



Curriculum Guidance Handbook



At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.

2020-2021

Contents

- 1 Curriculum Offer**
- 2 Books, Presentation & Handwriting**
 - Books
 - Presentation and handwriting
- 3 Assessment**
- 4 Planning**
 - Layout - proforma
 - Key questions, SEND, pp, target children
 - Saving
- 5 Marking**
- 6 Home Learning**
- 7 English**
- 8 Maths**
 - Overviews
 - Planning
 - Fluency
 - Times Table Rockstars
- 9 Science**
 - Overviews
 - Planning
 - Skills and Knowledge
- 10 Foundation**
 - Overviews
- 11 Passport to Success**
 - Citizenship Award
 - Learning Bees
 - Merits, Student of the Week and Head Teacher's Awards
- 12 Parents Evenings**
 - Parents' Evenings
 - Report Writing
- 13 Displays and Classroom Organisation**
- 14 Website and Newsletter**

- **Section 1 – Curriculum Offer**

- Our school curriculum at Two Mile Ash is underpinned by our common ethos and shared values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- We aim to provide opportunities that will enable all our children to become: Responsible Citizens, Successful Learners and Confident Individuals so they achieve their true potential.
- The booklet *Our Two Mile Ash Whole School Curriculum Offer* sets out our values and aims in more detail.

Section 2 – Books, Presentation & Handwriting

Books:

- The date, Essential Objective (EO) and Focus (F) should be written by the pupils in their books at the top of a piece of work on the left-hand side, by the margin.
- The date should be written on the first line, with the EO underneath this and the Focus underneath that.
- The EO and F come from the planning and should be written for every piece of work. Pupils should be encouraged to write this correctly and neatly, thus setting a standard for the rest of their work.
- A yellow English book is where all writing and grammar skills go and the work in this book will always have an English Essential Objective and Focus.
- A yellow English book is where all reading skills go and the work in this book will always have an English Essential Objective and Focus.
- A yellow Independent Writing book is for the writing task completed by a pupil at the end of a unit of work. This should allow the pupil an opportunity to demonstrate they understand how to apply skills they have been taught.
- The blue maths book has squared paper. All maths work in lessons should be completed in this book and will also have an essential objective and focus.
- The red science book is where all science lessons are recorded. The work in this book will have a science Essential Objective, a Focus (taken from the science knowledge curriculum) and a Skill (taken from the science working scientifically curriculum) e.g.
E.O: To understand light and seeing, F: To know that light travels in straight lines, Skill: Scientific diagrams (This should be a broad skill to ensure that every child can achieve at their level).

- The class books are where most of our work from the foundation subjects are recorded. Geography and history (learning journey) will continue to be recorded at the front of the book. RSE/RSHE, RE and French will be recorded at the back of the book.
- Knowledge organisers for all the subjects will be required to be stuck in at the beginning of each topic. On the back 'green' page of the class books, is where the pupil's pastoral targets will be recorded.
- All computing work must be saved onto the pupil shared drive and not in the class book. The work in this book will have a foundation Essential Objective and Focus.
- The sketch books are where we will record our DT and artwork. Art will be recorded at the front of the book. DT will be recorded at the back of the book. Please try not to print off worksheets to stick in this book. If the pupil are required to write, please trim small sections of lined paper to support with presentation. Knowledge organisers for these subjects will be required to be stuck in at the beginning of each topic.
- In all of these books, presentation and quality of work should be high. Evidence of the pupil's reading and writing attainment and progress should come from across English, class and science books.
- In English, Independent Writing and class books, the expectation is that the full 'long' date is written. E.g. Friday 26th March 2020.
- In maths, sketch books and science books, the short date is used E.g. 26.3.20. The date, EO and Focus should then be underlined using a pencil and ruler.

Presentation:

- The pupil's presentation is of high importance in all of their work and in all of their books. Presentation includes:
 - handwriting;
 - use of a ruler;
 - sticking in limited sheets neatly to ensure sheets do not end up sticking out of books;
 - neat drawings/diagrams always drawn in pencil using a ruler where necessary;
- Even if a pupil struggles with their handwriting, their book can still be neatly presented.
- If pupil's presentation should slip at any time, it is the class/set teacher's responsibility to talk with the pupil to remind them of the expectation and allow them time to improve their presentation. This should also be noted in their book that you have had this conversation.
- Pupils are not to draw or doodle on their name label, if they do this at any point throughout the year, the label must be replaced promptly. In addition to this, there should be no doodling, smiley faces, giant unnecessary ticks etc, or informal comments in their books especially when peer marking or responding to teacher comments.
- Across the school, all pupils use pencil in their maths and sketch books.
- Across the school, all pupils use the same coloured handwriting pen in all lessons except maths and sketch books.
- Colouring pencils can be used by pupils in their books when required. Felt-tips and gel pens are not to be used in pupil's books.
- Worksheets should only be used when necessary to enhance the learning. They should be trimmed when stuck in books to ensure they fit within the page. Any reference to the source,

such as Twinkl, should be removed. If worksheets need to be folded to fit the space in the book, they should be folded so the pupil's work is still visible.

Handwriting:

- At TMA we teach cursive handwriting using *Letter-join* which covers all the requirements of the National Curriculum and the end of KS2 Interim Framework. All teachers have individual logins to access a range of online and printable teaching resources. Details will be provided by the English faculty.
- Handwriting lessons should be taught weekly in class but should be a focus at any time children write. Teachers should model cursive handwriting at all times: on whiteboards and when marking children's work. Teachers should not mark in coloured pencil or felt-tip pens.
- Children who struggle with handwriting should be given extra time in class (e.g. morning or afternoon registrations) to practise.
- In these lessons, children practise their handwriting in their Handwriting Practice books. If required, special handwriting paper can be downloaded from the *Letter-join* site.
- For further information please see the English Handbook.

Section 3 – Assessment

- TMA use a curriculum framework to assess pupil's attainment and progress towards the aims of the National Curriculum. In all subjects except maths, this curriculum splits up the four years of KS2 into 2 milestones: Milestone 2 (Years 3 and 4) and Milestone 3 (Years 5 and 6). Milestone 1 is for Key Stage 1. Therefore, this gives children 2 years to meet, and even exceed, the end of milestone expectations.
- For maths, we follow the National Curriculum with end of year expectations for each year group.
- Please see the [**Assessment Policy**](#) for further details.

Section 4 – Planning

English:

- Please see the [**English Handbook**](#) for guidance.

Maths:

- Maths master planning can be found on the Portal. It follows the National Curriculum and is sequenced and planned carefully to build on smaller steps of progression. Whilst this is year group planning, each teacher does have a responsibility to personalise this planning for the profile of their classes, including contextual information. During planning meetings, an overview should be produced for that strand and saved on the portal in year group folders. Each teacher should then create their own folder containing an overview of their week in addition to their contextual information. It should include information about the group at the top of the page, including the target children within that group (in all relevant areas, i.e.

multiplication tables) and well as detailing the children who are SEND, Pupil Premium, most able and EAL.

- For Year 6, teachers should also use the annual overview and strand planning to plan for their sets. This planning should also be based on teaching for mastery including conceptual and procedural variation. Each teacher should then create their own folder containing an overview of their week in addition to their contextual information if they are not using a structured PowerPoint. It should include information about the group at the top of the page, including the target children within that group (in all relevant areas, i.e. multiplication tables) and well as detailing the children who are SEND, Pupil Premium and EAL.
- Within the planning table, the objectives (and this may be more than one per lesson), success criteria, lesson pathway and resources should be clearly outlined and any PowerPoints or smart notebooks need to be noted.
- Within the individual lesson plans, teachers should include the key questions that will be used to elicit key points from the children, the ways the different groups of children or individuals will be catered for (under support, core and enrich), the expected progression throughout the lesson, misconceptions to generate discussions, concrete, pictorial and abstract representations, varied fluency examples and any assessment points.

Foundation Subjects:

- When planning, both the *Planning for Progression Foundation Subjects TMA* and the *Coverage of Foundation EO across M2 and M3* (taken from BAD Assessment document) should be used.
- Our Learning Journey topics are just a vehicle for teaching the skills - the focus is the skill of the lesson not a nice activity. The skill comes first - the activity second. We need to make it specific that we are teaching 'history' or 'geography' skills so that the pupils become accustomed to this.
- At the top of each learning journey lesson, please write whether it is a geography or history-based lesson.
- Foundation planning should be completed on the *Foundation Planning Templates*.
- It should include contextual information about the group at the top of the page, including the target pupils within that group (in all relevant areas, i.e. in reading, writing, spelling, grammar, handwriting) and well as detailing the pupils who are SEND, Pupil Premium and EAL.
- It should also include what the pupils have learnt previously as well as key vocabulary for the topic.
- Within the planning table, the Essential Objectives and Focus (and this may be more than one per lesson), Success Criteria, cross curricular links, overview of session and resources should be clearly outlined.
- Within the overview of session, teachers should include the following headings:
 - **Challenge introduction** - a gripping starter activity to engage.
 - **Guided Challenge** - working through questions/ activity together.
 - **Independent Challenge** – an activity that the children complete on their own.
 - **Support Children** - a differentiated activity that your target support children can complete mostly independently.
 - **Haven Support Children** - this should be a further differentiated activity.
 - **GD Challenge** - the activity that your GD or aspirational GD children will complete.
 - **Challenge Extension** - an activity that further embeds the knowledge or skill or the lesson.

- **Plenary** - to review the lesson objectives and consolidate learning.
 - Key questions that will be used to elicit key points from the children
- There should be a clear progression of skills for each subject that is evident in books.
 - At least one writing, reading, maths, performing arts based and ICT (please avoid research on computers or iPads) linked lesson to each learning journey.
 - There should be a final lesson (or two) where the pupils can pull on all the skills learned throughout that term. For example, in art, you learn all the skills to build up to a final piece. This should be the same in every foundation subject.
 - Each class teacher will save differentiated personalised planning in their given folder found [here](#).

Example Foundation planning:

Year 4 Spring Term Conquerors of Britain 2019/20

What the children should already know?

Year 2

- To have used world maps/atlases to identify the UK, other countries and oceans.

Year 3

- Pupils used sources to compare ancient Egypt and modern Egypt – to learn about how the past influenced current Egypt
- Pupils learn to answer historical questions about the past from looking at a variety of sources, with discussions about chronology and events on a timeline.

How does this learning link to Year 5?

- Children will use their understanding of way of life from the Viking and Anglo-Saxon invasion to understand hierarchical structure and how this impacted Crime and Punishment that was meted out through the different time periods, from Tudor to modern day.

Class information 2019/20

Core support sets-
Haven -

SEN-
PP -
EAL-

Any other information

Key Vocabulary

- Invade/Invasion – to try and take over a place by force.
- Settler/settlement – people who migrate to a new place. When people start a community, this is a settlement.
- Refugee – a person who has been forced to leave their country in order to escape war or natural disaster.
- Vikings – Scandinavian pirates and traders who raided and settled in north Europe.
- Kingdom – a country/state or territory ruled by a king or queen.
- Battle of Hastings – William the Conqueror defeated the Saxons.
- Angles – people from Germany who invaded Britain around 410 AD.
- Artefact – an object from the past that shows evidence of what life was like.
- Anglo-Saxons – people who invaded from Germany and South Denmark and settled in Britain 410 AD.
- Frisians – People that inhabit an area known as Frisia in Dutch provinces and Germany.
- Jutes – people from the Jutland peninsula (Germany or Southern Denmark) who invaded Britain 410 AD.
- Peasants – poor person, usually a farmhand.
- Longboats – large, oared boat launched from a sailing ship.
- Pagan – a person who follows a religion that is not a major religion (not Christianity, Islam, Buddhism, Judaism, Hinduism or Sikhism)
- Britons – Celtic inhabitant of Britain before and during the Roman times.
- Century – a period of 100 years.
- Monasteries – buildings occupied by a community of monks.
- Raid – a rapid attack on an enemy.
- Monarch – king, queen or emperor.

E.O and Focus should be directly from the BAD assessment document.

Lesson	Learning Objectives/Focus	Class Challenge Title	Knowledge organiser and Vocabulary lesson	Knowledge organisers
1	Reading - vocabulary			
		Challenge Introduction		
		Guided Challenge		
		Independent challenge		
		Support		
		Support children:		
		Haven Support		
		Haven support children:		
		GD Challenge		
		Challenge Extension		
		Plenary		

Cross curricular links:

- Reading
- Writing
- Maths
- SMSC
- British Values

New titles for the parts of the lesson:

- Challenge Introduction
- Guided Challenge
- Independent challenge
- Support
- Support children:
 - Haven Support
- Haven support children:
 - GD Challenge
 - Challenge Extension
- Plenary

History or geography skill being used?

Resources saved ready to be used.

Would be good to have some continuity in books of the same activities based around the skill being taught and used.

Personalised planning with the children that require support.

3. HISTORY SKILL
E.O. To investigate and interpret the past.
F. Use evidence to ask questions and find answers to questions about the past.

SMSC - support
Challenge Introduction (in through the slides)
Ask children if anyone in the class has moved either to a different part of the country or to a different country. Explore the reasons why they moved, was it work, family, reasons? Explain that people move around for very different reasons and introduce the terms 'migrate', 'immigrate', etc. Explain that the reasons people moved in the past are similar to the reasons people move today.

Guided Challenge
Display the words 'migrate' and 'settle' on the board and ask children what they think they mean. Explain that different groups of people have been moving and settling in Britain for a very long time. Sort associated words into 'migrate' and 'settle' columns to put on a wall.

Show children the timeline. How many years ago did the Vikings invade Britain? Use a calculator to find out how many times the children could have lived from their birth to the same amount of time, e.g. if the Vikings arrived 1000 years ago, 1000 / 8 years = 125, so an 8 year old would have to live their lives 125 times to show how much time has past since the first Viking invasion.

Independent Challenge
(Use the worksheets as stimulus NOT to stick to)
On worksheet 10, children identify things on a picture of a Viking that tells them that they lived a long time ago. Write a description of how they know that Vikings lived a long time ago according to their drawing.
Support: On worksheet 11, children identify things on a picture of a Viking that tells them that they lived a long time ago. List 3 differences between the way a Viking dressed and the way we dress today.

Support children: Chloé, Doreen, Jessal, Marley, Kaitlyn, Liam, Connor, Amberley
Activity: Support: Children to have a selection of pictures to sort into today's clothing and Viking clothing.
Have support children: Amelia, Elyse, Ethan

Invaders and settlers Vikings slide 1
Invaders and settlers work 1
Worksheet 10
Worksheet 11
Picture for LAMZON support group

Knowledge organisers

- A knowledge organiser is a single sheet of paper that lists the important facts – not practical skills – that pupils should know by the end of a unit of work. These should be stuck in the class and sketch books at the beginning of topic. The knowledge organisers for the different foundation subjects can be found [here](#).
- Use it as:
 - A planning tool, to clearly outline the core knowledge that should be taught
 - To set a clear expectation of what every pupil should learn and remember in the long term.
 - To give a clear indication of what information to emphasise in lessons.

Examples of Knowledge Organisers

Section 5 – Marking and Feedback

- Please see the [Marking and Feedback Policy](#) for guidance.

Section 6 – Home Learning

- Please see the [Home Learning Policy](#) for guidance.

Section 7 – English

- Please see the [English Handbook](#) for guidance.

Section 8 – Mathematics

Overviews and planning

- The structure of the maths curriculum is based on the National Curriculum programmes of study for maths. This is a mastery curriculum focusing on fewer topics at greater depth for each term. It is essential that previous learning is recapped through starters and intervention throughout the year. For each year group an annual overview has been produced, using the White Rose Hub structure, detailing how the content for each year group is structured and delivered across the academic year. The curriculum is broken into strands and the annual overview states when in the year each strand is taught. This ensures that all objectives from the national curriculum are covered and that our curriculum meets the aims outlined in the national curriculum. From this, thorough medium term plans have been created for each strand which give more detailed guidance on delivery of that strand, including links to activities, exemplification and progression of skills. All planning documents are saved on the portal.
- Each teacher is responsible for engaging with these resources and using them to support their planning.

Fluency

- Fluency is one of the key aims of the national curriculum and teachers need to ensure that fluency is planned into their lessons daily. This should not be based on rote learning and memorisation of facts. Fluency demands more of students than memorising a single procedure – they need to understand *why* they are doing what they are doing and *know when it is appropriate* to use different methods. This is achieved by using manipulatives, talking about maths so that the children begin to make connections and reason mathematically and by offering children practise in context we help them to make links between the types of situations that a particular strategy might suit. They should use this time to consolidate on the learning that they have been doing, learning and practising KIRFs in a meaningful way and practising time tables facts.
- Fluency in lower school is focused on building arithmetic knowledge and times table facts fluency leading up to the statutory Times Table Check in the summer term of Year 4. Fluency in upper school is focused more on reasoning and problem solving with the aim to enable students to approach more complex SAT style questions with confidence.

Times Table Rockstars

- This is an online programme where the children regularly practise their time table knowledge under timed conditions. The teacher sets up a band for each maths group and the children have their own login details and create their own avatar. The more the children practise, the quicker their speed improves and this results in their status improving, more coins collected which they can then spend on personalising their avatar. The teacher can manage the statistics of the group and use the information to assess how well the children are acquiring their time tables and provide support if needed.

Section 9 – Science

Topic overviews:

- Some Science topics relate directly to the Learning Journey topics, although most are stand-alone. In all cases, it is important for science to be taught as science lessons and the relevant work recorded in their science books. Two hours of science lessons per week should be timetabled for each class in order to complete the coverage for the year.

Objectives:

- Our school objectives are based on the National Curriculum. These are called Essential Objectives and are found in the BAD science documents. Objectives used in all science lessons should be one of these essential objectives, the 'focus' of a lesson should come from this document too and be selected from the 'key indicator' sections. Science also has a third objective called 'skill'. This also comes from the BAD science document under the 'working scientifically' section in the relevant Milestone. This skill should be fairly broad to enable all children to achieve e.g.

E.O: To understand light and seeing

Focus: To know that light travels in straight lines

Skill: Scientific diagrams

The skill in this example allows children to draw light diagrams at a variety of ability levels. Class teachers can direct specific groups of children to the standard they expect of them during input or using class/group success criteria.

Planning:

- All science topics have a scheme of work written for TMA school that ensures complete coverage of the National Curriculum. Each year group is expected to adapt this planning to suit the needs of their year group whilst still ensuring complete coverage of the knowledge and working scientifically sections of the National Curriculum. Topic planning should be saved on the system on the T drive in the Science folders for each year group.
- Worksheets for each topic have also been provided as a prompt for teachers. However, these should be used sparingly and only when absolutely necessary.

Recording:

- All science lessons should be recorded in the red science books. This can take a variety of formats including written work, tables and diagrams, photo evidence, group work, shared writing etc.
- The work recorded should be related to the focus and skill.
- All children should be given a 'concept statement' (taken from the planning) for the children to complete as a starter activity. This statement relates to previously taught knowledge of the subject and can be used to assess how deeply the children have grasped an area of understanding.
- When conducting experiments, the whole experiment should be completed including the method, any results and conclusions. However, what is recorded in books should be based on what skill is being focussed on. For example, if the skill is writing conclusions, then the teacher may choose to provide or share write a method as a class on the whiteboard, the children may choose to record their results as a class or as an individual/group on personal whiteboards. All children would then record their conclusion ONLY in their books. Teachers may wish to add copies of the shared work into their books. In this case the teacher should indicate that it is shared class work and does not need to be individually marked or commented on.

- From September 2020, each class will have a 'Class Science Book' that shared work and class write up of experiments can be recorded. See guidance PowerPoint.

Evidence:

- All science books, from the previous year, will be passed up to the next year, providing written evidence of a child's capability for the new year.
- The Interim Assessment Framework used in Year 6 requires evidence from topics that are only covered once in Key Stage 2. It is therefore essential that all year groups ensure accurate coverage of the curriculum topics for their year.

Practical Lessons and the outside environment:

- Teachers should ensure that the majority of science lessons have a practical aspect to them.
- Teachers should try to find ways to utilise the outdoor environment. For example: messy lessons can be taken outside or exploration of the school's environment including the forest area.

Links to the natural world:

- The National Curriculum 2014 requires a deeper understanding of science. Linking lessons to real world events or problems should be used to deepen a child's understanding of the subject. Teachers should keep up to date with science breakthroughs and incorporate them into their teaching where possible.

Section 10 – Foundation Subjects

Topic overviews:

- Throughout the year, each year group has a topic theme through which most of the foundation subjects are taught. Most topic themes, such as *The World at War*, *Milton Keynes* and *Rainforests*, last a term although some topics are shorter. Some subjects such as French, music or PE may not be taught within the context of the topic.
- Curriculum overviews should be updated by the Head of Year in the first week of each term, at the latest, and emailed to reception to be added to the website. There are two overviews: The Learning Journey overview and the Topic Overview. Master copies of these are in the [Curriculum folder on IFTL Portal](#) however, there should be checked for accuracy in the light of any curriculum changes.

Planning and Objectives:

- At TMA, our foundation curriculum is planned using objectives which are based on the National Curriculum. These are called Essential Objectives and are found in the [Assessment Criteria FOUNDATION Subjects Milestones 2 and 3](#). Objectives used in all foundation subject lessons should be one of these essential objectives and the 'focus' of a lesson should also come from this document and be selected from the 'key indicator' sections.
- Each objective covers a milestone so a pupil has two years to achieve the expected standard. Therefore, to ensure skills progression across the milestone progression, it is important to use the document [Coverage of Foundation EO across M2 and M3](#) which plots the key indicators to be covered by each year group in each topic across the year.

Section 11 – Passport to Success

- Each pupil has a Passport to Success which they are given when they start at TMA and goes through the school with them.
- It is a record of each pupil's progression in acquiring all the learning skills and personal skills outlined in the TMA Curriculum Offer. It is divided into the three sections of Responsible Citizen, Confident Individual and Successful Learners and has sections where the pupils can record evidence of their progression in these skills.
- There will be a weekly year group Values assembly when the Head of School or the Deputy will discuss the curriculum offers with the pupils and how they can work towards their diplomas.
- Each class will have a timetabled lesson for completing the Passport to Success sections, completing activities or discussions relating to the Responsible Citizen value for that week. These activities will be directed by the Head of School or Deputy.

Attendance:

- Every half term, the class teacher will be provided with the attendance for each pupil in their class. This should be recorded in the Passport by the pupils.

Responsible Citizen Award:

- Pupils move through the different awards as they move through the school. Year 3 pupils start on the red diploma and work towards achieving the yellow diploma by the end of the Year 3. Achieving these diplomas will have a positive impact upon the pupils themselves.
- The green diploma and the bronze degree are for Year 4 and the pupils will be considering the impact they can have on others in their year group.
- The silver and gold degrees are for Year 5 with the impact of acquiring these skills being seen at whole school level.
- All Year 6 pupils are aspiring to be Platinum Masters and having a positive impact in the wider community by the time they leave TMA.
- As they move through the awards, the pupils are acquiring seven personal attributes such as being polite, respectful, showing leadership qualities or being charitable. The Values assemblies will guide the pupils in identifying how they can show they have acquired these personal skills and what to record in their passports.

Successful Learners:

- There are eight skills the pupils need in order to be successful learners. These skills are standard across the whole school. Every classroom should have a set of laminated bees printed with the learning skills.
- Merits are awarded for progress or effort. When a merit is awarded, the teacher writes a brief reference to how and when the merit was achieved in the passport ie: *Diary Entry 7/9/20*. A merit sticker goes on the pupil's jumper, not in their passport.

- When a pupil has achieved enough merits, they will be awarded with a bronze, silver, gold or platinum certificate which is presented in the weekly Celebration Assembly.

Student of the Week:

- Every week, each class has a Student of the Week (Claret of the Week in Year 6) chosen by the class teacher. In the celebration assembly, the pupil is presented with two certificates (a small A5 and an A4 one) completed by the class teacher. The small A5 certificate needs to be stuck in the Passport to Success.
- Immediately after the assembly has taken place, the names of the Students of the Week should be emailed to Heidi Greenhalgh or inclusion on the school website.

Head Teacher's Award:

- Every half term, one boy and one girl from each class is awarded a Head Teacher's Award which is awarded in a special assembly. The award is given to pupils who have shown themselves to be excellent role models in acquiring personal or learning skills.
- Two pupils are given the Sports Achiever Award every half term. In addition, two pupils are given the Performing Arts award at the end of each term.
- The certificates are printed by the reception team and the names of the pupils receiving the award should be updated on the Head Teacher Award document, in advance to the assembly.
- A photograph should be taken of the pupil holding their certificate which is then stuck in the Passport to Success.

Confident Individuals:

- The end of year pastoral report should be printed out, neatly trimmed and stuck into the Passport to Success as a permanent reminder of all the personal qualities recognised by the class teacher.

Section 12 – Reporting to Parents

Parents Consultations:

- There are 3 organised opportunities for parents to meet with their child's teachers:
 - Autumn term – booked meetings with the class teacher with a pastoral focus.
 - Spring term – booked meetings between the class teacher and parents with a focus on attainment and progress in maths and English.
 - Summer term - informal drop-in celebratory event.
- Appointments for the autumn and spring term parents' evenings run over 3 days each from 3.40pm – 7.30pm.
- Appointments are booked online by parents and last 10 minutes each.
- Teachers are responsible for blocking out times when they will not be available to meet parents, but are expected to offer appointments up to 7.30pm on at least one evening.
- Teachers should be well organised when meeting parents and have up to date information on the pupil's progress and attainment. Parents will also need to know their child's strengths and areas for development.
- Pupil's books are always put out for Parents' Evenings and marking should be up to date.

- If a pupil is not taught English or maths by their class teacher, the maths and English teachers will be available to meet the parents.
- It is important that teachers are thoroughly prepared for Parents' Evenings so a meaningful discussion can take place which will have a positive impact upon the pupil's progress and attainment.

End of Year Reports:

- Each pupil has an end of year report sent home at the end of the summer term. Parents who have registered with ParentPay receive the report via email.
- End of KS2 SATs results are also sent in the same email. The small minority of parents who are not on ParentPay, receive a hard copy.
- The class teacher is responsible for the reports on the pupils in their class, writing detailed pastoral, English, maths and science reports with shorter year group generated statements for foundation subjects. In cases where certain subjects are taught by a different teacher (such as PE, French or maths and English sets), those teachers will write the reports and email to the class teacher.
- Detailed information on the format of the reports, along with the deadlines for completion and checking, is saved on IFTL Portal in the **Reports 2021** folder and is updated at Easter every year.

Section 13 – Displays and Classroom Organisation

- The classroom environment should be safe, organised and support the pupils in being successful learners. Detailed information on expectations can be found in **Classroom Display and Organisation Guidance**.

Section 14 – Website and Newsletter

- The school website has several areas which relate to the curriculum and it is important that they are kept up to date. All website changes should be emailed to the Reception team.
- Student of the Week and Head Teacher's Award names must be emailed to Heidi Greenhalgh as soon as they have been awarded to the children.
- The newsletter goes out twice a half term to parents via ParentPay. Year groups are responsible for emailing Benny Hawes with curriculum information and photos for inclusion in the newsletter.

Links to Other Policies

This policy should be read in conjunction with:

- Quality Feedback and Marking Policy
- Teaching and Learning Policy
- Assessment Policy
- Classroom Display and Organisation Guidance.
- Home Learning Policy



Version:

V1 – Tuesday 17th September 2019

V2 Tuesday 25th August 2020

Approval:

This policy was ratified by Two Mile Ash Governing Body.

Next Review on or before:

Tuesday 1st September 2020

This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)