

Key Stage 1 Policy

Introduction

Early education provides the foundation on which children build the rest of their lives. We believe that our children learn best in a positive, caring environment enriched with different opportunities and we aim to make each child's time in Key Stage 1 as happy and fulfilling as possible. Following on from the successes of EYFS, Key Stage 1 continues to monitor and develop systems whereby the content and progression of the curriculum and its pace are appropriate to each student's own needs and requirements. By adapting work to the interest, aptitudes and abilities of each student, the Key Stage 1 curriculum aims to ensure that each student continues to fulfil their potential.

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.

Curriculum

Our curriculum is the sum total of all the learning opportunities we provide. It includes the planned activities that we organise in order to promote learning and personal development but also includes a range of extra-curricular activities, visits, visitors and enrichment activities. Across the school developing self-awareness, responsibility and learning about personal skills, attributes and dispositions are central within lessons and are part of the review process to evaluate our successes and set future goals. Beyond this we include what is often referred to as the 'hidden curriculum', or what the children learn from our school Ethos through the way they are treated and expected to behave; through the modelling of our own staff behaviour and relationships.

Teaching and Learning- Effective Teaching

Practitioners in the Key Stage 1 classes recognise the need to;

- Ensure children feel valued, secure and confident
- Model a range of positive behaviour strategies (Linked to school behaviour policy)
- Model rich language to extend vocabulary and help children develop linguistic structures for thinking
- Use talk and open questions to develop children's thinking and assess their understanding

- Create opportunities for creative and imaginative play that promotes language development
- Directly teach skills and knowledge
- Develop in children positive attitudes and dispositions to learning through supporting and interacting
- Encourage children to make links with prior learning
- Allow time for children to explore ideas and interests in depth
- Plan indoor and outdoor learning to give positive experiences
- Evaluate the provision regularly
- Recognise that children learn in different ways and at different rates
- Plan and use observations and assessments to inform and plan future experiences and activities that challenge individual children and enable them to meet with success
- Discuss observations and children's progress with team members and parents
- Work closely with parents
- Work closely as a team, attending and contributing to regular pupil progress meetings and planning meetings

Planning

Although our plans include all of the individual subject requirements within the New National Curriculum, these have been carefully planned to make the most of cross-curricular opportunities and to develop pupils' skills and dispositions for learning.

The Key Stage 1 curriculum is divided into 6 half-termly topics (See Long-Term Planning). Long Term plans include and cross reference all areas of the curriculum. These are themed and planned half-termly.

The Medium term plans (Jigsaws) give the details of the objectives which will be covered. It is an important working document for every teacher. For English, we use and adapt The Write Stuff plans to suit our topics and progression plans. White Rose Maths medium term plans are used to support planning for maths. Medium Term Plans for the foundation subjects are adapted from the Twinkl Planit Website, Kapow or alternative schemes of work, again these are adapted to meet the needs of our curriculum and our children.

Short Term Planning for each curriculum area address the learning needs for individuals. Learning intentions are identified to structure the learning for the range of developmental stages in each class. Planning is flexible in order to support day to day changes in the environment as well as working with the children's interests.

In Maths and Literacy, short term plans provide the daily details of lesson planning. Short term plans:

- Specify learning objectives, success criteria and cross curricular links
- Set out how the different educational needs of each child, or group of children will be met through adaptive teaching
- Show how/where additional adults will support children's learning
- Indicate Assessment for Learning opportunities
- Evaluate outcomes and feed into next plans

Involvement of Parents and Carers

Children learn best when we work in partnership with their parents and carers. School staff will:

- Ensure that parents feel welcome in school and build positive, supportive relationships with parents
- Provide end of year expectations information for parents
- Provide appropriate home learning opportunities
- Offer parents regular opportunities to talk about their child's progress/concerns and contact parents promptly about any learning or other concerns
- Arrange a parents meeting in the Spring Term to provide up-to-date information on each child's progress
- Provide an annual written report on every child which gives parents a clear understanding of their child's attainment at the end of the year

Parents are encouraged to;

- Share their knowledge of their child with the teacher
- Support learning at home / offer to volunteer in the classroom
- Attend events / Curriculum meetings
- Contribute special skills

Assessment and Recording

Assessment is an integral part of learning and teaching. All children are formatively assessed by making judgements as they are observed during lessons. At the end of each block of work a judgement is made as to whether the children are working towards, working at or working beyond where we would expect them to be at that point in the year. These assessments are then recorded on Scholarpack to track children's progress. Evidence can be found in the pupils' books, on Tapestry and in subject 'floor books'.

Attainment data collection occurs four times a year; Baseline, end of Autumn, end of Spring and end of the year. Phonics assessments occur more frequently, each half term, to ensure that the children are placed in the correct phonics group for their ability. This is recorded using the Ruth Miskin Portal.

We have parent meetings to discuss each child's progress termly in the form of a stay-and-play session in the Autumn term, a more formal parents meeting in the Spring term and then a written report is sent home in the Summer term.

Equal Opportunities & Inclusion

All children will be included and have every advantage without discrimination of ethnicity culture or religion home language, family background, special educational need, disability, gender or ability. In addition, staff have a responsibility to ensure that children of all abilities, including those who are able, gifted and talented, are motivated and challenged by activities which extend and develop their learning, so that they achieve their full potential in every area of the curriculum.

Monitoring and Review

The headteacher along with the key stage 1 leader continue to monitor and review practice, focusing on areas identified in the school development plan.

Written Autumn 2023