

Teaching and Learning Policy



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Rights Respecting

d’Auvergne School teaches children to be Rights Respecting and, where appropriate, the UNCRC Articles are referenced during teaching.

Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them.

Article 23 – A child with a disability has the right to live a full and decent life, and governments must do all they can to support them.

Article 28 – Every child has the right to an education.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Our Vision and Commitment to Our Community

At d’Auvergne, our curriculum and teaching will:

- Ensure every child makes consistently good progress in every class.
- Focus on developing confident communicators who have a wide vocabulary.
- Ensure our children work hard; gain increasing confidence and independence; and respond positively to challenges.
- Enable all children to do well in a broad range of subjects, equipping them with the knowledge and skills required to be successful learners and citizens.
- Cater very well for different achievement levels, routinely providing appropriate challenge and support.
- Cover in full the Jersey Curriculum, ensuring breadth, balance and depth of learning through a range of rich experiences which build cultural capital.
- Be enhanced by the strongest home-school links.
- Promote the highest of expectations and aspirations for all associated to d’Auvergne School.
- Actively promote positive mental health and wellbeing.

Curriculum Vision and Aims

Our curriculum goes far beyond the outcomes seen at the end of Year 6. We have thoughtfully constructed a curriculum framework which focuses not solely on the academic but on shaping our pupils into confident, passionate, life-long learners who are ‘FIT FOR THE FUTURE’. We want our pupils to continue their journey with a secure foundation of knowledge, skills, ideas and most importantly—a relentless curiosity about the world around

them. Thus, when designing this curriculum, we endeavoured to ensure it was broad, complimented by a wide range of experiences and provided pupils with far more than just academic achievement.

In our pursuit of providing d’Auvergne pupils with a balanced and rich education, we have crafted a curriculum based on four key constructs:

1) Knowledge

Critical thinking is a crucial life skill not only in careers but in day-to-day life. The idea that a rich base of factual knowledge helps pupils to make connections and exponentially leads to further learning is at the heart of the design of each unit through the years. The framework for each year group details explicitly the knowledge that will be learnt, how this knowledge develops cumulatively throughout the unit and how it may be shared.

2) Skills

Once pupils have a broad knowledge base, they need to explore, practice and master skills to allow them to apply this knowledge in a meaningful way. The d’Auvergne curriculum highlights these key skills and demonstrates how these are applicable in real life contexts. It is of crucial importance to us that our pupils are clear on how content relates to real life. This is integral to pupils’ developing positive learning attitudes from the earliest stages of their education.

3) Experiences

Pupil’s experiences are of paramount importance in the delivery of the d’Auvergne curriculum. It is these experiences that provide meaningful context to learning. In other words, it makes the learning ‘sticky’ and gives something for pupils to pin their developing understanding to. The curriculum details experiences that enrich and complement each unit and offer teachers suggested educational visits that will ultimately enhance pupil understanding. These experiences also serve a different purpose- it allows our pupils, who come from differing backgrounds, equal opportunity to experience people and places that they may not have access to otherwise. Through these experiences, they will also develop key life skills that we too often take for granted- how to use transport systems, how to interact with others and how to conduct themselves in public- essential development of them as both student but more importantly as active citizens in our society.

4) Holistic Approach

In designing our curriculum, we have maximised opportunity for pupils to make connections in content both across units and across year groups.

The choice of the word ‘framework’ was highly deliberate. The d’Auvergne Curriculum has not been designed as a rigid structure that teachers must adhere to stringently but rather a framework of suggested content ready to be moulded and shaped by teachers and pupils alike. The knowledge base is key in terms of delivery but how this knowledge is

explored and is extended upon is very much reflective of individual cohorts. The shifting demographic of our pupils has further highlighted the necessity of having a responsive curriculum in place which responds to pupils individual starting points, existing knowledge and interests. The curriculum is therefore a continually evolving document. Both teaching staff and the leadership team have contributed, and we have made a commitment as a staff to continue to review and refine this year-on-year so that our pupils are offered an outstanding education of the very highest quality.

Impact of the curriculum will be measured by evaluating both qualitative and quantitative data. Attainment and progress will be monitored closely, and qualitative data will be collected from pupils, teachers and parents to continually refine the curriculum. The impact will be seen from the Year 6 reading data because, if successfully implemented, this holistic approach rooted in developing cultural capital will positively impact this data.

Communication, Language and Literacy

At d’Auvergne, we believe that reading, writing and communication skills are fundamental to ensure that children are equipped for everyday life. These skills are taught in discrete lessons but also throughout all aspects of the curriculum.

The curriculum includes:

Subject	Purpose	Frequency
Phonics (supported by Read Write Inc Foundation Stage and Key Stage One)	To develop a solid understanding of the different sounds which make up words, to be used as a reading and spelling strategy	Daily
Guided Reading (supported by Cracking Comprehension, Y3-Y6)	To develop reading fluency, comprehension and inference skills and foster a love of reading	Weekly
Literacy	To develop an awareness of different genres through reading, writing and speaking and listening skills	Daily
Spelling, Punctuation and Grammar	To develop Spelling, Punctuation and Grammar skills	Weekly
Handwriting (supported by Pen Pals)	To develop a consistent, legible and joined style recognised by Pen Licence system.	Weekly

Mathematics

The teaching of Mathematics at d’Auvergne is structured to promote the following:

- The development of key skills to ensure that all pupils can recall and apply knowledge quickly and accurately.
- Opportunities to solve problems across all areas of the curriculum.
- Opportunities for children to reason and communicate their mathematical ideas.

‘Maths No Problem’ underpins our teaching and learning of mathematics. The children are taught to use the Concrete, Pictorial, Abstract (CPA) approach which builds children’s understanding and a pathway for learning to a secure and solid foundation.

Classrooms are heavily resourced to support children’s learning with appropriate apparatus and the children are taught, throughout the school to select their own equipment.

Children in all year groups are encouraged to use manipulatives and drawings to demonstrate and show their thinking and processes of solving complex mathematical problems. The learning of mathematics is balanced between children’s initial exploration and use of prior learning as well as being modelled and structured, using a scaffolded approach.

Familiar themes are followed and built upon year after year enabling the children to be confident mathematicians. Teamwork, peer discussion and the sharing of ideas are highly valued, and the children constantly improve and enhance their mathematical vocabulary as well as developing and refining written methods.

Science

Science is heavily linked to the topics within in each year group and therefore more prominent in certain focus areas. Discreet lessons are used to implement curriculum objectives not covered. The focus of our teaching and learning is the promotion of investigation skills which are supported using both the National Curriculum, and the Scientific Enquiry and Skills Progression Document.

Religious Education

RE is a discreet subject area that provokes challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of wrong and right. Children will learn to articulate clearly and coherently their personal beliefs and values whilst the respecting the rights of others to differ.

Every child at d’Auvergne will develop their knowledge and understanding of Christianity and the other major world religions.

Computing

The Computing curriculum is taught discreetly where necessary and cross-curricular links are made wherever possible.

The strands taught are:

- Digital literacy
- Computing
- ICT

An increased number of devices allows technology to be used to support the curriculum at any time and children are encouraged to decide themselves when they want to use it.

Children in Key Stage 2 will have regular access to the MakerSpace. This is a creative environment where children work collaboratively, hands-on to help with critical-thinking skills and boosting self-confidence.

Modern Foreign Languages

Pupils in Y3-Y6 learn French as their Modern Foreign Language. The emphasis on these lessons is to develop vocabulary, begin to formulate sentences orally and in writing and deepen their understanding of the world. We have a specialist French teacher to teach French in KS2. Lessons are taught for 30 minutes per week in Year 3 and for one hour per week in Years 4, 5 and 6. The school uses Salut Jersey and other resources to teach the Jersey curriculum requirements. Children in KS1 are exposed to French vocabulary through songs and rhymes.

PSHE and Our House System

Our PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Autumn 1:

Being Me in My World - Includes understanding my place in the class, school and global community as well as devising Learning Charters.

Autumn 2:

Celebrating Difference - Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

Spring 1:

Dreams and Goals - Includes goal-setting, aspirations, working together to design and organise fund-raising events.

Spring 2:

Healthy Me – Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Summer 1:

Relationships – Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Summer 2:

Changing Me – Includes Sex and Relationship Education in the context of looking at change.

Our children are in a four House System which aims to promote cross-year group support and empathy; cultural, sporting and fun events / competitions. Belonging to and supporting your 'House' is a developing aspect of our school culture.

Quality First Teaching

The most important purpose of teaching is to raise pupils' achievement. As part of our whole school monitoring systems, we consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' assessment and feedback to pupils. We evaluate activities both within and outside the classroom. We also evaluate intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development.

When evaluating the quality of teaching in the school, we consider the extent to which:

- The teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum.
- Teachers have consistently high expectations of pupils.
- Teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions.
- Reading, writing, communication and mathematics are taught well.
- Teachers and other adults create a positive climate for learning in which pupils are interested and engaged.
- Feedback, including marking, contributes to pupils' learning. (see Marking and Planning Guidance for Teachers 2018).
- Teaching strategies, together with support and intervention, match individual needs.

Planning and Record Keeping Planning Files

It is important that planning should remain organic, constantly evolving with the needs of the class. Planning is to be saved on the Google Drive.

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- Planning is completed using the 2014 Jersey Curriculum. All topics have been chosen in line with the requirements set out so that breadth and coverage is in place, employing cross-curricular techniques where possible, but discreet in the main.
 - Plans are kept in class files (on Google Drive) and should be accessible to Curriculum Leads and any member of the Senior Leadership Team at all times. The planning files are working documents and give a clear picture of what has been planned, what has been taught and an evaluation of the outcomes which teachers use to plan future work. The style and format of medium- and short-term planning is at the teacher's professional discretion.
 - Planning is monitored as part of a wider whole school monitoring programme (see School Improvement Plans).

Teaching and Learning

At d'Auvergne our aim is to provide Quality First Teaching which enables pupils to achieve their full potential. It is only when they fully understand what they are learning, why they are learning it and how they are going to achieve it, that children will be successful learners. Teachers understand what has been taught before and what will be taught in the year groups following. Skills progression and subject-specific vocabulary will support this. Intentions must be clear to children. They must all know what they are learning and why they are learning it. They also need to see the point of the Intentions in the bigger picture; that is, how they relate to the last lesson's learning, the course they are following and the big overall goal. This requires teachers to have fully explained the Intentions in context, the students have engaged with them and can explain them.

Consistency is key in ensuring Quality First Teaching and high standards for all. Lesson Intentions are well phrased with learning encapsulated - not activity / task. They are supported, where appropriate, by Success Criteria which may be differentiated according to need, allowing pupils to self-assess their learning. Pupils are required to evidence their Success Criteria to ensure their learning is successful.

Success Criteria are not used in all lessons. Sometimes, they are key to ensuring successful and accurate assessment of learning. The most powerful Success Criteria (as evidenced in Visible Learning Action Research 2019) are co-constructed with the children. Where appropriate, there should be no more than three statements; these might be differentiated according to need. Learning Questions and Success Criteria should be accessible to all pupils during independent activities, allowing them to become reflective and independent learners by self-assessing and editing learning. It is not necessary to see Success Criteria in books.

Examples of Lesson Intentions and Success Criteria:

Writing

LO: Can I change direct speech into reported speech?

SC: Change any words which are first person (I, we) into third person (he, she, they).
Change any present words into past words (was).
Use the word 'that' to help you.

Fractions

LO: Can I compare and order fractions with related denominators?

SC: Identify a common multiple that links the denominators.

Multiply the denominators so they are the same (whatever you do to the denominator, you must do to the numerator.)

Compare with the other fractions. Is it bigger? Is it smaller?

Self- and Peer-Assessment

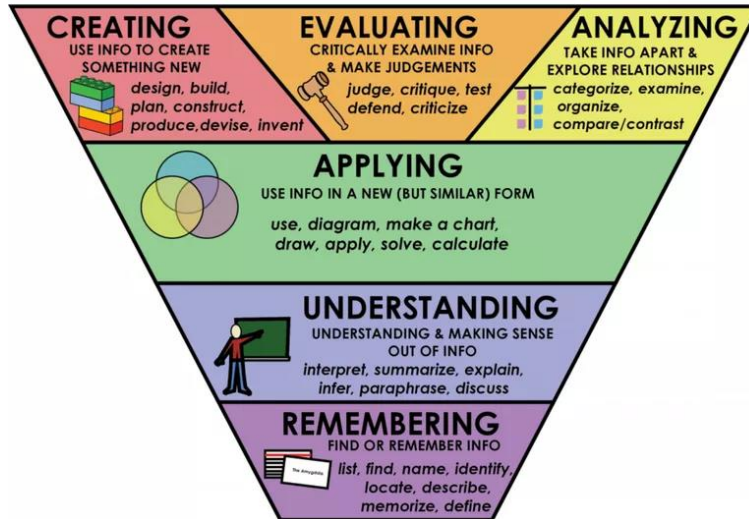
Pupils have opportunities to self- and peer-assess their learning against the Success Criteria within the lesson. This might be verbal feedback so that children fully understand their learning and can begin to articulate the learning process. Children should be familiar with the term 'learning' as opposed to 'work' and are able to refer to the term 'progress' when considering their next steps.

Questioning

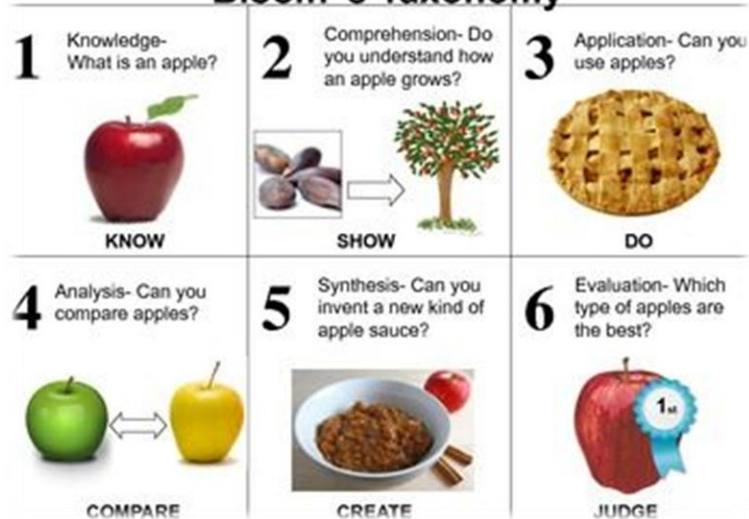
Questions should be skillfully formed, using Bloom's Taxonomy to ensure that higher level thinking skills are planned within lessons. A variety of open and closed questions should be asked to allow pupils to extend their knowledge and challenge their thinking. Pupils are expected to ask questions of each other and the adult. Questions should be used throughout the lesson to allow learning to be evaluated and reshaped when needed.

The hierarchy of Bloom's Taxonomy is the widely accepted framework through which all staff should guide their students through the cognitive learning process. In other words, staff use this framework to focus on higher-order thinking skills. You can think of Bloom's Taxonomy as a pyramid, with simple knowledge-based recall questions at the base. Building up through this foundation, adults can ask children increasingly challenging questions to test their comprehension of a given material.

BLOOM'S TAXONOMY



Bloom's Taxonomy



High Expectations – the d’Auvergne Standard

Staff have high but achievable expectations of learning, progress and behaviour for all pupils. High expectations of learning and behaviour are evident in the classroom and through standards in books. Expectations are evident through the learning that pupils produce. For example, pupils who are levelled as a secure Y2 writer- should always produce writing of at least that level in every circumstance.

All lessons are pitched to support and challenge every learner including EAL, SEN and those working at greater depth, in line with Jersey’s commitment to Inclusion. In English and maths, where appropriate, children self-select their level of challenge using ‘One dot / two dot / three dot’, with ‘one dot’ and ‘two dot’ being age appropriate and ‘three dot’ providing greater depth.

Planning and Delivery

All lessons are effectively planned with a clear outcome at the end each lesson building up to this point. All lessons have a clear learning question and, sometimes, success criteria / steps to success which are shared with the pupils at different points within the lesson. Learning Intentions are referred to throughout the session, especially during independent learning when feedback is given.

Delivery of lessons are made up of a variety of different strategies: guided (focus) groups, shared learning, modelling (all learning should be modelled), paired learning, group learning, independent learning and whole class teaching. It is important to note that not all strategies will be used in one lesson, careful planning of lessons will determine which are the best strategies to use to fulfil the learning focus. A defined focus for the adult during independent learning activities is planned for: moving between groups or working with a focus group or individuals to support and extend learning.

Every class uses Talk Partners. The children are taught how to be effective talk partners and agreed Success Criteria is displayed in every class from Reception. Partners change regularly.

High Quality Inclusion

Lessons should be well-planned and differentiated, where appropriate, according to personal need. Children are only placed in 'attainment' groups during guided reading (e.g. RWINC) and these remain fluid. Learning is differentiated to provide support and challenge. Children are encouraged to choose their own level of independent work through the 'one dot, two dot, three dot' approach.

Provision may need to be made for individuals, according to individual need. Examples of strategies used at d'Auvergne include the use of sound buttons to record instructions/ questions/ learning tasks for pupils who are not fluent readers. Writing scaffolds (graphic organisers) word and picture banks are used to stimulate ideas for EAL / SEN learners (note that ALL learners can benefit from visual stimulus.)

Scaffolded sheets help learners to structure their thoughts and ideas. A range of IT supports some learners in recording their ideas, particularly writers with attention difficulties or fine motor difficulties. It is our role to overcome barriers.

Being Independent Learners

Pupils should be encouraged to become independent learners, making informed choices for themselves. The classroom should be set up to allow pupils to develop independence e.g. the ability to choose resources themselves to aid their learning (dictionaries, laptops, mathematical equipment, thesaurus etc).

Feedback

Adults have a good understanding of where each child is in their learning and uses Assessment for Learning (AfL) to give quality feedback to promote future planning and learning. AfL opportunities may include observations, focus groups, questioning, marking, verbal feedback, mini plenaries, self- and peer-assessment. Where written feedback is given and next steps set, children should have opportunity to respond. These opportunities for reflection are planned into the day. Live feedback and whole class feedback are used (within the lesson) when misconceptions occur. Marking with the child is accepted as good practice. This dialogue is powerful evidence of progress over time.

Time should be given in lessons for pupils to respond to feedback.

The Learning Environments and Climate for Learning

At d'Auvergne, we believe that the ethos of the school is reflected through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school buildings.

As a school, we believe that displays play an important part in encouraging pride in and motivation for learning and for celebrating the achievement of our children.

Our aims are:

- To provide a visually stimulating learning environment for all.
- To promote continuity and coherence across the school.
- To celebrate children's achievements and give purpose and value to children's learning – every child's learning matters.
- To give children positive affirmation and feedback that the learning is valued and celebrated.
- To develop children's aesthetic awareness.
- To enable the children, staff and visitors to gain an instant insight into the diversity of the learning going on in the school.
- To provoke children and adults to think and ask questions to stimulate learning
- To boost children's self-confidence and esteem.
- To show the attainment and progress achieved by the learners.
- To provide information which supports learning (high frequency words, number charts etc).
- To establish expectations for teachers and support staff.

All classes within a year group must be organised in a consistent manner. Across year groups, there should be considered progression in respect to the support materials that are accessible and visible to children e.g. different number lines in Year 3 than Year 4, or greater sophistication in handwriting charts on show between Year 1 and Year 2.

Visible Learning walls should support children in becoming independent, providing a resource to aid learning. These should be visible to children when they are working and kept up to date. Where available, teaching whiteboards should be used on a daily basis to support and review learning. Teaching whiteboards are based on the 'working wall' approach where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. Learning walls (whiteboards or flip-charts) should be available for both Maths and Literacy, reflecting current learning with scaffolds used as a guide and support for independent learning.

Teachers create a positive learning environment where children are interested and engaged through positive pupil / adult relationships. An environment where pupils are not afraid to make mistakes is created by establishing clear systems of support. Visible Learning walls should be used to capture learning in the moment and act as a resource to develop independence. The classroom should be set up to allow children to access resources independently. Each class models a growth mindset approach to learning, with prompts displayed to remind children that intelligence is not fixed, perseverance pays off and the zone of proximal development is where deep level learning occurs.

Display as Celebration

- Celebration of learning is displayed in the school hall, corridors and other shared areas and the focus of these is mostly arts and humanities.
- At least 2 'Beautiful Things' books should be created by each Year Group, each year, for display in the school entrance.
- The current class topic should also be evident in displays, (including artefacts and books) in each classroom. This is balanced against the need for space.
- Finished / published pieces of learning and the end result of the teaching and learning process should be displayed; this includes paintings and photographs. Published pieces on display outside the classroom should be double-backed.
- Captions to explain the learning process, pose questions or provide contextual information may be part of the celebration display.
- Both handwriting and computer fonts (Poppins) should be used on displays.
- An area in each classroom should be dedicated to the celebration of published learning, as well as those in the corridors.

Other considerations for the classroom:

- Diversity and a commitment to inclusion should be evident in all classrooms through photographs, books, posters and bilingual signage.
 - The Learning Intention should be displayed as a prompt for acknowledging pupils who demonstrate this.
 - Class charters and the UNCRC Rights of the Child Articles are also displayed and referred to.
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- The classroom should be neat and well organised with labelled (Poppins) drawers and cupboards so that all children know how to access resources to support their independent learning.
 - Books should be front facing where possible.
 - All areas should remain neat and tidy, including the teacher's desk area, which should look professional.

Beautiful Things Guidelines

Each Year group will be given a Beautiful Things Book. It will be a large, spiral bound artists book, containing premium quality paper.



Graduate Sketchbook A3 Each ex. vat £4.40inc. vat £5.28 Product Code: 02022021 Paper Size: A3 GSM Weight: 120gsm Pack Size: 1 30 pages

The Beautiful Things Books will be kept in the main entrance of the school.

They will hold samples of only the very highest standard of work from the Year group for a particular term.

The books will provide the quality examples of work that other children in the school can aspire to. They will also deliver an insight for visitors, as to what they can expect when they come to our school.

The work could be from a range of subjects, with a focus on the topics being covered in the Year group. Alternatively, the work could be a single-theme e.g. examples of 'polished' writing (perhaps the end of term unaided writing produced in very best).

Class teachers are responsible for creating these books.

Each Year group should complete 2 books by the end of the summer term.

All work should be beautifully handwritten, mounted and with no spelling errors (where appropriate to the age).

Suggestions of ideas are:

- Writing to show the progress, e.g. a plan, first draft then final piece.
 - Writing final piece.
 - Photographs of performances, special learning days, science investigations, larger pieces of artwork, 3D work or Maker Space learning.
 - Maths problem solving.
 - Maths understanding of specific operations.
 - Maths graphs and investigations.
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Classroom environments are monitored by the Phase Leader.

Handwriting and Pen Licence

A great importance is placed on handwriting and the skills are developed throughout the school in a formal way.

Letter formation and correct pencil grip is a priority. In Reception and the RWinc resources for letter formation support the teaching of letter formation. Teachers use Pen Pals to ensure consistency of approach throughout the school. Poppins is used in classrooms for labelling and displays. Children from Y2 have the opportunity to work towards earning a Pen Licence, with clear criteria shared and displayed in the school hall, along with examples of high-quality handwriting. Beyond a Pen Licence is a Fountain Pen Licence (or other pen of the child's preference). The annual Eisteddfod Handwriting competition is an opportunity for children to showcase progress.

In order to be awarded a Pen Licence, children must meet the following criteria:

- Use the correct pencil grip
- Write on the line
- Use the correct letter formation
- Keep letters to the same size
- Leave space in between words
- Ensure that ascending and descending strokes are the right length
- Use the correct joins
- Write clearly enough for other people to read their work
- Write neatly in all books / writing.

Home Learning

All pupils are expected to undertake some Home Learning daily. Pupils log their reading and parents are required to sign it every day. To acknowledge the reading being done at home, teachers are expected to sign the reading diary weekly and have regular feedback with parents. The teacher will contact the parent if homework is not regularly being signed or supported. Our EAL pupils are to be strongly encouraged to read in their home language, as well as reading in English.

Termly home learning task grids for every year group are shared with parents with a focus on all curriculum areas, outdoor learning, and family games. The expectations are summarised in the Home Learning Policy (June 2020).

The Role of Parents and Carers

Reporting to Parents

At d'Auvergne we report to parents each term in a variety of ways – some formal and others informally.

Term	Reporting Methods
Autumn	Meet the Teacher evening outlining curriculum and expectations for the year. Termly curriculum letter. Parent / teacher consultation appointments with notes sent home. Parent Workshops. Showcasing of learning events – assemblies, productions.
Spring	Termly curriculum letter. Parent / teacher consultation appointments with notes sent home. Parent Workshops. Showcasing of learning events – sharing assemblies.
Summer	Annual written report with targets for the start of the next year. Additional Parent / teacher consultation appointments, where required. Parent Workshops. Showcasing of learning – sharing assemblies.

Guidance regarding content of the Annual Report is shared with teachers annually prior to the template being shared.

Draft reports are sent to the Head Teacher two weeks in advance distribution. All reports are printed, and duplicates kept in the pupil's file. The revised formats for Parent Consultation Meetings and the Annual Report are designed to minimise workload and maximise impact on learning.

Parental Engagement Opportunities:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Achiever Assembly		Achiever Assembly		Achiever Assembly
Reception	Maths party	Achiever Assembly Writing party Book look Singing around the tree	Achiever Assembly Reading party Planting party	Achiever Assembly Maths party Book look	Writing party	Achiever Assembly Forest school fire party
Year 1	Maths Party Animal/ Pet Owners visiting Trip to the Zoo Trip to Pet Cabin	Wedding & Nativity Achiever Assembly Writing Party STEM day	Visit to St Catherines Wood Hedgehog Visitor	Achiever Assembly		Achiever Assembly

			Parents in for Woodland Tea Party			
Year 2	Dinosaur and Neolithic Art day Maths party	Wedding & Nativity Achiever Assembly Writing party	Reading party Tudor house project	Achiever Assembly Maths party Chicks celebration	Writing party	Achiever Assembly Sports day Reading party Islands - Sark
Year 3		Carol service Achiever Assembly		Achiever Assembly		Achiever Assembly
Year 4	Maths workshop	Viking Day Writing workshop Dance & Viking Showcase Carol service Achiever Assembly		Achiever Assembly		Achiever Assembly
Year 5		Carol service Achiever Assembly		WW2 Day Achiever Assembly		Achiever Assembly
Year 6		Carol service Achiever Assembly		Achiever Assembly		Achiever Assembly Yr6 French Assembly Yr6 Leavers' Assembly

Early Years Foundation Stage (EYFS)

d'Auvergne School's 9 Point Guide to Excellent Practice in the EYFS

The EYFS is a crucial stage as it prepares children for their future learning and success. We adhere to the 2012 Early Years Foundation Stage Framework which is based on promoting children's safety and welfare, learning and development and partnership working with parents and carers.

All young children are entitled to high quality educational provision so that they are helped to become confident, effective and independent learners.

At d'Auvergne the EYFS strives to ensure:

1. All children are treated as unique learners who are valued, included and safe. No child is excluded or disadvantaged because of ethnicity, culture or religion, home language, social class, disability, gender or ability; inclusion is actively planned for and promoted.

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2. Play is valued as a keyway in which children learn. Children engage in adult-directed activities and in those which they initiate themselves. Children have time to investigate, to become engrossed and to complete activities.
 3. The partnership between home and school is positively nurtured. The personal contexts of children's families, cultures and communities are acknowledged and valued. Practitioners build positive relationships with parents and carers in order to work effectively with them and their children.
 4. The curriculum is relevant, imaginative and stimulating. The curriculum is planned to ensure children develop physically, linguistically, intellectually and emotionally. It builds on what children already know and can do and inspires a confident disposition to learning through relevant, imaginative, challenging and enjoyable experiences.
 5. Practitioners are effective, trained and knowledgeable in promoting challenging and enjoyable learning and teaching for young children. Implementation, provision and practice are coherent in their aspirations for excellence in promoting early learning and teaching.
 6. The provision is purposeful, inviting and engaging. Indoor provision and resources encourage and challenge children to learn and grow in a carefully planned environment. Outdoor provision is available for learning and teaching in all areas of the curriculum. It enables children to learn by working on a larger, more active and exuberant scale than is possible indoors.
 7. Planning ensures that all children make progress in learning based on steps towards the early learning goals. Planning is based on direct observations of children's interests and play.
 8. Assessment is an on-going and a continuous process. Assessment for learning is based on observing children and responding appropriately, based on the knowledge and understanding gained through these observations. Records are manageable, useful and purposeful in planning and are promoting continuity of learning.
 9. Staff work cohesively as a team as the best partnerships happen when everyone respects and values the other's knowledge, expertise and experiences and are able to contribute these for the benefit of the child.

Assessment of Learning

Assessment is at the heart of all learning programmes. Assessment for Learning is an integral part of everyday practice and should form the bulk of assessment practice. However, summative assessments are used to support our teacher judgements. Understanding the attainment and needs of all the pupils in a class is essential to ensure that planned learning programmes provide the most effective learning opportunities. It is

the duty and responsibility of the school as an organisation to monitor and track progress of individual pupils and groups of pupils to ensure that they are making appropriate rates of progress towards local and national standards.

Assessment without Levels: Jersey Assessment Framework

Pupils are assessed in Reading, Writing and Maths using the National Curriculum Expectations identified in the Jersey Curriculum. For each Year Group (Year 1 to Year 6) these expectations take the form of written statements (Key Intentions) which will be used to support teacher assessment and can also be used as targets to show pupils' achievement and progress. Pupils that are on track to achieve a secure judgement should be secure in 70% of the Key Objectives for Reading, Writing and Mathematics identified in each year group. d'Auvergne uses tests and independent work to support teacher assessment, and ensure children are on track for reaching expected levels. These include Reading and Maths tests which provide a standardized score and a reading / maths age.

Teacher Assessment

It is important to note that summative assessments must be used in conjunction with Teacher Assessment. They are used to inform Teacher Assessment but should not be used as standard. Teacher Assessment can be gathered using the variety of formats. For example:

- Running Records (reading)
- Pieces of Maths learning in books
- Pieces of extended writing
- Guided Reading observations and notes from Guided Reading file
- Notes from observations/ plans from questioning/ group work.

Tracking Data

Pupils' progress will be tracked through the progress towards Key Objectives, evident in books, and the outcomes from the tests in Reading, Writing and Mathematics. Pupils' progress will be regularly reported to parents at Parents' Meetings. Termly summative data is entered into SIMS.

		Emerging	Developing	Secure	Secure +
Key Objectives met		Some key objectives met	Most key objectives met	All key objectives met <i>and embedded</i>	All key objectives met <i>and embedded</i>
% of yearly objectives met		Up to 30% of yearly objectives met	Between 30% and 70% of yearly objectives met	Over 70% of yearly objectives met <i>and embedded</i>	All yearly objectives met <i>and embedded</i>
Application of	Frequency	Sometimes	Often	Frequently	Always / Naturally

objectives learnt	Accuracy	Some errors	Small errors	Generally accurate	Accurate and Controlled
Independence		With lots of help	With some help	With little help	Unaided

Reporting on attainment

Pupils' attainment will be recorded and reported under the following categories:

Working at age related expectations; Working below age related expectations; Working significantly below age related expectations.

Assessments

School makes provision for a range of pupil assessments to be undertaken on a needs-basis. These may include COPs / LASS / Bell Foundation / Wigan Vocab tests, amongst others. The nature and frequency of these assessments (either formative or summative) will vary by need. However, there is an agreed timetable for certain summative assessments.

Summative Assessment Timetable:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					RWInc	RWInc
	EXATT, WELLCOMM					
Reception	RWInc Unaided write	RWInc Unaided write	RWInc Unaided write	RWInc Unaided write	RWInc Unaided write	RWInc Unaided write
	Numbers / EXATT, WELLCOMM					
Year 1	RWInc Unaided write	RWInc Unaided write	RWInc Unaided write	RWInc Unaided write Cornerstones Maths	RWInc Unaided write	Phonics screening RWInc Unaided write Cornerstones Maths Cornerstones SPAG
	CEW, Number bonds, Spellings					
Year 2	RWInc Unaided write	RWInc Unaided write Cornerstones Maths Cornerstones SPAG	RWInc Unaided write Cornerstones Reading	RWInc Unaided write Cornerstones Maths Cornerstones SPAG	RWInc Unaided write Cornerstones Reading	RWInc Unaided write Cornerstones Maths Cornerstones SPAG
	CEW, Number bonds, Times tables, Spellings					
Year 3	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG

Accelerated Reader, CEW, Times tables, Spellings						
Year 4	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG
	Accelerated Reader, CEW, Times tables, Spellings					
Year 5	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading AR Star test	Unaided write AR Star test Cornerstones Maths Cornerstones SPAG
	Accelerated Reader, CEW, Times tables, Spellings					
Year 6	CATs Unaided write Cornerstones Reading Cornerstones Maths Cornerstones SPAG AR Star test	Unaided write AR Star test Cornerstones Reading Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading Cornerstones Maths Cornerstones SPAG AR Star test	Unaided write AR Star test Cornerstones Reading Cornerstones Maths Cornerstones SPAG	KS2 Assessments Unaided write AR Star test Cornerstones Reading Cornerstones Maths Cornerstones SPAG	Unaided write Cornerstones Reading Cornerstones Maths Cornerstones SPAG
	Accelerated Reader, CEW, Times tables, Spellings					

Identifying children in need of support

During Pupil Progress Meetings, multi-agency Planning and Review Meetings (PARM) Early Help meetings children who are not making 'expected' progress are identified.

These children may have additional cognitive or emotional barriers to learning or are those whose progress needs accelerating. To determine individual needs / next steps / barriers to learning and gaps in their skill / knowledge base, additional data is collated: Running Records / phonics tests, COPs / LASS, J-LAIT (as examples). These will take place for these children, under the guidance of the SENCO, to determine specific needs and gaps in learning. Using this information, teachers should plan to address these issues in small groups / 1-1 sessions / intervention groups, throughout the rest of the term.

Monitoring

Pupil Progress Meetings: Aims of Pupil Progress Meetings (PPM)

- To provide a forum for discussion and analysis of the attainment and progress of individuals, classes, cohorts and vulnerable groups of pupils.

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- To ensure that pupil progress is effectively monitored and tracked across the academic year and throughout the time pupils attend d’Auvergne School.
 - To support and challenge teachers to assess and analyse their programme provision to ensure it best meets the learning needs of all pupils.
 - To support teachers in the development of learning programmes which match pupils’ attainment and which challenge all learners.

Actions and Expectations

- Pupil Progress Meetings are held at the start of the Spring and Summer terms, with an update of progress towards actions provided half way through the term.
- Meetings are chaired by the Headteacher and attended by the SENCo and the class teachers individually.
- Class Teachers must: administer any assessment tasks, enter data onto SIMS and analyse this before the PPM.
- Data is analysed by the Headteacher and Phase Leaders and shared with teachers prior to the meeting so that they can analyse and consider actions prior to the meeting.
- Analysis should include statements such as:
 - Writing is the lowest-achieving subject area;
 - 80% of boys made expected progress in Maths;
 - 100% of Jersey Premium pupils are in line with ARE in Reading;
 - 75% of the cohort are in line with ARE in Maths.
- During the PPM specific issues and concerns evident in the data will be discussed and actions agreed in order to address them.
- Class Teachers should come to the PPM prepared with ideas of actions which will address identified issues.
- Minutes of the meetings will be taken and distributed within 5 working days of the meeting.

During the Meeting

- Discuss outcomes of assessment. Focus on progress of individuals – rates of progress, acceleration, plateau, regression. What are the contributing factors?
 - Explore reasons for underachievement of individuals/groups/class.
 - Discuss interventions and additional support which have occurred throughout the term. What has the impact been on achievement? What other factors have impacted achievement?
 - There will be a specific section to explore progress and attainment of groups.
 - Explore key issues based on the data and as a result of discussion.
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- Identify children who may benefit from Ordinarily Available provision or support needing inclusion on the Provision Map.
 - List what resources / support the teacher may need to address the barriers identified.
 - Review and update targets.
 - Agree actions for the coming term.

After the meeting

- Provision map updated by the SENCo and saved in Teacher Sensitive Shared.
- Minutes shared by the Headteacher.
- Teachers action the agreed actions.
- Teachers provide the Headteacher with a midterm review and a meeting is held, where appropriate.

More Vulnerable Pupils

Children who are identified as 'more vulnerable', such as those open to the Children's Service or those who have an Early Help Plan, will have regular meetings where information is shared about their educational attainment and progress. Any barriers to learning that are outside the classroom will be identified and addressed. (See Safeguarding and Wellbeing and Mental Health Policies).

Any incidents of behaviour that raise concerns about a child are recorded on MyConcern, and appropriate action or monitoring takes place to ensure that child's needs are met.

Professional Development (Subject Leaders)

At d'Auvergne, we recognise that the most effective way to develop our practice is to provide developmental feedback to staff. All monitoring is undertaken to promote professional development and to quality assure the practice across the school. We conduct a range of Professional Development and monitoring activities to create a full and accurate picture of the teaching and learning. Monitoring activities are undertaken by the Head Teacher, Phase and Subject Leaders, the Senior Adviser, and other external consultants. Monitoring activities are used to inform whole-school development planning and to set targets for teachers.

Subject Leaders report to the Senior Leadership Team on a scheduled basis, with the frequency of these presentations determined by the profile of the subject. For details and focus of the current monitoring schedule, refer to the current School Calendar.

Subject Leaders must use the templates for monitoring (book scrutiny, pupil conferences, lesson observations, parent questionnaires) that have been provided in Subject Leaders Folders. Presentations to SLT must use the similarly prepared templates.

Please note, the format of templates helps the process of evaluating an aspect of school life; the purpose of the templates is more important than the format. Evidence forms, in whatever shape, are used to record actions and impact, with a sharp focus on the effect of the teaching on the learning.

Exercise Books

Expectations of presentation:

All current workbooks will have a plastic protective cover.

All books will have a standard d’Auvergne label on the front cover, with the child’s name printed.

Subject	EYFS	KS1	KS2
Maths Journals	Learning Objective left Long date right. Printed.	Left margin drawn Yr2 up : one square. Short date: Top right, underlined. Learning Intention: Top left printed.	Left margin drawn : one square. Short date: Top right, underlined. Learning Intention: Top left (one line under date)
Literacy books	Learning Intention left Long date right. Printed.	Short date: top right, underlined. Learning Intention: Top left printed.	Long date: top right, underlined. Learning Intention: Top left (one line under date)
All other books	Learning Intention left Long date right. Printed.	Short date: top right, underlined. Learning Intention: Top left printed where relevant	Long date: top right, underlined. Learning Intention: Top left printed where relevant.

Labels:

All labels must maintain the standard across all formal school labelling using:

- Poppins font
- Visual cue for each subject
- Typed name
- Labels on A4 sheet with 8 per sheet
- Designs on separate document: ‘Whole School Book Front Labels 2019’

Each subject will have its own book. See below for specifics.

Any ‘Early work’ or ‘Rough Book’ type books required in classes could be using old stock.

Any completed books will remain with the child, in their schoolwork tray / teacher's cupboard and be retained as a record of their journey through the school for each subject.

All books should be handed up to the next teacher AND NOT SENT HOME.

Books will be ordered through the Supply Jersey. At d'Auvergne, books are primarily chosen from two companies: Kent County Supplies (KCS) <http://www.kcs.co.uk/> and Hamelin (SKU) <http://www.exercisebooksdirect.co.uk/>

EYFS	NURSERY	RECEPTION
	A4 Yellow Plain 80 page SKU: 100104730 Box 50	A4 Light Blue 20mm squared 64 page SKU: 100103405 Box 50 A4 Yellow Plain at top and 15mm lined bottom 32 page SKU: 100105062 Box 100
Subject	KS1	KS2
Homework Diary	Schoolplanner.co.uk	Schoolplanner.co.uk
Writing	A4 Red 8mm lined Margin 80 page KCS 01301235 BOX 50 SKU: 100103371 Box 50	A4 Red 8mm lined Margin 80 page KCS 01301235 BOX 50 SKU: 100103371 Box 50
Phonics and Reading Response	A4 Orange 8mm lined Margin 80 page KCS 01301424 BOX 50 SKU: 100104178 Box 50	A4 Orange 8mm lined Margin 80 page KCS 01301424 BOX 50 SKU: 100104178 Box 50
Maths Journals	A4 Light Blue cover 10mm squared 64 page KCS 01301310 BOX 50 SKU: 100106015 Box 50	A4 Light Blue cover 10mm squared 64 page KCS 01301310 BOX 50 SKU: 100106015 Box 50

Science	A4 light green 8mm lined Margin 80 page KCS 01301260 BOX 50 SKU: 100102762 Box 50	A4 light green 8mm lined Margin 80 page KCS 01301260 BOX 50 SKU: 100102762 Box 50
History	A4 dark blue 8mm lined Margin 80 page KCS 01301420 BOX 50 SKU: 100106008 Box 50	A4 dark blue 8mm lined Margin 80 page KCS 01301420 BOX 50 SKU: 100106008 Box 50
Geography	A4 light blue 8mm lined Margin 80 page KCS 01301261 BOX 50 SKU: 100103164 Box 50	A4 light blue 8mm lined Margin 80 page KCS 01301261 BOX 50 SKU: 100103164 Box 50
Religious Education	A4 purple 8mm lined Margin 80 page KCS 01301426 BOX 50 SKU: 100106010 Box 50	A4 purple 8mm lined Margin 80 page KCS 01301426 BOX 50 SKU: 100106010 Box 50
P.S.H.E	A4 pink 8mm lined Margin 80 page KCS 01301423 BOX 50 SKU: 100106009 Box 50	A4 pink 8mm lined Margin 80 page KCS 01301423 BOX 50 SKU: 100106009 Box 50
Art Book	A4 Black Drawing books Plain cartridge KCS 02014008 BOX 50	A4 Black Drawing books Plain cartridge KCS 02014008 BOX 50
Design Book	A4 Buff Plain No margin 64 page	A4 Buff Plain No margin 64 page

	KCS 01301401 BOX 50 SKU: 100100734 Box 50	KCS 01301401 BOX 50 SKU: 100100734 Box 50
Independent Writing Folder	Black plastic folders with clear plastic sleeves	
'Beautiful thing' Folder	A3 Black Spiral bound KCS 020220211 UNIT	
Plastic covers	A4 clear plastic book covers KCS 04970297 PACK 100 SKU: 400122836 PACK 100	
HB pencils	Staedtler Noris' Pencils: Yellow and black stripe with red cap KCS 03321890 BOX 150 BIC Evolution Original HB Graphite Pencils: Teal SKU: 400126939 BOX 600	
Erasable Green marking pens	Pilot FriXion Erasable Rollerball Pens Green KCS 03368224 BOX 12 ALSO CHECK AMAZON FOR REFILLS & PENS	
Sticky white labels	You Multipurpose labels 8 per sheet (approx.. 99mm x 67mm) KCS 01393001 PACK 800	