - Presentation
- Home-School Agreement

This policy was created with the consultation of key stakeholders. All were invited to share their views to build this policy.

School Values

Our values are embedded within our school and within our teaching and learning.

We have four values: **aspiration, cooperation, resilience and respect.**



Our Curriculum Statement

Underpinning our curriculum is our strong school ethos which is developed through our whole school values. We offer children an education in a safe, happy and nurturing environment.

Intent:

Our curriculum is driven and designed to meet the needs of our Flying Bull community. It is passionately felt by all members that the curriculum provides opportunity through ensuring skills are revisited to support securing in the long term memory. This links to our aspirations for the children to open doors and seek opportunities for themselves beyond at home and beyond and to support them in being life-long learners.



At The Flying Bull Academy, we follow The Flying Bull Curriculum which has been created in-line with the National Curriculum, in addition to integrating Chris Quigley's Essentials Curriculum. Its design ensures the breadth of knowledge and skills the children require and is incorporates in spacing, interleaving and retrieving practice. Our children are immersed in a curriculum which allows them to collaborate, develop resilience and aspire for their futures.

In EYFS the curriculum is designed to meet the needs of each individual cohort. Our aim is to provide exciting and engaging learning experiences and opportunities which follow the interests of the children. Our focus is on supporting children to make progress in relation to the Prime and Specific areas. Communication and Language development is interwoven throughout all learning opportunities in our EYFS.

Children in the inclusion centre come to us with a range of needs that centre around their Social, Emotional and Mental Health (SEMH). Their prior experiences may mean that their current level of need cannot be met by the curriculum that is offered in the mainstream. They may also not be able to access learning in the same way that mainstream children can. On entry to the inclusion centre their needs are assessed and they are offered a range of curriculum activities.

From Y1 to Y6, children gain their knowledge and understanding working towards a two-year rolling milestone. Y1-2 work within milestone 1. Y3-4 work within milestone 2. Y5-6 work within milestone 3. Within each milestone, children build their knowledge from basic understanding, to a more advancing understanding before being able to apply this understanding in deeper contexts.

This can be explained using the following analogy:

Basic: You learn to drive the car.

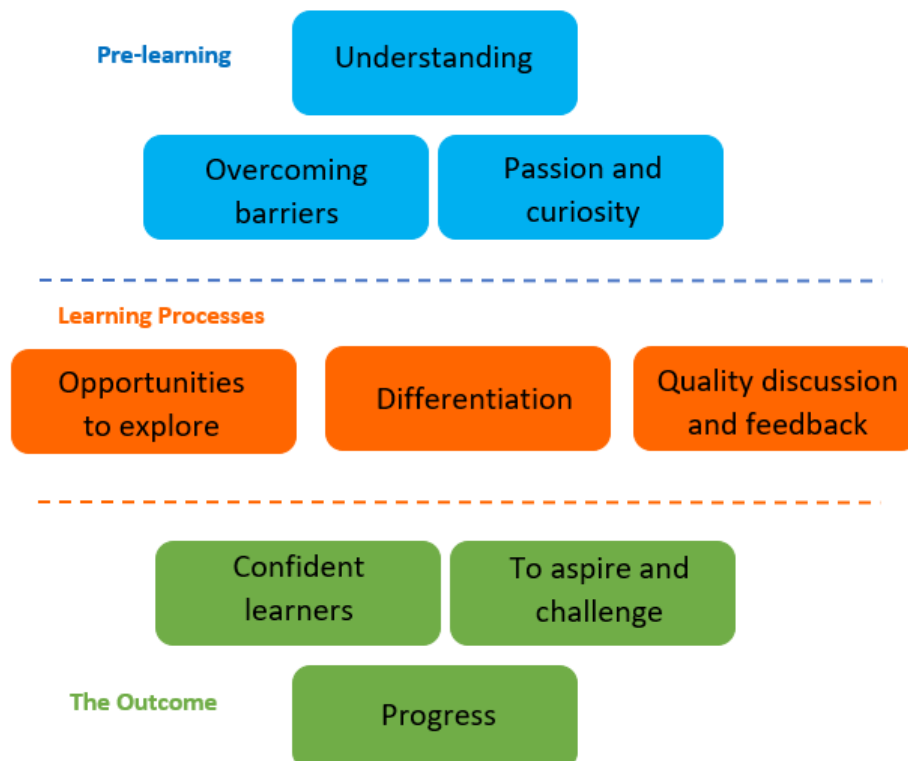
Advancing: You pass the test and can drive on your own.

Deep: You can drive the car in France, on the other side of the road.

As a school we look to improve every year and to do so a Journey to Excellence Plan is created. This plan is for the whole school whereby the J2E is focused on key priority areas which are addressed throughout the year with the goal being to support the school's journey to excellence.

Foundations of teaching

At The Flying Bull Academy, we recognise the following values as a foundation of our teaching. We have categorised these into groups.



Pre-Learning:

Understanding- It is essential we understand the needs of our children. Not only academically, but focusing on the needs of the whole child and their learning journey.

Overcoming barriers- Through our understanding of the children that attend The Flying Bull Academy, it is our collective responsibility to ensure that we work alongside them to overcome potential barriers for them to and reach their full potential.

Passion and curiosity- By providing a safe and stimulating environment, we will develop children's passions and curiosity for knowledge, skills and the world around them.

Learning processes:

Opportunities to explore- Purposeful learning opportunities, using 'hands-on' experiences and adopting a problem-solving approach to learning are all foundations of the curriculum we offer the children at The Flying Bull Academy.

Differentiation- We recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements. We know that some children need support or scaffolds to help them access aspects of learning or concepts but we also recognise it is important to give just enough support.

Quality discussion and feedback- Purposeful formative (ongoing) and summative (mid-year and end of year tests) assessments help teachers and children to understand what they have learnt.

The Outcome:

Confident learners- Children must develop as literate, numerate and technologically competent, creative individuals, within a broad, balanced, exciting, rigorous and challenging curriculum.

To aspire and challenge- Children are taught to feel proud of what they have achieved and their learning journey so they can be aspirational when setting goals to meet challenges. Working alongside professionals to ensure small stepping stone targets are realistic.

Progress- At the Flying Bull Academy, we understand that for knowledge to be transferred to long-term memory, learning needs to be delivered using a curriculum that is spaced, interleaved and incorporates opportunities for retrieval.

Ethos

The ethos and atmosphere underpin the vision of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a nurturing, calm and effective working environment, in which each child can produce their best work;
- providing a welcoming environment, in which cooperation, aspiration, resilience and respect are fostered;
- providing positive, aspirational role models;
- providing a safe and inclusive environment, in line with the school's Relationship and Conduct policy.
- effective management of their time and resources;
- developing links with all colleagues and the wider community;
- valuing and celebrating pupils' success and achievements;
- through the reviewing and evaluation of personal and professional development in order to ensure a high level of professional expertise.



Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- developing children as confident individuals and respecting their rights, values and beliefs;
- creating and promoting good relationships and a sense of belonging to the school community;
- providing a safe, inviting and aspirational environment in which all are fully aware of the schools expectations;
- providing support for all children to succeed and make progress in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- showing cooperation by working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- [illegible]

Parents are encouraged to support their child's learning by:

- Send their child equipped and dressed ready to learn in school uniform or PE kit on specific PE days for each year group.
- Notify the academy promptly of any changes to contact details or living arrangements and changes to home life.
- Support their child's/children's learning at home through reading five times a week and practicing times tables and spelling.
- Ensuring their child attends school and that absences are properly notified.
- Make sure that their child arrives in school for their start time and is collected on time.
- Communicate with the class teacher about my child's progress and keep the academy informed of things that may affect their learning.
- Support the school's Relationship and Conduct policy.
- Make an effort to attend school events wherever possible.
- Actively following the Home School Agreement.

Pupils are encouraged to support the school's aims by:

- Being Aspirational by...
 - Being on time and not missing school.
 - Reading five times a week.
 - Practicing kumon cards and times tables daily.
 - Practice spellings sent home
- Being Cooperative by...
 - Keeping to the school rules, being polite and thoughtful towards others.
 - Helping develop the academy community and environment.
- Being Respectful by...
 - Being respectful to others.
 - Talking to adults about any worries they have.
 - Helping to look after their environment and school equipment
 - Valuing themselves and showing self-respect
- Being Resilient by...
 - Always trying to do their best
 - Showing a growth mindset (I can't do it ... yet)



The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive, aspirational role models;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

Planning

At The Flying Bull Academy we are committed to following the Early Years Foundation Stage 2021 and the programmes of study as required by National Curriculum 2014. We follow a curriculum that adopts an approach where learning is spaced and interleaved and is supported by retrieval practice. We incorporate a cross curricular approach to learning where appropriate, however, subjects are taught discretely on a bi-weekly timetable. The work for these discrete lessons are recorded in the children's subject books, big class books (ROB, P4C, LIFE) or uploaded to the appropriate file on Seesaw.

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and coverage of their subject to ensure consistency throughout the school;
- supporting colleagues in their development and implementation of the subject, and in assessment and evidencing of learning;
- monitoring progress in their subjects and advising the Senior Leadership Team on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant professional development, including Trust network meetings.
- conducting 'deep dives' and ensuring the intent, implementation and impact of their subject is consistent across the school;
- communicating developments in their subjects to all stakeholders in the school.

Year groups have PPA weekly to plan, prepare and assess for the following week.

Planning Formats

Maths

In the Foundation Stage, Maths is taught through the implementation of the EYFS Framework. In Y1-4 we have adopted Maths: No Problem! as the foundation of our lessons which is adapted, when necessary, based on the needs of our children. In Y5-6, we follow the White Rose progression to support planning and assessment.

English

In line with the DfE recommendations, we have a fidelity to the Little Wandle Phonics scheme which begins in Nursery and is used through to Year 1. In English, we follow the National Curriculum and use the assessment framework for Reading and Writing to support planning and assessment. Exciting hooks, real-life contexts and vocabulary rich texts are used to engage children's writing. We use the Accelerated Reader programme and use VIPERS to support the teaching of reading. In KS2, we follow The Flying Bull Reading Curriculum adapted from the work conducted by Ashley Booth where texts are at the heart ensuring children leave having been exposed to a carefully selected range of texts. Each year group has a long-term overview and progression of skills document based on these materials, where we endeavour to ensure all children can see themselves in our curriculum.

Music

We follow the Charanga Music progression which ensures a rich coverage for children from Y1-6. In Y4, children will have the opportunity to learn an instrument.

PE

Using Rising Stars Champions planning, a progression of skills is covered using a range of sport and games. Children will have the opportunity to have swimming lessons in Y4. Our Primary School Sports Premium funding also provides each year group with a qualified PE coach for at least one half term per year. In addition, throughout the year there are opportunities for children to participate in extracurricular activities as well as additional sporting events within year groups. Swimming instruction with specialist teachers takes place at the local swimming pool and is planned for by them.

Science, History, Geography, Design and Technology and Art

Chris Quigley Companions form the basis of these subjects, using knowledge webs, POP tasks and the B.A.D (Basic, Advancing, Deep) progression milestones.

Respecting Others' Beliefs (ROB)

Living Difference Hampshire planning forms the foundation of our ROB teaching ensuring the children are exposed to all religions to develop their respect for their own culture as well as others.

LIFE (PSHCE)

Our LIFE programme of study is integrated into the EYFS curriculum through the early learning goals. For years 1-6, our LIFE curriculum is based on the PSHE Association programme of study and tailored to meet the needs of our pupils through standalone LIFE lessons, assemblies, visitors, national awareness campaigns, trips and clubs and cross-curricular opportunities (e.g. some objectives covered in PE, science, reading, writing, computing, P4C). We use planning and resources from 1Decision, accredited by the PSHE Association to cover RSE (relationships and sex education content, including statutory requirements relating to the Health and Relationships strands to the curriculum.

EYFS

In the EYFS, planning is designed to follow the interests of each cohort. Children are given a theme/ topic hook then practitioners build upon the areas that the children are most engaged by. In both Nursery and Reception learning is undertaken in a range of ways including; whole class, group and individual teaching, as well as enhanced provision. Planning for indoor and outdoor areas is tailored to meet the learning needs and interests of the children.

Planning is to be saved under year group folders, in the relevant subject area, demarcated with term and ensuring resources and planning are labelled clearly.

Forms of Planning

At The Flying Bull Academy we have four forms of planning:

1. Topics and Opportunities Plans with Knowledge and Skills Progression

This plan gives an overview of the skills and knowledge concepts that are covered through the course of the year for each subject. This plan shows the interweaving and retrieval of knowledge and skills throughout the subject and shows the additional opportunities provided. These are shared on the website under 'Curriculum Overview'.

2. Medium term plans

This is a termly plan which maps out which skills children will be learning across the term. These medium term plans will be similar across a milestone, however, the way the learning is covered will differ. This ensures all of the knowledge and skills categories mentioned above are covered. We publish website blurbs termly to share these overviews with parents/carers.

3. **Short term plans**

There are the weekly plans and/or appropriate resources for English, Reading, Spelling, Punctuation and Grammar and Maths. Foundation subjects are planned using our medium term plans: these take place as part of a bi-weekly timetable ensuring regular coverage of all subjects. All plans and resources should be saved on the staff area in the year group, subject appropriate folder.

Presentation

At The Flying Bull Academy, we expect careful presentation both in books and in online working as a reflection of the value placed upon the children's work in all areas of the curriculum. In order that the children should be able to be proud of the work they produce and to establish consistency throughout the school, we expect work to be presented as follows:

General Presentation

- Children should take pride in their work with no graffiti or doodles.
- In books, children's learning journeys are clearly demarcated with date, threshold concept and milestone requirements either be on a sticker, as part of the work or handwritten by the children. The exception is in Art and Design and Technology where title pages are used indicating threshold concepts and the milestone criteria covered.
- Children are taught that all learning is valuable and part of a journey. Mistakes should be struck through with a **single** horizontal line using a pencil or purple polishing pen.
- The use of paper/photocopies should be discouraged as we work hard to protect our environment. Where loose paper is used, it should be named, dated and carefully stuck into the child's relevant book or posted onto the relevant child's account on Seesaw, saved in the appropriate subject folder.
- All lines should be drawn using a ruler and pencil, including diagrams and charts.
- Before starting a new piece of work, a sensible amount of space should be left after the last piece of work. Space should not be wasted.
- Work should be trimmed so that it fits neatly into the book. If a piece of work does not fit, then it should be folded so no edges are seen.

Handwriting

- Pre-writing skills - from Nursery children are encouraged to mark-make and develop their motor skills through continuous provision.
- We ensure we are teaching the Tripod Grip.

- In KS1, the approved handwriting progression is consistent with the Little Wandle: Revised Letters and Sounds Scheme. Within this progression, children focus on letter formation, rather than cursive script.
- In KS2, we teach handwriting using a continuous cursive script, in line with expectations from the National Curriculum. We encourage that this handwriting skill is transferred into all written work.
- When children have shown a clear and legible cursive script in all books, they can earn their License to Choose (pen or pencil) and begin to use a pen. The expectation is that children should have achieved this standard by the end of Year 4. At Flying Bull we understand that some children may need to use a pen earlier than this to help support their writing.
- An example of our handwriting styles can be found below.

Key Stage 1:



Key Stage 2:



Editing

- For editing, the children should leave a line after each line they have written so that any proof-reading or editing can be undertaken above the element in question. Occasionally, additional paper may be stuck in for editing purposes to allow children the opportunity to rewrite their work after editing. These are known as editing flaps.

Mathematics Work

- We expect maths work to be presented clearly to support the accuracy of their work and the development of their mathematical thinking. Children should be taught the one number, one square rule from an early age.
- Jottings for maths should be next to calculations to which they are related to.

Diagrams and Drawings

- Children use a pencil when drawing.
- We expect lines (for example in matching activities, tables and graphs) to be drawn with a ruler.

- **Feedback and Marking**

At the Flying Bull Academy, we know that providing quality feedback to the children on the work they have produced and communicating next steps is a key element in ensuring that children can make strong progress across the curriculum. We understand that feedback can take a variety of forms and this sets out our agreed policy of how children, regardless of their attainment, should be involved in effective feedback.

The diagram to the right illustrates the approach to providing quality feedback that should be implemented throughout the school:

All work completed by the children will be dated (adults/child) and initialled by an adult if it is not the class teacher.



*NB. Diagram reproduced from 'Full On Learning', Zoe Elder (2012) p176

Self and Peer Assessment

We believe that children learn effectively from their peers and by reflecting on their own work which they are taught how to do. When children work together to comment on another child's work or learning, a child has the benefit of a child's perspective and a child's explanation. In discussing their thinking, children progress their own learning. Children will engage in self and peer assessment across the curriculum throughout the week.

Any written feedback from a child, about their own work or when peer assessing, should be written in purple pen.

Self-assessment may take the form of a comment or indication of their confidence in relation to the success criteria. E.g. a traffic light system or learning pit diagram.

Teacher to Child Feedback

Oral Feedback

Learners will receive regular, targeted feedback orally from their class teacher or other adults. This feedback supports a child in answering their questions, responding to their misconceptions and identifying ways of helping the child to make progress. To support learners and to record that a discussion has happened with a pupil, a child's book will be marked with "DWP".

Live Marking

Within lessons, learners will receive live marking where adults will mark using green for 'go' and pink for 'think' highlighters. Children will be encouraged to use self-assessment to mark their own from a provided source and peer assess a partners' work.

Written Feedback

Research shows that marking books away from the point of learning and not working with the child is less effective. At the Flying Bull Academy, written feedback is given when appropriate. Where this does happen it is important to ensure:

- Ensure feedback is legible so the children can read it and models good handwriting.
- Ensure differentiated written feedback is given that relates to the success criteria this can begin and include a process of peer and self-assessment.
- Ensure that the feedback is shared with the children as soon after completing the work as possible. There should be a routine within the class so children are expecting to respond to their written feedback at a given time.

- Ensure time is planned for children to respond to feedback (PIT STOP – Pupil Improvement Time) so that they understand what has been written and the children can respond to it. This could take place in groups or as a whole class, but it must be planned for and seen as an important element of the way a child progresses in the subject. This will help to develop breadth and depth of learning in the curriculum.
- Ensure children respond to the feedback using the purple pen.
- Ensure other adults within the classroom are empowered to support the feedback strategies employed in the classroom. All adults in the classroom should actively seek to reinforce the feedback that has been given to direct support which enables progress to be made.
- The comments made are within the reading range of the child and are therefore accessible or time is given to discuss with the pupil.

Written Feedback Marking Code

- Any written feedback should be completed in black to clearly differentiate from the blue pens used by the children.
- Green Highlighter – Green for ‘go’: This is to highlight areas of a child’s work where they have met the Success Criteria of the lesson.
- Pink Highlighter – Pink for ‘think’: This is used to highlight areas of a child’s work where children need to address attention. The pink is then referred to in the written feedback or during DWP.
- All work is independent unless stated otherwise using the following acronyms.
- G - Guided work
- DWP - Discussed with Pupil
- I - to show a child has moved on to working independently after guided work group.
- A pink zig-zag line underneath a word denotes an incorrect spelling. Attention should be drawn to medium and high frequency words in particular. In Years 1 and 2, one incorrect spelling should be identified. In Years 3 and 4, two incorrect spellings should be identified. In Years 5 and 6, three incorrect spellings should be identified. Children will then practice the correct spelling underneath their work. In KS2, children should be involved in identifying their own spelling mistakes in addition to correcting them.
- WOW and NOW is used for marking a whole piece of writing away from the point of teaching.
- If the person providing the feedback is not the class teacher, the feedback should be initialled.

At Flying Bull, we expect that feedback is given regularly, as per the strategies above.

Pupil Improvement Time (PIT Stop)

Children will be given a chance to address any green and pink highlighting or other feedback regularly (PIT Stop) in order that they can identify and work on the area to improve before moving onto new learning. Pupil Improvement Time could take place in groups or as a whole class, but it must be planned for and valued as an important element of the way a child progresses in the subject.

Early Years

- Tapestry is used to make assessments of the children across the Prime and Specific areas in line with the revised EYFS 2021. Documented and informal observations are used to inform assessments of the children which are made by EYFS practitioners. Tapestry observations are shared with parents and parents are encouraged to use Tapestry to add observations from home experiences.
- In Reception written comments stickers, L.O and S.C, can be used for English.
- During the spring and summer term in Year R corrections in spelling and handwriting are noted in English books where appropriate.

Alternative Provision

Planning may look different to the mainstream for some children particularly if they are not ready for academic learning due to their SEMH needs or they are working at a level which is vastly different to their chronological age. The class teachers and Pupil Support Workers will design a curriculum offer which will allow them to experience the curriculum in mainstream whilst building confidence in their ability to learn. All children have English, Maths, Science, PE and SEMH lessons regularly timetabled into their week with other subjects supplementing this offer through the course of their time within the Alternative Provision.

When children are working closely in line with age related expectations they will be offered learning which is broadly similar to Flying Bull's mainstream to support re-integration to their home school and prevent any decline in their academic knowledge and understanding during their time with the inclusion team.

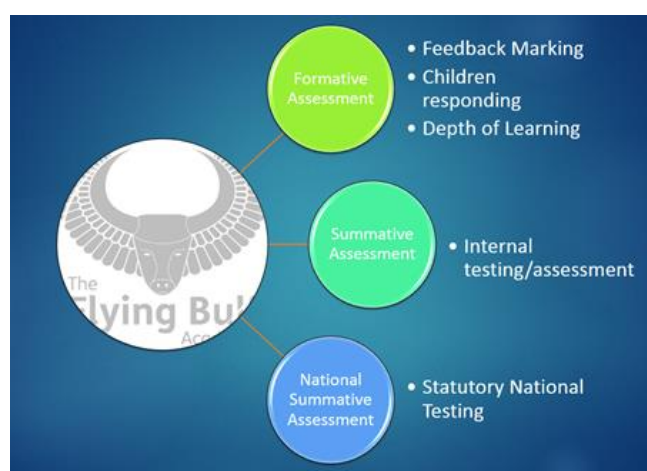
Assessment

The purpose of assessing children in school is to support and drive learning. It consists of a professional judgement of what a child currently understands, knows and can do in relation to the expectation set out for them in the curriculum designed for them. This is done through a range of activities including observations of learning, assessments of children's work undertaken in a range of contexts, conversations with children and the team of adults who support their learning. It should consider how learning is sustained over time. This range of information is used every day to plan and promote learning and brought together periodically (four times a year) to provide leaders with a summative assessment of where each child is at that point in time.

(Statement on use of pupil tracking, Chichester University Academy Trust)

At The Flying Bull Academy we have an assessment schedule for monitoring and tracking progress: The Flying Bull Assessment Continuum.

We use Tapestry (EYFS), Depth of Learning (DoL), OTrack and Accelerated Reading to track children's progress and attainment throughout the year. The Trust have designated termly 'data drop' dates.



Our primary form of assessment is OTrack which is updated in accordance with the Academy Trust data drop guidelines. This is recorded as point in time based on the curriculum the children have been taught up to that point. We use the following codes for assessment.

The assessments PK1-PK5 are based on children working at a key stage lower than their current key stage.

Year 1 – KS1		Year 2 – KS1		Year 3 – KS2		Years 4-6 – KS2	
G		G		G		G	
A	Working at ARE	A	Working at ARE	A	Working at ARE	A	Working at ARE
W	Working towards Year 1 ARE	W	Working within Year 1 objectives	W	Working towards or within Year 2 objectives	W	Working towards ARE
PK4		PK4		PK5	Working within Year 1 objectives	(3,4,5) W	Working towards specified ARE
PK3		PK3		PK4		PK6	Working within Year 2 objectives
PK2		PK2		PK3		PK5	Working within Year 1 objectives
PK1		PK1		PK2		PK4	
Engagement model		Engagement model		PK1		PK3	
				Engagement model		PK2	
						PK1	

In addition, from Year 1 to Year 6 children are assessed according to the threshold concepts of the lesson and the curriculum they have experienced. In reading, writing and mathematics, teachers then record a formative assessment to assess each child's depth of understanding which is taken as a point in time. Broadly speaking, a child will be assessed with *Basic* (denoting a basic understanding of the content), *Advancing* (denoting an ability to apply their understanding of the curriculum) and *Deep* (denoting an ability to work with very little support to solve non-routine problems and justify their answers and opinions). Regular assessment of work throughout the term will enable teachers to make this judgement. Teachers will also use formal mid-year assessments and other diagnostic assessments to support their judgements.

Progress

We also use O Track to measure children's progress over a given time by using the progress arrows. This is completed in line with the Academy's 'data drop' schedule.

Progress is measured by looking at the child's books and by teacher assessments.



Indicates expected progress within a time period i.e. they are coping with the work pitched at their ability.



Indicates more than expected progress i.e. they are doing a lot better than expected.



Indicates less than expected progress i.e. they are not doing as well as expected.



Indicates no progress.

Key Assessment Points

Early Years

In Nursery, the statutory Two Year Check is undertaken by the child's key worker. Parents are involved in this assessment and invited to add comments and opinions relating to the Prime areas. Practitioners make baseline judgements, regarding new starters, within the first three weeks of the children attending.

Year R teachers complete the Reception Baseline within six weeks of the children starting Year R. At the end of Early Years (end of year R) teachers complete the EYFS Profile for every child. The EYFS profile is shared with the Local Authority, Chichester Academy Trust and, when appropriate OFSTED.

Year 1 Phonics Screening

In June, all year 1 children across the country take part in the Phonics Screening Check. The check is out of 40 real and pseudo words. This is compared to national percentages as well as Portsmouth percentages and is designed to check how well the children understand phonics. Children will participate in practice screenings throughout the year using past booklets.

Year 2 Phonics Screening

Children who did not reach the expected standard in the year 1 phonics check need to re-sit it again towards the end of year 2. Children will participate in practice screenings throughout the year using past booklets. If children do not pass the phonics screening check in Year 2, children will continue to be assessed with their phonic knowledge, using the Little Wandle: Revised Letters and Sounds scheme.

Year 2 SATS

It is a government expectation that all Year 2 children will complete their End of Key Stage 1 Statutory Assessments (SATS). These take place in May each year, and the children will partake in reading, maths and spelling, punctuation and grammar. These tests all form a part of teacher assessment for each child at the end of Key Stage 1. Writing assessments will also take place through teacher assessment. Children will participate in practice assessment *during the year using past booklets*.

Year 4 Multiplication Table Check

In the Summer Term in Year 4, children will take part in the National Multiplication Table Check (MTC). The children will be assessed against all multiplication and division facts up to 12×12 and $144 \div 12$. Children will participate in practice checks throughout the year using the previously mentioned online resource.

Year 6 SATS

In May, all year 6 children across the country undertake the Statutory Assessment Tests (SATS) in reading, maths and spelling, punctuation & grammar (SPAG). The results are compared to national percentages as well as those in the Local Authority. Children will participate in practice assessments during the year using past booklets. Writing assessments are completed throughout the year with teacher assessment formed based on a body of evidence.

In Years 2-6, children will take part in mid-year and end of year tests for Reading, Writing and Maths. In Years 2 and 6, mid-year tests are previous SATS papers.

The Environment

At The Flying Bull Academy we aim to provide:

- A neat, safe and tidy, yet purposeful, learning environment.
- Appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning.
- Displays which support learning e.g. Writing and Maths working wall and the celebration of children's work.
- Recognition Boards which celebrate our values with all staff and children.
- Promote a love of reading with a well resource range of Home Readers and an inviting library with a knowledgeable librarian.
- An environment that is conducive to learning e.g. a fantastic role play area in EYFS & KS1 or a bright and attractive area which supports the topic being taught and encourages opportunities for talk.
- Purposeful and inviting outdoor provision for all children.

Reporting to Parents and Carers

Parents/carers will receive two written reports a year. The mid-year report will be given to parents/carers in Spring 2. The end of year report will be given to parents/carers in Summer 2.

The purpose of these reports is to provide an update as to their child's progress towards the national expectations as well as provide a full picture of the children as learners. Teachers will use all forms of assessment explained in this policy to support their judgements in each child's report. A blank copy of these reports is contained in the addendums to this policy.

Parents' consultations will take place in Autumn 2 and Spring 2 and at the end of the year parents will be invited in to attend a celebration meeting of their child's work which will be led by the child, sharing their 5 best pieces of work from the year.

Children in Y6 will receive a report of their SATS results upon release in July whilst Year 1 and 2 (resists) will receive their phonics screening results.

Moderation

- Year group
- Year 6 (writing), Year 2 (English & Maths) and Year R (agreement trialling) LA moderation surgeries
- Across phase
- Whole school
- Local Authority
- Trust schools
- External moderation

When books are moderated, the moderation will be clearly noted in the children's book, with the date, name of moderator and agreed 'grading' A 'Deep Dive' will take place into each subject across the year where subject leads will look at evidence and coverage in books.

Pupil Conferencing

Targeted children take part in regular pupil conferencing. Children are given quality time, either one to one or within a small group. During this time, teachers and children set up to three very specific targets which are revisited. This process takes place for as long as the child needs. This approach is also used as part of our recovery programme following the pandemic.

Governors

Our governors support, monitor and review the school policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by monitoring the allocation of resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through dialogue with school staff, sharing findings during governors meetings;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's reports presented to during governors meetings.

Home School Agreement

We hope that the partnership between you, the academy and your child will allow us to work together to achieve the very best for all children.

Our vision and aims are underpinned through these four core values.

Aspiration

Cooperation

Respect

Resilience

Pupils

I agree to work, learn and play according to our academy values.

- Be Aspirational by...
 - Be on time and do not miss school.
 - Read five times a week.
 - Practice kumon cards and times tables daily.
 - Practice spellings sent home
- Be Cooperative by...
 - Keep to the school rules, be polite and thoughtful towards others.
 - Help develop the academy community and environment.
- Be Respectful by...
 - Be respectful to others.
 - Talk to adults about any worries I have.
 - Help look after my environment and school equipment
- Be Resilient by...
 - Always trying to do my best
 - Showing a growth mindset (I can' do it ... yet)

Signed: _____ Date: _____

Parents/Carers

I/We undertake to:

- Send my child equipped and dressed ready to learn in school uniform or PE kit on specific PE days for each year group.
- Notify the academy promptly of any changes to contact details or living arrangements.
- Support my child's learning at home through reading five times a week and practicing times tables and spelling.
- Ensure that my child attends school and that absences are properly notified.
- Make sure that my child arrives in school for their start time and is collected on time.
 - Nursery morning session 8:30-11:30
 - Nursery afternoon session 12:15-3:15
 - Year R to Year 6 8:30-3:00
- Communicate with the class teacher about my child's progress and keep the academy informed of things that may affect their learning.
- Support the school's Relationship and Conduct policy.
- Make an effort to attend school events wherever possible.

Signed: _____ Date: _____

Academy

The academy will:

- Strive to provide a safe, inclusive and respectful learning environment.
- Keep you fully informed about your child's progress and ensure we let you know about any concerns regarding your child.
- Deliver a balanced and carefully planned curriculum which meets the needs of your child.
- Encourage your child to do their best, promoting our values.
- Provide opportunities for your child to continue their education at home.
- Provide a purposeful and well-equipped learning environment.
- Encourage children to become independent and resilient learners who are able to co-operate in a range of situations.
- Keep you informed about our policies, guidelines and other academy matters.

Signed: _____ Date: _____