

AIMS

- All children on the SEN register will achieve their planned progress and targets.
- All other children will make at least two levels progress in reading, writing and mathematics between the end of KS1 and the end of KS2.

STRATEGIES

In order to achieve our aims our school:

- Has mapped our children’s learning journey from FS to the end of KS1 to the end of KS2.
- Has a clear vision, and sense of pride, with respect to the team work and accountability necessary to support all of our children on their learning journey.
- Implements whole school policies with respect to assessment for learning, teaching and learning and target setting and tracking.
- Maintains an environment and climate of busy application which:
 - Promotes learning
 - Speaks to our shared learning goals
 - Reminds children to always give their best and to aim high.
- Plans for consistent, orderly and pro active transition and continuity from FS to Y6.
- Carefully targets the deployment of adults to maximise pupil achievement.
- Provides the staff induction and professional development necessary to ensure that all planning and teaching, and subject leadership, is good or better and supports all children to make their planned progress and is linked to school development and performance management objectives.
- Has well established long, medium and short term curriculum plans, based on the Renewed National Strategies, which ensure:
 - Lessons are well planned and pacy.
 - Clear and precise learning objectives are shared with the children.
 - Explicit explanations about the lesson format, the purpose of the activity and why they will be doing certain things are shared with the children.
 - Children understand that individual lessons are steps on the way to developing wider knowledge, understanding and skills about a subject/concept.
 - Key Skills are taught and applied across the curriculum and methodically built up, practiced and refined.
 - Questioning is used effectively to identify pupil’s understanding and the next steps in their learning.
 - Staff time and energy is maximised.
- Ensures a range of teaching methods are employed, but whole group, interactive teaching predominates.
- Teaches children how to learn and promotes active learning involving oral participation.
- Sets specific and challenging personal targets for children.
- Uses rigorous self evaluation, including formative and summative assessment and analysis of data, to:
 - Identify areas of the curriculum in which teaching and learning are less effective.
 - Track and review the progress of all pupils on their learning journey termly using sub levels.
 - Forward plan to ensure continuous progress for all pupils.
- Uses the outcomes of self evaluation to:
 - Identify strengths and areas for development at the levels of the individual child, specific cohorts, classes and year groups.
 - Ensure progress through the early identification of action to be taken in terms of interventions, resources etc.
- Rewards success with attention, feedback and appreciation.

OUTCOMES

All of the planned strategies are carried out professionally; learners benefit from quality teaching, assessment and learning and make the progress planned for them.

MONITORING EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children

Date adopted	Oct 2001	Review Cycle	Annually	Last Reviewed	Sum 12	Version	Sept 12
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