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I hope that this file will answer most of your questions about the routines and policies of our school. The policies are working documents and are created to guide and inform the whole school community. Suggestions to improve procedures are welcomed and all policies are updated, reviewed and ratified annually.

The information is current at the time of going to press. Any changes during the year will be brought to your notice at staff meetings or by newsletters from the staff, the Chair of the Trustees or myself.

I wish you all a happy and successful year at Dormer.

Head Teacher

MISSION STATEMENT

Dormer House PNEU will provide the best possible education for children of all abilities, in a positive, caring family environment and will ensure that each individual child attains his or her highest potential.

A REMINDER OF OUR PROMISE TO PUPILS AND PARENTS

- To give all pupils the opportunity to shine through academic excellence, sporting challenges, creative expression, technology and music.
- To provide a stimulating and creative curriculum. We are not confined by the National Curriculum. Our aim is to cover it and more!
- To deliver challenging and well-planned lessons.
- To use specialist teachers who have high expectations and a passion for what they are teaching.
- To cater for the needs of all pupils in small classes, where every child has a voice.

THE MANAGEMENT STRUCTURE

Dormer House School is a non-profit-making charitable trust in which money received is used solely for the benefit of the school. It is governed by a Board of Trustees, who assist and guide the HeadTeacher.

Chairman:	Fiona Emsley	Finance Committee
Parent Trustees:	Simon Paton	Finance Committee
	Adrian Wheaton	Marketing Committee
	John Burton	Marketing Committee
Independent Trustees:	Richard Lloyd	Legal adviser
	Cornelia Starks	Education Committee
		Health and Safety
		Child Protection
	Jan Langdon	Parental liaison
	Carol Rutter	Education Committee
	Julian Beale	Finance Committee
	Jane Sparling	Education Committee

Meetings are chaired by Dr. Fiona Emsley, parent trustee and member of the Finance Committee. The remaining Trustees are a mix of parent and non-parents, each with their own special area of expertise, from education to finance to law, which they apply to school matters.

The Trustees meet once every half term. Meetings are minuted and are kept by the Secretary of the Trustees. Pupils, parents and staff who want ideas, suggestions or concerns to be raised at a Trustees' meeting should as a courtesy speak first to the Headteacher. Any written communications should be addressed to the Chairman of the Trustees and the Headteacher.

The Head is appointed by the Trustees to run and administer the school. There is a Senior Management Team, which meets weekly to assist the Headteacher in this task.

Trustee		Status & Date of Appointment	Committees & Positions
Dr Fiona Watson	Following a brief career as a research scientist, I spent 15 years as a science publisher with one of the leading global science publishers before setting up my own publishing consultancy in 2006. I have particular expertise in budgeting and financial planning, people management and development and corporate communications. I have been a Trustee for three years, latterly serving as Chair of the Finance Committee and was elected Chair of Trustees in 2007. I have two children at School and am committed to supporting the School, the Headmistress and the management team in the attainment of excellence at all levels.	Parent 2005	Chair of Trustees; Education and Finance Committees
Mr Simon Paton	I have two daughters at Dormer in years 1 and 5 and when daughter number one joined Dormer I became the only man on the P&F with 9 women! After a number of years P&Fing including involvement in the Building for the Future Campaign I joined the trustees. I bring business, marketing and finance experience, and am currently running the UK arm of an American software company.	Parent 2005	Chair of the Finance Committee and Company Secretary
Miss Cornelia Starks	I teach Latin at Dormer House and Latin and Greek from home. I will gladly talk to any parent in the School in term-time during school hours.	Teacher 2005	Education Committee
Mrs Jan Langdon	My youngest son, Jack, attended Dormer and was very happy at the School. I was a full time mother for many years and have always been involved in our children's education. I am now involved in largely voluntary work in the mental health community. As a Trustee with a special interest in parent liaison I feel that I can make a contribution to the School. Please contact the School Office for an appointment. I live in Lower Oddington and am married with three children and four grandchildren.	Independent 2006	Parent Liaison Staff Welfare
Mr Richard Lloyd	I am a solicitor and have been in private practice since 1975. For the majority of this time I have worked locally based in Shipston on Stour and Moreton in Marsh. I am married with two adult children.	Independent 2001	Leal Advisor
Mr Adrian Wheaton	I am Market Development / Strategy Director for Nelson Thornes Ltd based in Cheltenham. Nelson Thornes is one of the leading educational publishers in the UK. My background is in teaching and educational publishing. Over the past 15 years I have led and contributed to the development of many popular schemes / resources used in Primary and Secondary schools (including Dormer!). I hope to contribute my background knowledge and experience of working with teachers in schools and other settings to the Board of Trustees.	Parent 2005	Marketing Committee
Prof Carol Rutter	I am Professor of English Literature, Shakespeare and Early Modern Performance Studies at the University of Warwick where I am also Director of The CAPITAL Centre (a government-funded Centre of Excellence in Teaching and Learning). My most recent book is <i>Shakespeare and Child's Play: Performing Lost Boys on Stage and Screen</i> . I consider myself a 'Dormer Mother': both my daughters are Dormer old girls who think of their school experience there as the most formative time of their lives. I am committed to the making sure that other Dormer children (and their parents) have the same experience.	Independent 2009	
Mr John Burton	I live in Chipping Norton and we have two children at Dormer House School. I have a background in hardware and software research and development. I have set up and sold two telecom businesses. The second company was sold to a US public company and I am currently Managing Director of their UK subsidiaries. I would hope to contribute marketing, finance and general business experience to the Board of Trustees.	Parent 2005	Marketing Committee
Mrs Jane Sparling	I have been the Headteacher at Fairford C of E Primary School for the last 10 years. My particular interests are in the field of emotional health and well being, staff and school development, especially in buildings fit for purpose. The school has full Eco-School status, International Award and is a Flagship school for the Food for Life Partnership as well as a Healthy School Plus piloting new Government initiatives. I live in Cheltenham and have two adult sons.	Independent 2009	Education School Improvement Partner
Mr Julian Beale	I have been living in Donnington for nine years and have recently retired from a career in Land Rover export sales to countries in the developing world. My wife, Amanda, is a former pupil of a PNEU School - but some years ago! We have five adult children and four grandchildren. I am very happy to be supporting Dormer House to the best of my ability.	Independent 2009	Finance Committee

MANAGEMENT STRUCTURE		
Head Teacher	To create and maintain a positive ethos and provide a strong sense of educational vision and leadership to the school community.	Alison Thomas
Deputy Head	To assist the Headteacher in managing the school on a day-to-day basis.	Andy Trafford
Director of Studies	To ensure effective delivery of the school curriculum and assessment procedures	Alex Sloan
Early Years and Day Care Manager	To oversee the day-to-day organisation of the Early Years and Foundation Stage. Child Protection/Health & Safety	Jane McPherson
Lower School Co-Ordinator	To oversee enjoyment and achievement in Lower School (F2-Y3). Staff welfare, PSHE.	Julia Howells
Administration	To oversee administrative procedures, human resources and marketing.	Karen England
Catering Manager	To ensure the smooth and efficient running of the school catering unit.	Susan Evans

SUBJECT COORDINATORS

SUBJECT	TEAM
English	MMcK
Maths	AT
Science	AT
ICT	AS
Geography	ES & TB
History	ADT
Art	EK
RE	RS
PSCHE	JH
PE	KH
Modern languages	AS
Nature Study	JH
Music	AG
Drama	MP

Having considered staff qualifications, subject interests and experience, all main school staff have been asked to develop a specific subject area.

Essentially the aim of each coordinator is to promote his or her own subject, but as a team we hope to enhance the quality of learning across the curriculum.

All subject coordinators should dedicate an hour a week to the following curriculum duties:

All subject coordinators should dedicate an hour a week to the following curriculum duties:

- To establish the current approach to the teaching of the subject and to identify areas for improvement.
- To update schemes of work **blending** PNEU traditions with current DfCSF recommendations.
- To produce and regularly review the subject file, which should state the agreed procedures, practices and aspirations of the subject.
- To share new initiatives with colleagues and to support staff with planning, training, resources and ideas for trips etc.
- To evaluate planning; crosschecking for compliance with the syllabus and DfCSF strategies.
- To monitor pupils' work, evaluate teaching and monitor assessment.
- To order teaching resources and rationalise storage areas.
- To complete a subject review and action plan annually for the Trustees and the Headteacher.

PLANNING

Teachers are expected to plan their lessons thoroughly, paying careful attention to PNEU methodologies, the EYFS, the National Curriculum and Common Entrance requirements. Planning should include a long-term (yearly) plan, a medium-term (termly) plan and an optional daily plan. Reference to the National Curriculum should be made if appropriate and opportunities identified for differentiation, assessment and cross-curricular links particularly with ICT.

At the beginning of each term the Subject Coordinators will collect in teachers' medium term plans to check for compliance with the Scheme of Work. They will complete a planning evaluation sheet (see example below) and will feed back to the subject teacher and Director of Studies.

PLANNING EVALUATION FORM

DATE:							
SUBJECT:	F2	1	2	3	4	5	6
Planning reflects the scheme of work							
Chosen text books are specified							
References to NC objectives are given							
Outcomes are stated in brief							
References to resource materials are given							
The activities chosen will inspire pupils							
Progression is steady and logical							
There are differentiated tasks for less able learners							
There are differentiated tasks for more able learners							
Pupils will be challenged by the pace							
Pupils will be challenged by the level of work							
Cross-curricular links are indicated							
Feedback given by:	To:						
Implications for subject action plan:							
Coordinator:	Deputy / Head:						

Subject Coordinators will carry out a subject audit once a term. They will complete an evaluation sheet and will feed back to the subject teacher and the Director of Studies.

HISTORY AUDIT YEAR : **TEACHER :**

	TERM 1	TERM 2	TERM 3
All pupils are making progress in History			
Pupils are inspired by history lessons			
Pupils are well motivated by the teacher			
Provision is made for the less able			
Higher achievers are challenged by the pace and level of work			
Pupils' books are regularly marked			
The teacher's comments are helpful and encouraging			
Progress is monitored and recorded			
Report comments are helpful and thorough			
EVIDENCE OF SPECIFIC OBJECTIVES			
Chronology			
Pupils can place events, people and changes in the period within a chronological framework 1a			
Pupils can use terms related to the period 1b			
Range and depth of historical knowledge and understanding			
Pupils can identify characteristic features of the period 2a			
Pupils have insight into the ideas, attitudes and experiences of people in the past 2b			
Pupils can describe reasons for and results of historical events within and across periods 2c			
Interpretations of history			
Pupils are able to evaluate historical evidence, to interpret contradictory evidence and to use it to make deductions 3			
Historical enquiry			
Pupils have the opportunity to investigate the period from a range of sources 4ab			
Organisation and communication			
Pupils have the opportunity to communicate their knowledge and understanding of history in a variety of different ways 5abc			

TEACHING ENVIRONMENT

Teachers are expected to keep their classrooms neat and clutter free in the interest of safety. Wall displays should be changed at least **once every half term** and should display a **balance of pupils' work and information**. The following chart is used by the Headteacher and Yr6 mini-inspectors to keep us all on our toes!

Monitoring the Quality of the Teaching Environment	F	Y	Y	Y	Y	Y	Y
	2	1	2	3	4	5	6
The classroom is tidy and well organised							
The classroom is warm and inviting							
The displays are colourful and inspiring							
They reflect current teaching							
Cross-curricular links are apparent							
There is a balance of didactic information and pupils' work							
The children's work is well-mounted							
The displays inspire pupils to read around the topic							
Resource materials encourage pupil interaction							
The library area is easily accessible							
Shelves are neat and clearly labelled							
Books on display are changed at regular intervals							
Pupils have access to numeracy equipment and games							
There is a computer area with software for independent							
The classroom has a smart board							
Multimedia equipment is available to provide visual and audio stimulation							
Games or magazines are available for wet play							

The main notice board in the porch should be used to advertise clubs, trips, academic achievements and sporting events. Communication is the name of the game and our notice board is our best and cheapest means of publicity. **All notices should be laminated and pinned in each corner.**

TEACHING & LEARNING POLICY

INTRODUCTION

The major purpose of teaching is to facilitate learning. Teaching and learning, although inter-related, are separate from one another, e.g. although a teacher may say that something has been taught it does not mean that it has been learnt by an individual pupil. Assessment is the means of informing a teacher as to what has been learnt and to inform future, more effective teaching. For learning to become a distinct focus from teaching, it has to be supported, a learning environment created, common aspects and approaches adopted, and the curriculum planned accordingly.

COMMON ASPECTS TO TEACHING & LEARNING

Pupils

1. To provide a safe, caring, comfortable, welcoming atmosphere and a challenging, attractive and well-maintained environment in which we can stimulate, maintain and develop lively enquiring minds. Pupils should be happy, friendly, kind and confident individuals.
2. To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others.
3. To value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
4. To develop in pupils a positive attitude towards themselves and others with a strong sense of self respect.
5. To empower pupils with the knowledge and skills necessary to participate in life.
6. To enable pupils to develop:
 - a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others and the environment, initiative and independence;
 - a sense of respect for other peoples' property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc;
 - a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so that pupils can become responsible members of society;
7. To use praise and encouragement to positively develop learning and good behaviour and to involve the whole school community in the celebration of their achievements.

Staff

To enable teachers to:

- i. to work in an environment which encourages and enables personal and professional development to take place;
- ii. to have their training, development and career needs individually identified and supported and linked to specific targets;
- iii. to be more effective professionals with appropriate knowledge and skills through professional Inset training.

Curriculum

To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society.

Community

1. To develop a school community which affords equal value to all its members; is seen to be just and encourages mutual respect, concern for others and truthfulness.
2. To foster close relationships between the School and the local community.
3. To forge links with sister PNEU schools.

TEACHING

Classroom Organisation/Provision

Children learn best when:

- the organisation of teaching groups matches the needs of both individual pupils and the curriculum.
- the room is arranged appropriately for the lesson.
- there is easy access to relevant, well labelled resources which are tidily and safely arranged.
- there are stimulating displays which value all the children's work.
- there are clear expectations and consistent routines for working in different areas of the school.
- classroom assistants and additional teaching support is appropriately targeted at children's needs.

Curriculum

Children learn best when:

- the curriculum is broad, balanced and inclusive. Inclusion is the process of breaking down barriers to learning and assessment as encountered by individuals and groups of pupils.

- the curriculum is lively, stimulating and interesting and positively delivers PSHE through the pastoral system.
- there is continuity and progression across the School Curriculum.
- there is co-ordinated oversight of the skills learners need at each stage in their school career and curriculum planning to re-visit and extend skills each year.
- staff implement whole school policies on cross curricular issues such as developing ICT capability, literacy and spelling and numeracy.
- the provision is challenging and appropriately matched to each pupil's needs.
- there is a variety of teaching and learning styles employed within a course of study and within an individual lesson.
- individual pupil records have a strong reference to learning successes.
- the School employs a range of ways and events to 'celebrate pupils' success'.

Teaching Skills

For their part, any teacher engaged in teaching pupils should ensure that the following professional responsibilities are undertaken:

Before lessons start

- a) For each class: Prepare, well in advance, a thorough set of lesson plans (with aims and objectives) that fit into the School's scheme of work - plans should be appropriate in content and detail, and have considered safety matters.
- b) Select and design resources with due consideration of reading age.
- c) Ensure that you are in possession of all necessary subject knowledge and that resources are ready and demonstrations are set up and ready to show.
- d) Set-up and thoroughly try out beforehand, any proposed activities and draw the pupils' attention to any aspect of what is being demonstrated that may require particular consideration.
- e) Be aware of what good practice and quality in the classroom look like.
- f) Consider the physical environment of the teaching area, e.g. seating in both the planning and implementation of lessons.
- g) Be constantly aware of the need to ensure the safety of the pupils and apparatus.
- h) Arrive at the teaching area, not only before the pupils, but also in ample time to prepare the teaching area and the materials, equipment and resources required.

During the lessons

- a) Begin and end lessons on time and with authority.
- b) Produce well-structured lessons, which make good use of time and ensure that pace is maintained and minimum time is spent on class administration or control.
- c) Set high expectations for the pupils as individuals and as a group and make these expectations explicit, e.g. standards of accuracy and presentation.
- d) Strive to attract and sustain pupils' attention and interest and employ a variety of teaching and learning styles within a course of study and within a lesson, e.g. provide tasks and activities which:
 - are differentiated, stimulating, challenging and purposeful;
 - integrate the different aspects or topic areas of a subject;
 - have a balance between those which are short and succinct and those which are more open-ended and which take longer to complete;
 - develop knowledge and understanding and problem solving skills;
 - use pupils' own prior knowledge, experiences, interests or questions as starting points or as further lines of development;
 - have a balance between independent and group work
 - involve a variety of experiences, e.g. doing, observing, talking, listening, discussing with teachers and other pupils, reflecting, drafting, reading and writing;
 - give pupils a chance to select from a range of equipment and skills
- f) Be sensitive to the needs and understanding of individuals/groups and modify lessons accordingly.
- g) Target available support to help those pupils whose needs are greatest.
- h) Be involved in a pro-active manner, i.e. not just when pupils are having difficulties.
- i) Regularly rehearse existing knowledge and skills with the pupils to keep them fresh and familiar, including practising the instant recall of core facts.
- j) Place an emphasis on mental calculation and reasoning.
- k) Pay careful attention to the structured incremental development of vocabulary and the use of correct terminology and notation.
- l) Give clear instructions.
- m) Control a group in such a way that learning can occur and that you promote in pupils positive attitudes to learning such as motivation, interest, concentration.
- n) Seek to establish a working relationship with pupils based on mutual respect by, among other things, praising, guiding, encouraging, motivating or reprimanding consistently, fairly and appropriately.

- n) Be prepared to effectively call a class to order. Always express confidence and project your personality in the leadership role. Using pupils' names effectively is crucial to successful teaching.
- o) Do not be reticent in seeking advice or assistance from other colleagues who may have more experience of a situation.
- p) Make good use of classroom assistants/parents/outside agencies.
- q) Use a considerable amount of direct teaching and interactive oral work in whole class and group contexts - particularly when teaching basic concepts. Effective direct teaching involves three major elements: demonstration, explanation and questioning.
- r) Encourage the pupils to become involved in discussion and encourage them to discuss ideas amongst themselves.
- s) Employ effective and efficient questioning/answering techniques and discussion skills to enhance communication/learning, assessment and to actively involve as many pupils as possible.
- t) Use audio-visual media to its best advantage, e.g. whiteboard, overhead projector, video, tape recorder, interactive whiteboard.
- u) Continue to check what skills and ideas pupils have, or have not grasped. You should monitor their progress by regularly studying their work. Do not assume because you have 'taught it' that it has been 'learnt'.
- v) Regularly and systematically assess pupils so as to set pupil targets and to inform planning.
- w) Have a structured orderly conclusion to the lesson. Tell the pupils what they will be doing next lesson.
- x) Set homework that has a clear purpose to the pupils and **don't test what you haven't taught**. This will confuse the child and alarm the parent.

After the lessons

- a) Complete the assessment, marking and recording for which you are responsible, punctually, efficiently, and in accordance with the appropriate internal and/or external requirements. N.B. Exercise books, file work and practical work should be marked in accordance with the School policy. These marks should be recorded and kept. When marking continue to check what skills and ideas pupils have, or have not grasped.
- b) Be in a position to provide quality feedback to the pupils on their individual strengths and how to improve. Encourage children to discuss and evaluate their own work and the work of others during lessons. Show that you value each child's achievements and try and build positive self - esteem in all pupils.
- c) Organise the display of pupils' work - involve the pupils themselves.
- d) Ask for advice, learn from your mistakes and those of others.

ASSESSMENT & LEARNING POLICY

Assessment is an integral part of the teaching and learning process, a valuable formative tool. The main purpose of assessment must be to facilitate progress in a pupil's learning. Careful thought is given to the purpose of assessment and we adopt a wide range of methods to reflect the whole Curriculum and learning opportunities.

1. The range of opportunities for carrying out continuous assessment is increased by:
 - good classroom organisation which encourages children to work independently while the teacher is concentrating on a small group;
 - classroom experiences which arise from a wide range of stimuli and lead to tasks which offer opportunities for observation.
 - effective use of the co-operation of parents and other adults in the classroom.
2. The outcomes of assessment modify our teaching methods, provide feedback on the National Curriculum and indicate pupil progress. Shortly after entering the School, a pupil may be given a base-line assessment so as the teacher can formulate an individual action plan for that pupil.
3. The potential for assessment in developing a positive self- image in the pupil from positive is recognised and constructive feedback and the feeling of success, which encourages further study.
4. In addition to normal assessment, opportunities are taken to record significant points in a child's development, such as:
 - a moment of 'breakthrough' in understanding;
 - surprises and unusual reactions;
 - interesting examples of strategies for mental calculation;
 - difficulties encountered and possible reasons for them.
5. Teachers in the School use a common policy for marking work which is fully understood by all staff - see Marking Policy.
6. Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
7. Assessment gradually builds up into a profile for each pupil over their school career.
8. Summative tests have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. they are criterion referenced.
9. Assessment has a common procedure which:
 - directs teacher judgements that are as valid and reliable as possible, consistent both within the School, and with N.C. standards.

- promotes a common interpretation of the N.C. grade descriptors. Sample portfolios of work are kept for each of the N.C. subjects (see Subject files)
 - gives teachers confidence in their professional judgement and skill.
 - is fair to pupils.
10. Assessment records:
- are based on an agreed set of principles and purposes.
 - assess pupil progress against N.C. criteria.
 - must be easy to interpret, useful, manageable and not administratively burdensome.
11. Assessment records provide confidence between teachers across phases and enhance progression for pupils.
12. Recognition is given by the Head Teacher and Governors for the time and resource implications of good assessment and due allowance made for this in the construction of the teachers' working day.

Formal Assessment

English - Cumulative reading records are kept in addition to two samples of dated written work from the November and May assessments. These records of written work are annotated with references to the N.C. attainment targets. Similarly evidence of the levels of competence in spelling and handwriting is kept. The pupil's file will also contain notes on significant progress with the basic skills of listening and speaking.

Maths - Records are kept of the levels of competence shown by a pupil in using and applying numbers and of significant progress made in algebra, shape & space and data handling.

Informal Assessment

Homework and classwork are marked using a common framework and comments are made as appropriate. Marks and especially grades are not usually given. Work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. and in some cases target areas for improvement. Spelling mistakes are corrected as outlined in the school marking policy. Marks are recorded by the teacher in his or her mark book. Staff are usually available at break-time or lunchtime, as is convenient, to discuss an individual pupil's progress or problems.

Recording and Reporting Assessment

Self Assessment

Teachers should provide opportunities for pupils to reflect on performance and areas where greater help or application are needed. To this end the school has

married the end of key stage National Curriculum Assessment Statements and the PNEU 'I am, I can, I ought, I will' motto to monitor achievement across the curriculum. Pupils have an easy to use self-assessment sheet which allows them to record what they have achieved and to set goals for their next steps which they can easily understand. This is complemented by a teacher's assessment sheet which staff use to record pupils' progress as they acquire new skills or consolidate old ones. Opportunities are given for teacher and pupil to 'compare notes' and discuss ways forward.

House Points

House Points are fully used for classwork and homework, with up to 5 points being allocated for exceptional work.

Records

Teachers keep records of marked work, test percentages and levels achieved are noted within a grid framework. Weekly 'spelling test' results are always recorded in the teacher's mark book as are:

- moments of 'breakthrough' in understanding;
- surprises and unusual reactions;
- interesting examples of strategies for mental calculation;
- difficulties encountered and possible reasons for them.

Reports

A report on English, Maths and general progress is given to parents/guardians in December. The full report at the end of the year gives a detailed list of work covered, test percentages or grades for various skills and abilities, a comment highlighting achievements and advice for improvement/continued progress. For Years 2 to 6 we include test results and National Curriculum Attainment Levels.

Information available to parents at parents' evenings will include N.C. records (statements of levels achieved), test percentages and comments on class work and homework. Advice for improvement/continued progress will be given as appropriate.

MARKING POLICY

Marking is an integral element of teaching throughout the school. It is a response to pupil's work and an important part of the assessment structure. Work is marked in all subjects, giving either written or oral responses.

Aims and Objectives

The aims of the school marking policy are:

For teachers to ascertain a child's attainment level.

To inform pupils of their attainment level.

To demonstrate to children how they can improve their work.

To suggest to children how further progress can be made.

To encourage pupils in good quality work / presentation / improvement / individual effort.

To act as part of the overall assessment programme.

Styles of Marking

Three styles of marking exist within school, each being an important part of the overall structure. These being:

- To inform a child how well it has done e.g. 7/10, B+
- To give advice on how to improve elements of the work
- To diagnose patterns of errors, using evidence to plan teaching in the future e.g. misuse of capital letters

Skills and Knowledge

Where possible, children should know the learning objective of the lesson and as a consequence the success criteria against which it is marked. When these aspects are built into lessons, children can then be expected to take greater responsibility for their learning. Once a task is completed, it is marked and feedback should reflect whether the success criteria have been met or not. Feedback may be written or oral. Oral feedback can usually be expected in practical subjects: Art, Music and P.E.

Whole School Approach

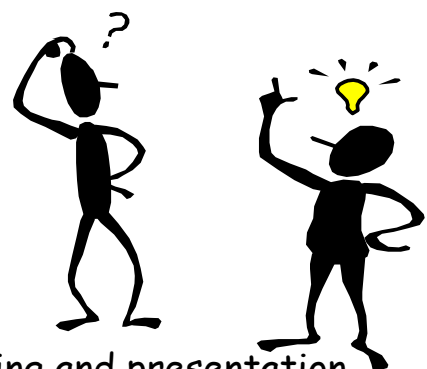
To be meaningful feedback and other responses must be prompt and fair. To ensure continuity throughout the school the following guidelines and marking codes have been agreed:

- Feedback, if written will be clear and in pen.
- Marking should be made in a contrasting colour, to be instantly

recognisable by the child.

- Merits, stamps, stickers, stars and comments of praise for a level appropriate to the pupils should be given for effort, improvement and quality of work.
- Outstanding work, improvement or effort needs greater recognition. Children should take the appropriate piece either to the Subject Co-ordinator, the Deputy Head or the Headmistress, who will reward them accordingly.
- Time will be given for children to read and respond to written comments.
- A marking code will be displayed in all classrooms, children will be made aware of it and a copy of the code is stuck in homework diaries to ensure familiarity.
- Consideration is given by class teachers as to the subject and the age of the class regarding the appropriateness of the code.
- The following marking code has been adopted for use in all subjects.

MARKING CODE 

△	Key learning point	
HW	Homework	
BW	Board work	
H	Take care with your Handwriting and presentation	
P	Punctuation error	
Sp	Spelling error	
L.S.C.W.S.C.	Repeat the correct spelling to the end of the line	
//	Start a new paragraph	
✓✓	Achievement of a learning objective	

WR A written response is required

DW A drawing is required

+ 3 3 house points awarded

Subject Specific Procedures

Spelling

It has been agreed that subject specific spelling errors should be identified and practised by children. Pupils should be familiar with subject vocabulary and know how to spell them.

English

Although the work of F2 and Y1 will be marked with a tick or house points, comments will be verbal until the child is reading. From Y2 on teachers should use the marking code.

Creative writing should be marked sympathetically, adhering to the learning objectives of the lesson. For written pieces feedback should be given either orally or in written form with appropriate rewards or learning advice.

Maths

F2: Verbal comments are made. The teacher makes corrections where relevant.
Years 1 & 2: When work is incorrect, a line is put in for the child to reattempt the question or verbal comments are given. Written comments are given when support is needed.

Years 3 - Year 6: All work is marked with a tick or cross. However, if a pupil has failed to understand and is in danger of getting a page of crosses, a written comment is made and the child seen for further explanation. Work is annotated, where appropriate, with comments that are constructive and encouraging. Teachers reward good work in a form appropriate for the age of the child. Work that is graded is given a mark out of 10. Corrections are done when it is deemed helpful to the child's understanding.

The exception as in all subjects is where practice exam papers give a different mark scheme.

Special Educational Needs

This policy applies to all children. Clear feedback, verbally and in writing, is especially important to pupils requiring Learning Support. The comments will make a difference if they are precise and relevant to a particular child's needs and they can be closely linked to Individual Education Plans.

HANDWRITING & PRESENTATION POLICY

Handwriting is a complex movement skill requiring a great deal of practice in order to acquire fast, fluent, legible and attractive handwriting. Excellent handwriting raises self-esteem and enables children to communicate clearly. High expectations of neat handwriting help the school to show it is setting high standards in general, and of presentation, in particular.

HANDWRITING

Aims

1. To develop correct habits of letter formation using a range of methods including grip and sitting position
2. To adopt a whole school approach leading to consistency and continuity across the school in the acquisition of handwriting skills by using the Spectrum Handwriting programme
3. To promote the teaching and learning of handwriting in conjunction with a spelling programme
4. To acquire handwriting that is swift, legible and adaptable for different purposes
5. To encourage children eventually to develop their own individual style
6. To value and celebrate handwriting as a means of sharing their work across the curriculum in PNEU tradition

Objectives

These objectives relate directly to the aims for Handwriting at Dormer House School and are intended as guidance to show how the aims will be implemented.

1. In the Early Years, especially Foundation 2, staff should provide a variety of experiences to aid pupils to learn how to hold a pencil/pen, to write from left to right and top to bottom of a page, to start and finish letters

correctly, to form letters of regular size and shape, to form lower and upper case letters and to sit in a comfortable position to write.

(See Units 1, 2 and 3 of the Spectrum Handwriting Programme for guidance)

2. In Years 1, 2 and 3 pupils will learn to form letters correctly in a script that will be easy to join as their writing develops in speed and fluency.

(See Units 4, 5 and 6 of the Spectrum Handwriting Programme for guidance)

3. Staff across the school will use handwriting as an opportunity to reinforce links with spelling and the recognition of phonic patterns and letter strings. Pupils will use a handwriting workbook to practise spelling using LSCWSC. In year 3 if a pupil is deemed ready she/he may use a blue handwriting pen. By year 4 most children should have progressed on to blue handwriting pens for all written work.

(See Units 1, 2, 3, 4, 5 and 6 of the Spectrum Handwriting Programme for guidance)

4. Staff will provide regular opportunities to practise of both cursive and printed styles in order for pupils to become proficient writers in all areas of the curriculum.

(See Units 5, 6, 7, 8 and 9 of the Spectrum Handwriting Programme for guidance)

5. Staff will encourage pupils to consolidate and then if desired develop their own style that is fast, joined and legible. Pupils will begin to use different forms of handwriting for different purposes.

(See Units 5, 6, 7, 8 and 9 of the Spectrum Handwriting Programme for guidance)

6. Staff will set clear standards for all written work where the importance of clear and neat presentation in order to communicate effectively will be valued and celebrated.

7. Staff will conduct all lessons in a secure, supportive and disciplined manner. SEN pupils will be appropriately supported and the SEN team will encourage SEN pupils to follow the adopted Handwriting Programme.

Difficulties in handwriting may be specific to bad habit formation or may indicate an alternative difficulty. It is recognised that some pupils will have

so much difficulty with handwriting that they will need to use some other method of recording. For others this may only be a temporary need whilst they master the skill of handwriting but with the pressure of recording removed, i.e. typed work, dictaphone or scribe. It is further recognised that an alternative recording method would only be used if considered beneficial to that pupil.

KEY FACTORS FOR GOOD HANDWRITING

It is recognised that these factors are essential elements of writing across the school:

Pre-writing skills

Gross motor skill development is vital to reinforce concepts taught. Sensory media is used imaginatively and direction and correct letter formation are more important than neatness initially.

Knowledge of letters

Pupils need to have knowledge of phonemes and letter names.

Perception

We recognise the need to explain how to use the page, print concepts, left to right, top to bottom etc.

Hand dominance

This is usually well established by age 5 but preference may appear earlier and hand dominance must be taken into consideration in teaching tasks.

Sitting position

The pupil must be sitting comfortably with feet flat on the floor and the body upright, leaning forward slightly. The non-writing hand should rest on the paper, supporting the upper body, facing slightly to the dominant side. The eyes should be approx 30 to 40 cms from the paper. Whenever pupils copy from the board they should be facing it.

Furniture

Pupils need a chair that enables them to sit with their feet flat on the floor and their knees at right angles. Tables should allow space between the knees and underside of the table.

Lighting

Good lighting is essential. Pupils should not write on paper in their own shadow.

Writing surface

Ideally surfaces should be slightly angled. A book or paper should provide cushioning under the paper.

Paper

Writing on lined paper aids organisation and letter formation. Beginner writers can start with one heavy widely spaced base line. Paper with four parallel lines can help pupils judge the spatial relationships between ascenders and descenders and is the next step. The space between the lines can be reduced as the pupil develops their skills. Monitoring is essential as use of lined paper will be the school norm, but underlays may be used for those with continued difficulty in using lined paper.

Position of paper

Paper position should be adjusted to suit the writing hand. The paper should be placed slightly to the writing hand side of the body. The writer should move the paper up rather than lower the arm.

Writing tools

Children will initially be encouraged to experiment with a range of implements producing thick and thin lines. The size of the nib, lead or tip is important and should be appropriate to the size of the writing. Generally all classes will use a range of writing implements but Foundation 2 will use thick and thin pencils mostly, Years 1 and 2 will use pencils and Years 3, 4, 5 and 6 will mostly all use roller ball and fountain pens. Biro's will not be used.

Grip

If children are to develop a fluent and fast handwriting style, they must learn to hold a pencil with a grip that is relaxed but allows for efficient control of the pencil. Care should be taken that children do not grip too tightly as they will be unable to develop a free flowing movement and will tire quickly. Children should be encouraged to hold the pencil between the thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should also be able to move slightly so that very fine movements required for writing are possible. Pencil grip is recognised as of paramount importance and is highlighted as a key school focus as it is very difficult to change after a year or two. Commercial pencil grips may be used to correct grip in class 1 but should only be used in class 2 or 3 if a grip is unconventional and writing fluency is being impaired.

Emotional conditions

If a pupil has emotional difficulties this can affect the tension of the grip. Tremors in writing may reflect a lack of confidence in letter sound/names and how letters are formed.

Gross motor skills

To produce smooth controlled lines a pupil needs arm stability.

Left-handed Pupils

Left handedness is not a problem and most left handers (approx 10%) learn to write perfectly well. However we give additional consideration to the following in the context of left-handed learners (LHL):

Letter formation

Most LHL naturally draw a circle in a clockwise direction, which has implications for letter formation. Extra time and attention is given to ensure they are able to form letters as right handed people do.

Paper

LHL need to have the paper to the left side of the mid-line of the body and tilted at an angle of 30 degrees clockwise so the pupil can see what is being written.

Writing tool

It is important to have a free-flowing implement as the implement is being pushed rather than pulled across the paper. Pupils are encouraged to use a wide variety of implements including left handed nibs.

Grip

Pupils are encouraged to hold the pen further from the point than right handers (approx 1.5cm from end of writing implement) so that the writing is not obscured. The wrist should be straight and any hook grip should be corrected with paper angle and formation guidance.

Seating

LHL sit on the left of right handed children to avoid arms clashing. Some children will benefit from a higher seating position to see their work more clearly.

Modelling

Modelling must be done with the left hand specifically for the LHL.

LETTER FORMATION AND LANGUAGE FOR TEACHING

Staff will follow an agreed handwriting format using the Spectrum Handwriting Programme as guidance. Pupils will be taught a cursive style from Foundation 2 using the terms *ascenders*, *descenders* and *flick*.

The letters of the alphabet are taught through three main stages - Precursive Uprights, Cursive Uprights and Cursive Slanted. Specific letter forms have been selected to meet the following criteria once precursive letter forms have been mastered:

- They should help pupils' handwriting to be clear, fluent and legible.
- Each individual letter chosen begins from the main writing line.
- Each lower case letter is taught with both a lead-in and lead-out stroke. This is to help avoid confusion about whether to begin a letter at the top or the bottom. It has also proved beneficial for children with poor hand control and for dyslexic pupils.
- The joined lower case letters should where possible resemble closely their printed counterparts.
- Letters such as s should have the same form wherever they occur in a word, thus reducing the amount that children need to relearn.
- It is possible to join all lower case letters with the exception of x which requires the pencil or pen to be lifted from the paper.
- The pencil or pen should need to be lifted from the page as little as possible when linking lower case letters thus reinforcing patterning of joined movements within letter strings as an aid to memorising phonic and spelling patterns.
- Pupils are only encouraged to develop a more individual style once they are able to correctly form every letter and join it correctly to any other letter.

PRESENTATION

Aims

1. To produce a consistent approach towards the presentation of work throughout Dormer House School.
2. To ensure that all pupils are aware of the standards expected of them and know that this will apply whichever teacher is taking the class.
3. To set high expectations which engender a sense of pride in how their work should look.

Objectives

These objectives relate directly to the aims for presentation of all work at Dormer House School. In order to fulfil these aims staff should ensure:

- Both sides of the paper should be written on and each page filled before turning to the next page when story writing or undertaking maths exercises: a new page may be started for a new piece of work.
- Each piece of work must be dated on the left. As a model for this the teacher must write the date on the board. The short version of the date, with "dots", i.e. 24.03.07 is to be used in Maths books, Science, Sketch and Nature Study books and on all worksheets, but the long version in all other subjects. Children should know how to spell the days of the week and months of the year. The date should be underlined using a ruler and pencil.
- Each piece of work should have a title modelled on the board by the teacher. This should be placed in the centre of the next but one line under the date and underlined using a ruler.

e.g.

Thursday 24th June2008

My Own Story

- Children will write on every line thereafter. The only exception to this may be during a creative/extended writing activity where teachers may need the space to correct any errors clearly or where the child may need the space to re-draft and/or include new ideas.
- The end of one piece of work, including teacher's comments must be clearly shown by a ruled line drawn across the page or a new page, if it is a new topic. This must be drawn with a ruler using the lines already printed on the page as a guide and must be done before the book is used again.

- A new page should generally only be used if there are less than 4 lines left on a previous page.
- In Key Stage 2, lined (not squared) exercise books that do not already have a printed margin must have a pencil margin drawn down the left hand side of every page, which is a consistent width, i.e. the width of the ruler. (This is not necessary in Key stage 1 where $\frac{1}{2}$ lined, $\frac{1}{2}$ plain pages are used). If the work consists of diagrams or pictures, it must be done on a sheet of A4 paper which should be trimmed and stuck in neatly.
- Any mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line or above the mistake, wherever is most appropriate.
- Tippex is not allowed.
- Rubbers should be used sparingly as they can make more mess by smudging the page.
- The use of pen or pencil is determined by the guidelines set out in the handwriting policy. Ink should be encouraged from year 4 onwards, although pencil may be of more use in some lessons such as note taking or drafting. Ink should be used to produce "best" copies from year 3 onwards if possible.
- Only blue ink may be used in exercise books. Specific handwriting pens only should be used.
- Work for displays around the school should be written as a "best copy" in pen for KS2 and in pencil for KS1.
- A child should not write or draw ANYTHING on the covers of any exercise books.
- A child should not "doodle" or in any other way mark any of the pages in their exercise books.
- Felt tip pens and gel pens should not be used in any exercise books. Colouring pencils only should be used to colour in.
- Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch. If a plain page is needed this must be trimmed before being neatly stuck in.
- 1 piece of written work every term will be turned into a "best" copy, copied out with no errors and used for display. This could be a piece of "creative writing" or target work.

English

- See notes above which refer to pieces of extended writing.
- Question numbers should be recorded in the margins.

Mathematics

- Numeracy work is to be recorded in pencil.
- A title may be a text book heading and page reference number.

e.g.

24.06.08

Multiplication

P48

1)

2)

- To maximise on workbooks, each page should be folded in half.
- ALL lines should be drawn with a ruler; this includes answer lines for vertical sums, tables, graphs and all straight sided shapes.
- For those children using squared pages, each digit should be written in a separate box if possible to assist with understanding place value.
- All question numbers should be noted in the margin or shown by a bracket, e.g. 2) as dots can be confused with decimal points.
- Any corrections should be written out again as a new sum, rather than being altered on the original sum.

Science

- Rulers must be used for any diagrams that need straight sides represented.
- All diagrams and lines to label parts must be drawn in pencil but written labels can be written in ink if appropriate.
- Any colouring should be done using colouring pencils.
- All lined pages must have a neat, pencil drawn margin on the left hand side, if not already printed
- See notes above which refer to use of plain pages for diagrams.

History / Geography /R.E.

- All diagrams and maps should be drawn in pencil and colouring pencils
- See notes above that refer to use of plain pages for diagrams.
- All lined pages must have a neat, pencil drawn margin on the left hand side, if not already printed.

Art/Nature Study

- All work in sketchbooks should be dated in figures and titled if required

- using a pencil.
- All notes to accompany observational drawings should be written in pencil using guide lines to ensure that writing is straight and lines are evenly spaced.

Examples of Presentation steps - to be displayed in all classrooms

CHECKLIST for every new piece of work -

1. Rule off your last piece of work.
2. Date and underline, with a ruler.
3. Title and underline, with a ruler.

Things to think about -

- Fill in the whole page
- Use a ruler and pencil when drawing straight lines
- Draw a margin neatly in pencil the width of your ruler on lined pages without a printed margin
- Always use colouring pencil to colour in
- Rule off after the last piece of work

SEN POLICY

There are many forms of special educational need, but all make it harder for a child to learn without appropriate help.

A child has special educational needs if he/she has significantly greater difficulty in learning than the majority of children in the same age group and/or has difficulty making use of the educational facilities provided for children of the same age.

The school has regard to the DfCSF Code of Practice on the identification and assessment of special educational needs and tries to provide a welcoming atmosphere and appropriate opportunities for all children.

Objectives

- To maintain a watching brief so that early recognition of pupils with SEN becomes more likely and leads to effective early remediation.
- To help a pupil with SEN to feel a valued and integral part of the school community.
- To encourage main stream integration and ensure that a pupil with SEN joins in all activities where practical and compatible with needs, giving due consideration at all times to the particular nature of those needs.
- To liaise frequently with parents in order to ensure effective diagnosis and remediation.
- To alert all staff having contact with a Special Needs child to the particular nature of that need and the ongoing remediation.
- To enable staff to attend Special Needs in-service training whenever possible.

Nursery and Daycare

Our system of observation, record keeping, weekly SEN Team meetings and Nursery manager / Head meetings, which operate in conjunction with consultation with parents, enable us to monitor children's needs and progress on an individual basis.

Children with special needs, like all other children, are admitted to these departments after discussion with parents, Nursery Manager, Head of School and key worker. Our key worker system ensures that each adult is especially responsible for and close to a small group of children, so that each child receives plenty of adult time and attention. We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social

workers etc. in order to meet children's specific needs. Wherever possible, staff attend in-service training courses which target this area of their work.

Main School

Between starting Main School at 4+ and reaching Yr2 two years later, there is a vast range of achievement levels in the 3Rs, ALL of which fall into the category of what might be termed normal. The staff constantly monitor the achievements of the children and draw comparison against the mean.

Children mature at different rates, however, growing and plateauing by turn in all areas of development. This applies physically and emotionally as well as intellectually and makes the task of judging whether a child has specific learning disabilities very complicated.

So many factors need to be taken into consideration: home situation, differing maturation rates for boys and girls, the nature of the child, general health, eyesight, hearing, gross and fine motor control and so on. To reach a solid judgement too early can condemn a child to a label, which may exist long after it is no longer applicable.

There are, however, certain indications, which if they persist, MAY indicate that an informal assessment of the child is appropriate:

- Inconsistent reversals when writing
- Lack of understanding of the concept of number (is 7 bigger than 3?)
- Poor organisational skills
- Poor joining up in writing where joins are slow and inappropriate
- Inability to order numbers or letters, for instance when finding a page number or using a dictionary
- Inability to remember a string of 4 or more numbers forwards and in reverse
- Clumsiness
- Poor sense of time and inaccurate/hesitant remembrance of alphabet, months, days of the week, in order
- Disruptive behaviour
- Academic performance at odds with intellectual indicators

Children with Physical, Social or Emotional Needs

These areas of difficulty are usually more easily identifiable and can often be seen arising in the Nursery.

Physical Difficulties

Hearing, sight, gross and fine motor skills are all continually under observation and any anomaly is acted upon as soon as it persists and falls outside the normal

range. The difficulty will be brought to the attention of the parents and they may be advised to seek medical opinion or simply to keep an eye on the situation.

Social and Emotional Difficulties

These are considerably more difficult to diagnose and treat as they are usually heavily influenced by the child's home environment. Parental co-operation is always sought, but it is recognised that parents can find certain areas of home and personal life difficult either to acknowledge or address. Because of this, they can become aggressively defensive through over-protection, fear, guilt or simply innate personal characteristics.

Through experience, we have found that where there is no parental co-operation, there can rarely be a solution. Where parents and staff can work together openly and honestly, the child always benefits.

It is the wish of the school to diagnose and apply remediation as early as possible, bearing in mind the constraints outlined above and the particular features of the individual case. To this end, as a teacher you should monitor each child giving cause for concern using the following procedures:

Pre-Individual Education Plan

1. Attend the weekly SEN team meeting to share your concerns.
2. Check past performance by talking to relevant staff, tracking pupil progress along the Early Learning Goals, by reviewing the Foundation Stage Profiles and by monitoring progress through Main School.
3. Discuss strategies to meet the child's needs within the class.
4. Initiate a watching brief using a *WATCHING BRIEF FORM*.
5. Raise concerns verbally with parents on ways to support the child at home.
6. Set a review date with your SENCO.
7. At the review decide if further measures need to be taken.

School Action

1. If you are still concerned that there is a barrier to learning, advise the SEN team.
2. Ask your SENCO for an IEP Form.
3. Set SMART targets.
4. Discuss targets with the learner and involve him/her in the process.
5. Share the targets with relevant staff and your SENCO.
6. The SEN team will probably recommend an internal assessment by our Support Teacher, Anne Mitchell.

7. Ask the parents if they are happy for us to assess the nature of their child's difficulties so that we can provide appropriate help.
8. Anne Mitchell will provide a written report for the SEN team and will discuss it with the parents.
9. Relevant advisory booklets and videos will be offered.
10. At the SEN team meeting discuss strategies to use within the class, with Teaching Assistants and Anne Mitchell.
11. Set a review date to discuss progress with your SENCO.

School Action Plus

1. If there are still concerns over progress, the parents, the SENCO, the Headmistress and Mrs Mitchell should meet to discuss the benefits of an external assessment.
2. Following the report, work with your SENCO to initiate an IEP with targets and aims.
3. Pass the plans to relevant staff and head and seek their support.
4. Set a review date.
5. Seek the support of outside agencies if necessary.

We recognise that teaching learners who need extra support can be a very difficult process. At Dormer we work hard to ensure that staff have constant access to support, guidance and advice. This comes largely from the members of our SEN team.

The SEN Team

Anne Mitchell is an experienced and well-qualified Learning Support Teacher. She provides specialised one to one tuition and works closely with class teachers. If teachers suspect a learning difficulty, Anne is consulted and carries out an informative internal assessment. This helps us to decide whether parents will need to seek a formal assessment with an Educational Psychologist. Anne annually monitors the reading ages of our pupils and provides valuable feedback for our tracking procedures.

Fiona Drinkwater is our SENCO for the Foundation Stage. She meets twice a term with the Early Years SEN Advisor. She has attended various courses as part of her training for the role of SENCO.

Kelly Hobkirk is our SENCO for Main School. She has experience of working with children with Aspergers' Syndrome, Dyslexia and ADHD. She has been commended on the motivational strategies, which she has used with her pupils.

Alison Thomas has experience of working with pupils with Visual Impairment, Dyslexia, Dyspraxia and Asperger's syndrome. She prepares reports for Year 6

pupils requiring amanuensis and extra time in the KS2 SATS. As Headmistress she is responsible for annually updating and monitoring the implementation of our SEN Policy.

SEN Team Meetings

Our weekly SEN Team meetings provide a platform for staff to monitor our SEN pupils, to discuss learners on the periphery, to share areas of expertise and to provide cohesive care for our pupils. We set an agenda for our meetings for the year and also set aside half of the meeting to discuss individual pupil progress or concerns.

The meeting is attended by the Head Teacher, the Foundaton Stage SENCO, Main School SENCO, our Learning Support teacher, classroom assistants and **any member of staff** who wishes to seek advice on the progress of a child.

We are able to monitor the development of each of our pupils from a very early age. Our minutes from SEN meetings and Cause for Concern forms provide vital information for early monitoring of potential social, emotional and learning difficulties. Using our pupil tracking forms, this can be followed closely from one class to the next. We are able to draw upon a wealth of strategies to help them and to discuss alternatives if those fail.

An increased commitment to staff training, sharing of expertise, improved channels of communication and increased funding for SEN resources are all benefiting the children we teach. Any concerns with the development of a child are immediately discussed, noted and work can begin to support the child for as long as help is required. The impact of SEN intervention is measured by tracking pupil progress along the Early Learning Goals, by reviewing the Foundation Stage Profiles and by monitoring progress each term through Main School. The work of the SEN team is evaluated annually by the Senior Management Team and the Trustees' Education Committee.

GIFTED & TALENTED POLICY

Dormer House has a well-deserved reputation for recognising and developing the potential of the individual child. This very particular care often leads to scholarships and bursaries in the fields of music, art and drama as well as academically.

Dormer is a PNEU school committed to excellence. All pupils are challenged by a broad curriculum, a stimulating timetable and specialised teaching. Staff and pupils set themselves high expectations and conscientiously work together to ensure that we maximise learning potential. Teachers guide pupils using their passion for their specialist subjects and their expertise as educationalists. They are taught to think independently and to accept that control over their behaviour and progress lies in the acquisition of self-discipline and knowledge.

Staff experience and the nurturing classroom, where excellence of effort is expected, allow us to spot potential giftedness in most fields. Active screening for gifted and talented pupils begins as soon as a child enters our school. Progress is tracked along the Early Learning Goals, by reviewing the Foundation Stage Profiles and by monitoring progress each term through Main School. Observational notes, regular assessment tests and parental comments are all used to support the process by which we identify special talents.

Pre-Individual Education Plan

- Once a talent is spotted the class teacher or specialist teacher should complete a *G & T* Watching Brief.
- The *G & T* team will observe the child more closely to distinguish between the bright and able learner and the truly gifted and talented child.
- Staff should nurture the progress of pupils designated as bright/able, although it is likely that their needs will be met entirely by our broad, balanced and differentiated curriculum.
- Alternatively, for those pupils who meet the criteria of the Gifted and Talented child, further strategies will need to be initiated to maximise potential and the support of the Gifted and Talented Coordinator should be sought.

The target group for the Government's gifted and talented children programme are the most able 10% of pupils in national terms. However, the traditional concept of 'Gifted and Talented' in educational psychology terms is restricted to a much smaller percentage of pupils - possibly as low as 1 or 2%.

The following form should be used to identify the gifted and talented child.

Bright Child	1	2	3	4	5	Gifted and Talented Child
Is interested						Is highly curious
Usually has good ideas						Always has good ideas and sometimes lateral ideas which may appear at first to be silly
Knows most of the answers						Knows most of the answers and starts to ask questions
Answers questions appropriately						Answers questions but then tends to elaborate
Several repetitions needed for mastery of a skill						Only one or two repetitions needed for mastery
Understands ideas						Constructs abstractions
Enjoys peer company						Prefers company of adults
Grasps meanings						Draws inferences
Copies accurately						Creates original work and designs
Technician/operator						Creator/Inventor
Absorbs information						Manipulates information
Good at memorising						Good at memorising and making informed guesses
Makes observations when shown how						Is keenly observant
Pleased with own work						Highly self critical and sets exceedingly high standards
Enjoys straightforward sequential problems						Thrives on complexity

Giftedness may present itself in a variety of ways. This child shows signs of being ...

Broadly gifted	excelling in all they do and enjoying their success
Talented	possessing a particular ability in one area, e.g. maths or music
Rebellious gifted	possess a range of behavioural problems which manifest themselves in disruptive behaviour and under-achievement
Creatively gifted	deep thinkers who are often unpopular with their peers due to a perceived lack of social skills and 'things in common'
Concealed gifted	under-achievers who do not want to be different to their peers and so they merge into their peer-group

School Action

- Ask your *G&T* Coordinator for an IEP Form.
- Discuss targets with the learner and involve him/her in the process.
- Share the targets with relevant staff and your *G&T* Coordinator.
- The *G&T* team will probably recommend an internal assessment to determine a reasoning quotient.
- Ask the parents if they are happy for us to assess the nature of their child's giftedness so that we can provide appropriate help.
- A written report will be prepared for the *G&T* team and will be discussed with the parents.
- Relevant advisory booklets, CDs, DVDs and Online resources will be offered.
- A gifted & talented reading list will be made available to the child and the parents.
- Addresses of useful contacts will also be provided.
- At the *G & T* team meeting discuss strategies to use within the class, with specialised teachers and Teaching Assistants.
- Subject specialists will look for opportunities to extend learning outside the classroom.
- In agreement with the child appoint a mentor who can deal with the academic, social and personal development of the child.
- Set a review date to discuss progress with your *G&TCO*.

School Action Plus

- As the child progresses through the school, it may be beneficial to discuss the benefits of an external assessment.
- After assessment, work with your *G &TCO* to initiate an IEP with targets and aims recommended in the report.
- Pass the plans to relevant staff and head and seek their support.
- Set a review date.

We recognise that teaching learners who need constant 'stretching' can be a very demanding process. At Dormer we work hard to ensure that staff have access to support, guidance and advice. This comes largely from the members of our *G&T* team and from outside agencies.

CURRICULUM POLICY DOCUMENTS

Statement of Shared Values across the Curriculum

The aim of Dormer House is to give children a liberal education through a wide curriculum based on the philosophy of Charlotte Mason, founder of the PNEU (Parents National Education Union). The Dormer House way ensures that each child is treated as a person of importance; able to develop their true potential and so become self-reliant grown-ups capable of thinking for themselves and standing by their decisions.

ART AND PICTURE STUDY

1. The aims and objectives for art relate directly to those of the School, and to the requirements of the National Curriculum.
2. 'Art' should be interpreted here as 'Art, Craft and Design'.
3. When working on activities that involve elements of art, pupils' work involves drawing and painting; printmaking and photography; sculpture and ceramics; textiles and graphic design and architecture.

AIMS

Collectively implementation of the above activities and the Scheme of Work will allow us to achieve the following aims:

1. To stimulate and/or maintain pupil curiosity, interest and enjoyment in art.
2. To enable pupils to be familiar with a body of artistic knowledge, skills, principles and vocabulary, e.g. pupils should become competent and confident in:
 - i. producing 'works of art';
 - ii. responding to works produced by others, and to features of the natural and man-made environment, with reasoned arguments.
3. To enable pupils to perceive art as:
 - a major cultural feature;
 - part of a wider body of knowledge and skills, e.g. to be able to work both independently and co-operatively.
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to art and to experience success and enjoyment in their work.
5. To develop an awareness in pupils of:
 - the implications of art (past and present) for the individual and the local, national and international communities.

- the significance of art and to value it as an important, pleasurable and fundamental realm of human experience.
6. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

OBJECTIVES

These objectives relate directly to the six aims for Art at Dormer House School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible.
- 2.i. The National Curriculum Key Stage 1 and 2 Orders for Art should be used as a basic core for the scheme of work. Staff should provide a glossary of words with each topic in order to aid correct spelling, understanding of the meanings of and the use of words.
- 2.ii. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- 2.iii. The staff allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
- 2.iv. Pupils should be able to:
 - appreciate the diverse range of sources from which artists (craftspeople, designers) from different localities, generations and cultures derive their inspiration and ideas. The School itself and the local area should be used as sources of ideas and inspiration;
 - appreciate the qualities of various artistic materials so as to make appropriate selections when producing 'works of art';
 - manipulate those materials, by the controlled use of suitable tools, equipment, techniques and processes, in order to produce intended effects;
 - experiment with and use knowledge of visual elements to design and make 'works of art' in a variety of media, genres and styles. Their observations should be recorded. The 'works of art' should display a variety of ideas and content;
 - record and express their ideas and feelings as they perceive and respond to aspects of Art - referring to sensory qualities, stylistic features, subject-matter and expressive content;
 - recognise a variety of major works and artists (craftspeople,

- designers) in the history of Art, and to understand their significance;
- understand some of the different criteria by which 'works of art' can be criticised and judged, and to employ those criteria when critically responding to, and making reasoned judgements about a variety of works from Western & non-Western cultures.
- 3.i. Staff should refer to work in humanities, maths, music, etc. when appropriate.
 - 3.ii. Pupils should be able to follow both verbal and written instructions accurately.
 - 4.i. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect.
 - 4.ii. Pupils should experience a variety of experiences/activities during a course of study and during a lesson if possible. There should be opportunities for individual and/or group activities.
 - 4.iii. Staff should encourage pupils to pursue a piece of work over a period time, e.g. project work, where research is carried out - possibly using a library.
 - 4.iv. Staff should use the House Point system to reward pupils. This should encourage pupils to work to their full potential and to experience a sense of achievement.
 - 4.v. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning.
 - 4.vi. Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc.
 5. Pupils will study a variety of major works and artists, including craftspeople and designers in the history of art, and their significance.
 - 6.i. Safety is always a major concern, particularly when working in the ceramics and textiles areas.

DRAMA

Aims

- 1.a) To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in drama and use of the English language. To create an atmosphere where pupils wish to learn, so that they come to enjoy drama, because they are active participants in it, and where staff enjoy teaching, so they give of their very best. This will enable each pupil to achieve his/her potential in a variety of situations, using all available resources appropriately to ensure the highest level of achievement for each pupil.
- 1.b) To develop the habit of reading and to encourage pupils to value reading and public speaking as important skills for life.

- 2.a) To enable pupils to be familiar with a body of knowledge, principles and vocabulary in standard English.
- 2.b) By exposing pupils to a wide range of material (both literary and media) we aim to enable pupils to see English as:
a major cultural feature;
part of a wider body of knowledge and skills.

- 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 3.b) To enable pupils to work independently and as part of a team in varied activities and to contribute to the development of key skills such as ICT, reading, writing and speaking.

- 4.a) To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to drama and to experience success and enjoyment in their work.
- 4.b) To value each individual and so encourage each pupil to feel the value and worth of others. In doing so, to encourage empathy, so that each pupil approaches issues of race, gender and ability with tolerance and insight.

- 5.a) To develop an awareness in pupils of the implications of drama (past and present) for the individual and the local, national and international communities.
- 5.b) To allow pupils to develop informed opinions and to be able to support

- them by reasonable arguments free from prejudicial intolerance.
- 5.c) To foster and encourage a lasting enjoyment and appreciation of literature (particularly dramatic works) and non-literary works from a variety of eras, cultures and traditions.
 - 5.d) To encourage pupils to consider critically the way language is used and abused by writers and the mass media and to develop the ability to analyse, evaluate and discriminate this use of language.

Objectives

These objectives relate directly to the five stated aims for drama at Dormer House School and are intended to show how the aims are actually put into practice.

- 1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible, e.g.
 - telling stories;
 - working with others, e.g. discussion in which pupils take turns to talk/listen;
 - writing in response to a stimulus, e.g. an article in the media;
 - communicating ideas to others by means such as speaking and writing;
 - listening, planning, reviewing, appraising and making notes;
 - reading on their own and to others. The material (poems, stories, etc.) should consist of work written by the pupil and by others.

2.a)

- i. Pupils should learn the following skills:

To communicate accurately, sensitively, effectively and appropriately, in a variety of speaking and listening situations, with a clear awareness of audience and purpose.

To follow verbal instructions accurately.

To listen carefully, recall and present important points derived from what has been heard. The pupils should use inference and deduction in an imaginative response to the stimulus.

- 2.b) Staff should refer to work in Humanities, Maths, Science, Languages, etc. when appropriate. This will aid the development of a growing vocabulary.

3.a)

- i. The Scheme of Work for drama identifies planned opportunities for pupils to develop a range of desirable personal qualities such as safety

- awareness, politeness, perseverance, concern for others, initiative and independence.
- ii. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect.
 - iii. Pupils will have homework from time to time which has a direct relationship with the course work and a clear purpose. This will mainly entail learning parts for a school production.

3.b)

- i. Pupils should experience a variety of experiences/activities during a course of study and during a lesson if possible. There should be opportunities for individual and/or group activities, e.g. role play and dramatic activities, listening, composing, writing, discussion, appraising and using ICT equipment. During dramatic activity pupils should:
 - a) create and sustain roles both individually and when working with others.
 - b) present drama and stories to others, e.g. telling a story through tableaux or using a narrator.
 - c) respond to performances and more specifically discuss, evaluate, comment and review their own and others' performances - both watched or in which they have taken part.
 - d) improvise (KS2 only).
 - e) script and perform in plays (KS2 only).

More specifically when participating in such dramatic activities pupils should:

- a) identify and describe characters, events and settings in fiction.
- b) express preferences supported by reasoned argument.
- c) learn, recite and act out stories/dramas.
- d) respond imaginatively in different ways to the script, e.g. using the characters from a play in their own story.
- e) imaginatively use language, character (KS2 only), action (e.g. movement) and narrative (KS2 only) to explore and convey situations and ideas in plays they perform.
- f) create, adapt and sustain different roles, individually and in groups (KS2 only).
- g) evaluate how they and others have contributed to the overall effectiveness of performances they have watched or in which they have taken part (KS2 only).
- h) use a variety of dramatic techniques to explore characters, ideas, texts, meanings and issues, e.g. hot seating, flashback (KS2 only).

- ii. Staff should encourage pupils to pursue a piece of work over a period time, e.g. project work and practical investigations, where research is carried out - possibly using a library or the Internet.
 - iii. Staff should use a reward system, e.g. House Points and/or a record of achievement. This should encourage pupils to work to their full potential and to experience a sense of achievement.
- 4.a) Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing and sharing material from:
- different times and cultures;
 - stories, myths and legends;
 - both literary and media sources (including novels, short stories, poetry, plays and non-fiction and media texts).
- 4.b) Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group, etc. However, staff often spend considerable amounts of their own time helping individual pupils.
- 5.a) Staff should attempt to show the enjoyment and benefits that language and literature have given to us. This will be done by well chosen resources and carefully phrased comment.
- 5.b) The staff will allow opportunities at various times for group discussion, argument and debate. At these times we can listen to each other's views and hopefully reflect upon them.

ENGLISH

Aims

- 1.a) To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in English. To create an atmosphere where pupils wish to learn, so that they come to enjoy English, because they are active participants in it, and where staff enjoy teaching, so they give of their very best. This will enable each pupil to achieve his/her potential in a variety of situations, using all available resources appropriately to ensure the highest level of achievement for each pupil.
- 1.b) To develop the habit of reading and encourage pupils to value reading as a pleasure and as an important skill for life.
- 2.a) To enable pupils to be familiar with a body of knowledge, principles and vocabulary in standard English.

- 2.b) By exposing pupils to a wide range of material (both literary and media) we aim to enable pupils to see English as:
a major cultural feature;
part of a wider body of knowledge and skills.
- 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 3.b) To enable pupils to work independently and as part of a team in varied activities and to contribute to the development of key skills such as ICT, reading, writing and speaking.
- 4.a) To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to English and to experience success and enjoyment in their work.
- 4.b) To value each individual and so encourage each pupil to feel the value and worth of others. In doing so, to encourage empathy, so that each pupil approaches issues of race, gender and ability with tolerance and insight.
- 5.a) To develop an awareness in pupils of the implications of English (past and present) for the individual and the local, national and international communities.
- 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments free from prejudicial intolerance.
- 5.c) To foster and encourage a lasting enjoyment and appreciation of literature (including dramatic works) and non-literary works from a variety of eras, cultures and traditions.
- 5.d) To encourage pupils to consider critically the way language is used and abused by writers and the mass media and to develop the ability to analyse, evaluate and discriminate this use of language.

Objectives

These objectives relate directly to the five stated aims for English at Dormer House School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible, e.g.
telling stories;
working with others, e.g. discussion in which pupils take turns to talk/listen;

write in response to a stimulus, e.g. an article in the media;
communicate ideas to others by means such as speaking and writing;
listening, planning, reviewing, appraising and making notes;
reading on their own and to others. The material (poems, stories, etc.) should consist of work written by the pupil and by others.

2.a)

- i. The National Curriculum Key Stage 1 and 2 English Orders should be used as a basic core for the scheme of work.
- ii. Pupils should learn the following skills:
to write and speak accurately, clearly, confidently and fluently, in an appropriate style, in any given context. The writing should:
 - a. have a plan;
 - b. have a draft;
 - c. have a revision;
 - d. be proof read;
 - e. have good punctuation, spelling and handwriting;
 - f. finally be well presented.

to communicate accurately, sensitively, effectively and appropriately, in a variety of speaking and listening situations, with a clear awareness of audience and purpose.

to follow both verbal and written instructions accurately.

to listen carefully, recall and present important points derived from what has been heard. The pupils should use inference and deduction in an imaginative response to the stimulus.

- 2.b) Staff should refer to work in Humanities, Maths, Science, Languages, etc. when appropriate. This will aid the development of a growing vocabulary.

3.a)

- i. The Scheme of Work for English identifies planned opportunities for pupils to develop a range of desirable personal qualities such as safety awareness (drama), politeness, perseverance, concern for others, initiative and independence.
- ii. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect.
- iii. Pupils in Key Stage 2 should have regular homework that has a direct relationship with the course work and a clear purpose.

3.b)

- i. Pupils should experience a variety of experiences/activities during a

course of study and during a lesson if possible. There should be opportunities for individual and/or group activities, e.g. role play and dramatic activities, listening, composing, writing, discussion, appraising and using ICT equipment. During dramatic activity pupils should:

- a) create and sustain roles both individually and when working with others.
- b) present drama and stories to others, e.g. telling a story through tableaux or using a narrator.
- c) respond to performances and more specifically discuss, evaluate, comment and review their own and others' performances - both watched or in which they have taken part.
- d) improvise (KS2 only).
- e) script and perform in plays (KS2 only).

More specifically when participating in such dramatic activities pupils should:

- a) identify and describe characters, events and settings in fiction.
 - b) express preferences supported by reasoned argument.
 - c) learn, recite and act out stories/dramas.
 - d) respond imaginatively in different ways to the script, e.g. using the characters from a play in their own story.
 - e) imaginatively use language, character (KS2 only), action (e.g. movement) and narrative (KS2 only) to explore and convey situations and ideas in plays they perform.
 - f) create, adapt and sustain different roles, individually and in groups (KS2 only).
 - g) evaluate how they and others have contributed to the overall effectiveness of performances they have watched or in which they have taken part (KS2 only).
 - h) use a variety of dramatic techniques to explore characters, ideas, texts, meanings and issues, e.g. hot seating, flashback (KS2 only).
- ii. Staff should encourage pupils to pursue a piece of work over a period time, e.g. project work and practical investigations, where research is carried out - possibly using a library or the Internet.
 - iii. Staff should use a reward system, e.g. House Points and/or a record of achievement. This should encourage pupils to work to their full potential and to experience a sense of achievement.
- 4.a) Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing and sharing material from:
- different times and cultures;

- stories, myths and legends;
 - both literary and media sources (including novels, short stories, poetry, plays and non-fiction and media texts).
- 4.b) Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group, etc. However, staff often spend considerable amounts of their own time helping individual pupils.
- 5.a) Staff should attempt to show the enjoyment and benefits that language and literature have given to us.
- 5.b) Staff will allow opportunities at various times for group discussion, argument and debate. At these times we can listen to each other's views and hopefully reflect upon them.
- 5.c) iii The non-fiction and non-literary works that we study include print and ICT-based information and reference texts and media/moving image texts, i.e. newspapers, magazines, advertisements, television, films, videos. Examples cover:
- personal records/viewpoints on society;
travel writing;
reportage;
material/information about the natural world.
- 5.d) In addition to the works/viewpoints mentioned above we also study articles and reports from the mass media in order to develop the ability to analyse, evaluate and discriminate in the use of language. Material studied will include advertising and propaganda material.

GEOGRAPHY

Aims

1. To stimulate pupil curiosity, interest and enjoyment in Geography.
- 2.i. To cultivate a sense of location, a knowledge of places and respect for differing cultures.
- 2.ii. To develop an understanding of both physical and human processes that affect spatial decisions and comprehension of the terminology specific to the subject.
- 2.iii. To develop an understanding and appreciation of the human and physical dimensions of the environment, and environmental links, at varying scales from local to global.
3. To enable pupils to perceive geography in the context of a wider body of

- knowledge, vocabulary and skills.
4. To encourage open, enquiring minds that are aware of contemporary issues, to encourage the development of informed opinions and support of such opinions with reasoned arguments.
 - 5.i. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
 - 5.ii. To enable pupils to be able to work both independently and co-operatively.

Objectives

These objectives relate to the five aims for *Geography* at Dormer House School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible, employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to geography and to experience success and enjoyment in their work.
- 2.i. The National Curriculum Key Stage 1 and 2 *Geography Orders* should be used as a basic core for the *Geography* scheme of work. All pupils follow the same Scheme of Work. Staff should provide a glossary of words for each topic in order to aid correct spelling, comprehension and use of words.
- 2.ii. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations. Staff should create opportunities for pupils to express information in varying ways employing a variety of media (computers, video, audio tape, extended writing, illustrations, diagrams, graphs, questionnaires, role play).
- 2.iii. Pupils should also be able to obtain information from graphs, tables and diagrams and spot patterns/relationships in the information and draw conclusions. Pupils should be able to undertake primary research in the field and be able to select and use appropriate results for calculations using standard procedures. Pupils should not be expected to perform open-ended investigations in class or in the field unless they have previously gained related knowledge and/or skills from previous work. All pupils should be encouraged to:
make accurate observations and measurements;
record systematically;
estimate when appropriate;

make effective use of fieldwork equipment;

design investigations to address questions and to set up and test hypotheses.

N.B. The skills, which are appropriate to a geographical investigation, are key skills utilised in all areas of learning, i.e.

- Conceptualising Skills
- Hypothesising Skills
- Investigative Skills
- Interpretative Skills
- Evaluation Skills
- Communication Skills

3. Staff should refer to work in Science, History, Maths, Music, Languages, etc. when appropriate.
- 4.i. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning that they experience.
- 4.ii. Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.
- 5.i. Pupils should be able to follow both verbal and written instructions accurately.
- 5.ii. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect.
- 5.iii. Pupils in Key Stage Two should have regular homework that has a direct relationship with the course work and a clear purpose.
- 5.iv. There should be opportunities for individual and group activities. The staff will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
- 5.v. Staff should encourage pupils to pursue a piece of work over a period time e.g. project work and investigations, where research is carried out - possibly using a library.
- 5.vi. Staff should use the House Point system and perhaps a record of achievement. This should encourage pupils to work to their full potential and to experience a sense of achievement.

HISTORY

Aims

1. To stimulate pupil curiosity, interest and enjoyment in history.
- 2.i. To cultivate a sense of the past and a knowledge of events, their causes, effects and the people involved in and affected by them.
- 2.ii. To develop an appreciation of how we gain knowledge about the past.
- 2.iii. To understand and confidently use the terminology specific to the subject.
3. To enable pupils to perceive history in the context of a wider body of knowledge, vocabulary and skills.
- 4.i. To encourage open, enquiring minds that are aware of the fact that individual views will be biased.
- 4.ii. To encourage the development of informed opinions and to support such opinions with reasoned arguments, communicating ideas and opinions effectively.
- 5.i. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities.
- 5.ii. To enable pupils to be able to work both independently and co-operatively.
6. To give pupils an awareness of the successes and failures of mankind.

Objectives

These objectives relate to the six aims for history and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences and activities during a course of study and during a lesson if possible, employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to history and to experience success and enjoyment in their work.
- 2.i. The Dormer House history syllabus should be used as a basic core for the history scheme of work. This contains all aspects covered in the National Curriculum Key Stage 1 and 2 History Orders. However, there is considerable variation in the depth of study. Furthermore, the topics from F2 - Y6 are chronologically ordered, in keeping with the PNEU 'Book of Centuries.' Staff should provide a time-line and glossary of words for each topic in order to aid correct spelling, comprehension and

- use of words.
- 2.ii. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
 - 2.iii. Pupils should also be able to obtain information from graphs, tables and diagrams and identify patterns/relationships in the information and draw conclusions.
3. Staff should refer to work in Literacy, Science, Geography, Religious Education, Maths, Music, etc., when appropriate.
- 4.i. Pupils should be taught to examine the context of source material and the influence this may have upon its value. Pupils should be able to undertake investigations and be able to select and use appropriate sources of information. Pupils should be encouraged to ask questions and to solve problems.
 - 4.ii. Staff should create opportunities for pupils to express information in varying ways employing a variety of media (computers, video, audio tape, extended writing, illustrations, diagrams, graphs, questionnaires, role play). Pupils should be taught to structure their work. Pupils should be able to follow both verbal and written instructions accurately.
- 5.i. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning that they experience.
 - 5.ii. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc. However, staff will often spend considerable amounts of their own time helping individual pupils.
 - 5.iii. Pupils in Years 3 - 6 have regular homework and an annual assessment test that has a direct relationship with the course work and a clear purpose.
 - 5.iv. There should be opportunities for individual and group activities. The staff will allow opportunities for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
 - 5.v. Staff should encourage pupils to pursue a piece of work over a period time, e.g. project work and investigations, where research is carried out using a library.
 - 5.vi. Staff should use House Points to reward pupils.
6. The people involved in historical events, both constructive and destructive, are central to our scheme of work.

ICT

Aims

1. To develop, maintain and stimulate pupils' curiosity, interest and enjoyment in ICT and to encourage pupils to have open, enquiring minds and to perceive ICT in the context of a wider body of knowledge, skills and vocabulary. Pupils should ideally become autonomous users of ICT with the associated skills supporting life long study, the pursuit of personal interests and prospective employment in a modern technological society.
2. To enable pupils to acquire appropriate, transferable ICT skills, knowledge and understanding - progression must feature in the acquisition of ICT skills. All staff should then feel confident that pupils have a basic level of ICT capability, which can be applied to pupils' learning in a specific area of the Curriculum. Pupils should feel confident enough with their transferable skills that they are encouraged to use unfamiliar software.
3. To enable all pupils to have equal access to ICT and to experience success in their work.
4. To support all staff in their need to develop confidence and strategies in using ICT within their teaching by:
 - a) providing an ongoing INSET programme for staff appropriate to their needs, their pupils' needs and the needs of the Curriculum - see INSET policy;
 - b) offering informal support to staff.All teachers should be shown how ICT can facilitate the delivery of all aspects of the curriculum.
5. To implement the belief that ICT must feature in the overall Development Plan for the School and that appropriate resources must be allocated to it.
6. To allow pupils to develop informed opinions about their ICT and to be able to support them by reasoned arguments.
7. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

Objectives

These objectives relate directly to the seven aims of ICT at Dormer House School.

The National Curriculum Key Stage 1 & 2 orders should be used as a basic core for the scheme of work. The schemes of work for ICT and other subjects should refer to the four main categories of ICT as being:

Category 1 - Finding things out

Pupils should be:

able to collect, retrieve and consider information and data from a variety of sources, e.g. people, books, databases, multimedia CD-ROMs, videos and TV.

able to enter and store information in a variety of forms, e.g. in a prepared database and to save their work on both fixed and removable storage media.

able to retrieve information from their saved work on both fixed and removable storage media.

critical of the validity of information produced using ICT and be aware that the results may be affected by the use of inaccurate data or careless data entry.

Category 2 - Developing ideas and making things happen

Pupils should be:

able to use computers, spreadsheets, programmable devices and dedicated instruments for automating actions/processes, testing predictions, discovering patterns/relationships, problem solving, modelling, controlling events, monitoring and measuring processes.

able to use modelling to simulate situations which cannot be experienced in the classroom, e.g. use of model programs to simulate, explore and evaluate unusual or dangerous experiences, processes, reactions and environments. Controlling, monitoring and measuring can all involve data capture and data logging, e.g.

practicals provide opportunities to utilise sensors of pulse rate, temperature, pH, pressure, length, movement, force, resistance, etc.

the investigation/analysis of physical relationships and processes using spreadsheets can be used to model the effects of changing one or more variables.

able to use text, tables, images and sound to develop their own ideas.

able to select from and add new information, for a particular purpose, to that which they have personally retrieved.

able to measure, record and respond to and derive new information, for a particular purpose.

able to plan and give instructions that make things happen, e.g. programming a buggy or floor turtle to follow a predetermined route by programming appropriately sequenced instructions.

able to develop their own ideas and explore what happens in real and imaginary

situations, e.g. trying out different colours on an image, using an adventure game or simulation.

Category 3 - Exchanging and sharing information

Pupils should be:

able to use word-processor, spreadsheet, database, DTP and graphics software to analyse, organise, reorganise, draft, collate, refine and finally present information fit for a particular purpose.

able to use e-mail and other means to share and exchange information.

familiar with the different ways one piece of information can be presented.

able to effectively present a variety of information in a variety of forms, e.g. text, images, tables, sounds, in order to share specific ideas with others, e.g. for public display.

N.B. This may involve the use of tape and video recorders.

Category 4 - Reviewing, modifying and evaluating work as it progresses

Pupils should be:

able to judge when to use ICT to collect, handle and investigate scientific information.

aware of the many possible applications of ICT.

aware of how ICT can be used to do things which can also be done in other ways.

share their views and experiences of ICT with their peers and others using relevant terminology.

critical of their own work and that of others so as to review what they have done and to help them develop their own ideas.

able to describe the effects of their own actions.

able to consider and discuss how they might improve their own ICT work and capabilities.

Much of the work in the School is subject specific but where appropriate pupils are encouraged to use the skills and knowledge acquired in other areas of the Curriculum to enhance their work. All class teachers support the skills based ICT lessons by offering pupils the opportunity to reinforce and consolidate their skills in short tasks throughout a course of study.

2. The ICT Co-ordinator is active in supporting and developing staff awareness of how to make use of ICT skills and techniques within schemes of work. This occurs in work in a variety of subjects, e.g. the use of spreadsheets in Year 6 occurs:

- in Mathematics to investigate number patterns and the development of formulae;
- in Science to create displays and charts following experiments;
- in Geography to investigate various aspects of weather patterns.

The following key skills are appropriate to ICT and are used for formative and summative assessment in all years.

Conceptualising Skills - the ability to organise information and form a concept or to generalise what has been understood so that an idea is clearer and easier to understand.

Investigative Skills -

the ability to identify ICT questions and issues, and to establish an appropriate sequence of investigation;

the ability to identify and collect both quantitative and qualitative information/data and to make use of a variety of sources, e.g. statistics, Web sites, CD ROMs, etc.;

the ability to observe, select and record information accurately;

the ability to select appropriate ICT equipment and software to fulfil specific purposes;

the ability to be systematic in the use of appropriate methods to search for and obtain data/information from a range of sources.

Interpretative Skills - the ability to extract, analyse and interpret information/data from a variety of sources. Pupils should be able to enter data into a data handling package for processing and analysis.

Evaluation Skills - the ability to evaluate (assess validity and limitations) and draw valid conclusions or reasoned judgements relating to accuracy of data/methods, methods of collecting/presenting or modelling techniques. Data should be assessed for accuracy and the significance/consequences of any errors understood.

Communication Skills - the ability to record and present information, and to describe it clearly using appropriate terms and techniques considering the target audience. Transformation of data to graphs, diagrams, etc. Extended writing to describe hypotheses, methods, results and interpretations.

To support the progression of skills for our pupils we endeavour to:

- i. expose pupils to the use of ICT in as many subject and contexts as possible. This will increase as more staff become more confident and begin to extend the incorporation of ICT into their schemes

of work;

- ii. use a wide and expanding range of software and ICT equipment as is appropriate, manageable and affordable;
 - iii. encourage pupils to recognise the transferable nature of their ICT capability and thereby have confidence when using new software or when using familiar software in a new context.
3. The modes of delivery across the Curriculum must remain flexible so as to address the various needs of the pupils in the classroom. Pupils who require special aids or adapted methods/environment/equipment to facilitate access to activities both within and beyond school are supported by:
- the provision of technological aids to assist in practical and written work;
 - the provision of communication methods other than speech, e.g. computers, technological aids, signing, Braille literature, symbols, lip-reading, etc.
- Much of the software recommended by the ICT Co-ordinator features differentiation and the setting of appropriate targets for an individual pupil. Teachers work hard to share ideas to maximise their expertise in exploiting the potential of ICT in differentiating tasks and targets.
- Teachers are also encouraged to adopt a wide range of teaching/learning styles within a course of study - the decision will have considered an individual's or a group's special needs and nature of work. Teachers actively celebrate effort and achievement in all areas and for all pupils. There is a determination to reward commitment and perseverance at all levels of ability. Where appropriate a variety of ICT facilities are made available to encourage pupils of all abilities to experiment and progress.
4. The major platform by which training is offered is the ICT programme for INSET.
 5. The rate of development within ICT is rapid and appears set to continue for the foreseeable future. For the School to maintain realistic goals as to how it is to maintain some progress within ICT, all teachers must see its development as part of their role. A proportion of each subject co-ordinator's capitation, the School INSET and Development Plans must take ICT into account. There is regular discussion in the Management Meetings with respect to how uses of ICT are enhancing or will enhance learning and how future developments could increase this. It also means subject co-ordinators are able to regularly share their own aspirations and subject plans, thus preventing the development of ICT taking any

role other than a part of the overall development. We hope to have the 'machine for the job' (software, hardware and peripherals) to enable progression and continuity and to make full use of the ICT equipment with respect to:

the capabilities of the hardware; the amount of use; making use of any possible expansion capability.

This includes the upgrading of the hardware and software where needed and when manageable. The manageability is determined by available finance, and realistic demands on staff time and staff assessment of what is required.

6. There are few aspects within our lives which are unaffected by the new technologies. The School therefore aims to mirror this and expose pupils to the diversity, influence and uses of ICT. This will encourage the pupils to become critical, independent users of ICT. Staff attempt to show the benefits that ICT have given to us as well as the associated problems by the use of well-chosen resources and carefully phrased comment.

The staff allow opportunities at various times for group discussion so that we can listen to each other's views and hopefully reflect upon them.

Topics for discussion and consideration include:

computer systems and control technology in everyday life; pupils' own experiences of ICT; the use of ICT in the outside world; how control is integral to many everyday devices; critical reflection on pupil's own and others' use of ICT; the impact of ICT and other new technologies on social, employment, ethical, moral and economic issues.

The School believes guidance is important as pupils begin to learn to take responsibility for their work and progress. Work must be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work. Teacher confidence is critical within the realm of ICT for them to feel confident enough to allow the pupils to go off at a 'tangent' or for pupils to undertake investigative work of a less prescriptive manner. Pupils are also encouraged to carry out individualised research using the available ICT equipment in the Library area as well as computer room.

Teachers encourage discussion and sharing of ideas when appropriate to the work. Lessons are conducted in a calm atmosphere where mutual respect and trust abound - this atmosphere is conducive to pupils demonstrating a new technique to teachers and to 'take chances' with

their work without fear of ridicule or feelings of failure. To actively involve the pupils in their learning will help to foster independent thinking and informed planning which is crucial if they are to exploit the ICT facilities to the maximum.

Pupils are encouraged to make informed choices at appropriate points. to inhibit pupils by placing a ceiling on their target. (In reality this also depends on the level of support the less confident staff receive through INSET or directly in the classroom). At Key Stage 2 AT1 work in Science and Mathematics is used to encourage choices and freedom of expression to be made within the context of the learning. It is an ideal opportunity to exploit ICT and teachers work together to develop this.

The School's schemes of work therefore identify planned opportunities for pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

MATHEMATICS POLICY

The following aims and objectives for the teaching of Mathematics relate directly to the aims of Dormer House School and show our contribution towards their achievement.

Aims

1. To develop, maintain and stimulate pupils' curiosity, interest and enjoyment in mathematics
- 2i. To develop the ability to reason mathematically both mentally and on paper
- 2ii. To develop pupils' familiarity with appropriate mathematical concepts, methods and vocabulary
- 2iii. To develop an ability to express ideas fluently and to talk about the subject with reassurance.
- 3i. To develop pupils' understanding of mathematics in its widest context and to see how it relates to themselves outside school.
- 4i. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to science and to experience success and enjoyment in mathematics.
- 4ii. To promote mathematical learning in the Foundation Stage by providing activities that offer a good balance across the six areas of learning, enabling the children to use their developing mathematical ideas to solve

- practical problems that have relevance to them.
- 5i. To support the implementation of the statement on 'Shared Values' to include reward system
 - 5ii. To enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, concern for others, cooperation and independence.
 - 5iii. To develop an ability to think clearly and logically with independence of thought, flexibility of mind and perseverance.
 - 5iv. To allow pupils to develop transferable skills and informed opinions about their mathematics and to be able to support them by reasonable arguments.
 - 6i. To make pupils aware of the impact of mathematics in society (past and present)

Objectives

These objectives relate directly to the six aims for mathematics and are intended to show how the aims are actually put into practice.

1. Mathematics is creative as well as functional. The School aims to teach in a meaningful context whilst providing opportunities for the pupils to use their skills creatively through problem solving and investigation. Each teacher endeavours to provide a variety of experiences and activities within each module of study and during a lesson if possible, e.g. practical work, observation, talking and listening, reflection, reading and writing. It is believed that to actively involve the pupils in their learning will help to foster independent thinking and informed planning. Teachers help pupils to identify the relationships between different aspects of mathematics to help stimulate curiosity and interest.

2i. The National Numeracy Strategy and the New Primary Framework are used as a basic core for the Mathematics scheme of work. Teachers encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations and are taught to follow both verbal and written instructions accurately. In the Foundation Stage the Early years Goals are used with Stepping Stones.

2ii. Teachers expose pupils to both prescriptive tasks and open-ended investigations. Open-ended investigations are used which are appropriate to the pupil's level of attainment and experience. Pupils are encouraged to:

- breakdown a problem into smaller parts to enable patterns to be developed and identified.
- record systematically.
- estimate when appropriate.

- understand the need for and use examples to check for patterns.
- use tests to prove or disprove their hypotheses.

2iii. Work is planned to offer opportunities for individual and/or group activities. Several approaches are adopted: one-to-one support, small and large group work and discussion, work which requires sharing of resources and individualised tasks.

2iv. Investigative/practical work is used to encourage choices and freedom of expression to be made within the context of the learning of mathematics. The School believes guidance is still important as pupils begin to learn to take responsibility. This coupled with the traditional group work helps the School realise it's commitment to presenting work which is sufficiently challenging, meets the needs of all individuals, and provides a balance between teacher-directed and self-directed work.

3i. The importance of mathematics as a cross-curricular skill is recognised. Members of the School help and encourage pupils to see the wide application the subject has with the use of contextual materials and in developing staff awareness of how to make use of mathematical skills and techniques.

4i. All pupils follow the same Scheme of Work, which is managed by the Subject co-ordinator. This allows for differentiation in terms of extra help and extension work where needed. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning that they experience. Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils. Tests across Year Groups are given for independent assessment and are used to support all other forms of teacher assessment and to inform future lesson plans. Pupils should also have an easy to use self-assessment sheet which allows them to record what they have achieved and to set goals for their next steps which they can easily understand. This is complemented by a teacher's assessment sheets which staff will use to monitor and record pupils' progress as they acquire new skills or consolidate old ones.

4ii. In the Foundation Stage children are supported in developing basic mathematical skills and vocabulary.

5i. Each teacher endeavours to conduct lessons in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Pupils in Years 3 - 6 have regular homework that has a direct relationship with the course work and a clear purpose. In Year 2 tables are set.

5ii. The School uses and supports the reward system, records achievement and sets targets for each pupil, which relate directly to their ability and understanding. Pupils demonstrating excellent work/effort or progress should be sent to the Subject Co-ordinator for a reward. The School also encourages pupils to work to their full potential and to experience a sense of achievement.

6i. Teachers make and encourage references as to how mathematics is used in society to enable pupils to develop more than a utilitarian appreciation of the purpose of the subject. Discussion is encouraged as part of problem solving, investigations, group work, and significantly when handling data. Pupils are encouraged to develop conclusions based on evidence found within their work.

MODERN LANGUAGES

Aims

1. To develop, stimulate and maintain pupils' curiosity and interest in language acquisition
- 2i. To develop language skills and language-learning skills.
- 2ii. To engender positive attitudes towards foreign language learning.
- 2iii. To enable pupils to become increasingly familiar with the sounds and written form of French, Spanish and Latin.
- 2iv. To understand and communicate in French, Spanish and Latin
- 2v. To make comparisons between languages
- 2vi. To encourage pupils to use their knowledge and growing confidence and competence to understand what they hear and read, and to express themselves in speech and writing.
3. To see modern foreign languages in the context of a wider body of knowledge and skills
4. To form a basis for further study at Key Stage 3 and beyond
- 5i. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 5ii. To enable pupils to be able to work both independently and co-operatively.
7. To increase pupils' cultural awareness by learning about different countries and their people

Objectives

These objectives relate to the six aims above and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences and activities during a course of study and during a lesson if possible, employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to foreign language learning and to experience success and enjoyment in their work.
2. The Dormer House Foreign Language Department syllabus should be used as a basic core for the Latin, Spanish and French schemes of work. Staff should provide a list of vocabulary for each topic in order to aid correct spelling, comprehension and use of words.
 - 2.i. Pupils should be taught to listen, speak, read and then write in the foreign language.
 - 2.ii. The lesson should be conducted in the target language wherever possible. Pupils should be given a list of key classroom phrases and instructions, which will be needed for the lessons.
 - 2.iii. Staff should create opportunities for pupils to access language in varying ways employing a variety of media (computers, video, audio tape, writing, illustrations, diagrams, graphs, questionnaires, role play). Pupils should be taught to structure their work. Pupils should be able to follow both verbal and written instructions accurately.
3. Staff should refer to work in literacy, science, geography, religious education, maths, music, art etc., when appropriate.
4. Pupils leave the school feeling confident in their linguistic skills and their knowledge of other cultures
- 5.i. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning that they experience.
- 5.ii. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc. However, staff will often spend considerable amounts of their own time helping individual pupils.
- 5.iii. Pupils in Years 3 - 6 may have homework and an annual assessment test based on the year's work.
- 5.iv. There should be opportunities for individual and group activities. At these times we can listen to each other's views and hopefully reflect

- upon them.
- 5.v. Staff may encourage pupils to pursue a piece of work over a period time, e.g. project work and investigations, where research is carried out using a library or Internet.
 - 5.vi. Staff should use regular praise, house points and certificates of achievement to reward pupils. This should encourage pupils to work to their full potential and to experience a sense of achievement.

MUSIC

Aims

1. To maintain and/or stimulate pupil curiosity, interest and enjoyment in music.
- 2.a) To enable pupils to be sensitive to, familiar with and confident in a body of musical knowledge, principles skills and vocabulary.
- 2.b) To enable pupils to see music as:
 - a major cultural feature that provides intellectual and aesthetic stimulation;
 - part of a wider body of knowledge and skills;
 - a source of pleasure and an important part of our leisure activities.
- 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 3.b) To enable pupils to work independently and as part of a team in varied activities, so as music contributes to the development of key skills such as ICT, reading, writing and speaking.
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to music and to experience success and enjoyment.
- 5.a) To develop an awareness in pupils of the implications of music (past and present) for the individual and the local, national and international communities.
- 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments.

Objectives

These objectives relate directly to the above five aims for music at Dormer House School and are intended to show how the aims are actually put into practice.

1. Staff provide a variety of experiences/activities during a course of study and during a lesson if possible, e.g.
 - control sounds made by the voice and instruments (both tuned and untuned).
 - perform with others.
 - compose in response to a stimulus.
 - communicate musical ideas to others by means such as speaking and writing.
listening and appraising.

The National Curriculum Key Stage 1 and 2 Music Orders should be used as a basic core for the scheme of work.

2. Through music we aim to help pupils develop key skills in addition to those mentioned previously, e.g. applying their knowledge and understanding in a range of contexts:
 - numeracy, data handling and literacy;
 - the power of memory;
 - the skills of analysis, creativity, and co-ordination.

Pupils should be able to follow both verbal and written instructions accurately. Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect.

3. Pupils experience a variety of experiences/activities during a course of study and during a lesson if possible. There are opportunities for individual and/or group activities, e.g. performing, listening, composing, writing, discussion, appraising and using IT equipment.

Staff encourage pupils to pursue a piece of work over a period time, e.g. project work and practical investigations.

Staff use the House Point system to encourage pupils to work to their full potential and to experience a sense of achievement.

4. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved

by pupils experiencing music from:

- different times and cultures.
- different composers past and present.
- different performers past and present.

8. Staff attempt to show the enjoyment and benefits that music has given to us. The staff will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.

NATURE STUDY

Aims

1. To maintain the PNEU tradition of studying nature.
2. To encourage pupils to value the beauty of nature.
3. To cultivate a respect for all living things and an understanding of the importance of the natural world.
4. To raise awareness of the fragility of the natural world in the face of modern living and climate change.
5. To encourage pupils to adopt lifestyles which will protect the environment and the world's ecosystems.

Objectives

These objectives relate directly to the above five aims for nature study at Dormer House School and are intended to show how the aims are actually put into practice.

1. The Dormer House nature study syllabus should be used as a basic core for planning lessons. This has been designed to cover a variety of age appropriate topics.
2. Staff should provide pupils with a nature notebook and a glossary of words for each topic to aid correct spelling, comprehension and use of words.
3. Work in nature study will primarily involve sketching and watercolour painting.
4. Pupils will also be given opportunities to obtain information from graphs, tables and diagrams.

5. Staff should refer to work in Literacy, Science, Geography, Religious Education, Maths, Music, etc., when appropriate.
6. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc. However, staff will often spend considerable amounts of their own time helping individual pupils.
7. There should be opportunities for individual and group activities. The staff will allow opportunities for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
8. Staff should use House Points to reward pupils.

PE

Aims

1. To maintain and/or stimulate pupil interest and enjoyment in P.E. and to promote health and fitness for current and future lifestyles.
- 2.a) To enable pupils to be familiar with a body of knowledge, principles and vocabulary related to P.E.
- 2.b) To enable pupils to see P.E. as:
a major feature in our lives related to leisure, employment and culture.
part of a wider body of knowledge and skills, e.g. interpersonal and problem solving skills (to include analysis and evaluation of P.E. issues).
- 2.c) To enable pupils to understand:
and use safe practice and to appreciate its importance in P.E.;
the short and long term effects of exercise on the body;
the role of exercise in a fit and healthy lifestyle.
- 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of pupil self esteem through the development of physical confidence is a major aim of P.E.
- 3.b) To enable pupils to work independently and as part of a team in varied activities, so as P.E. contributes to the development of key skills such as communication by speech.

4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to P.E., and to experience success and enjoyment in their P.E. work.
- 5.a) To develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and the local, national and international communities.
- 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments.

Objectives

These objectives relate directly to the five aims for P.E. at Dormer House School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a P.E. lesson if possible, e.g.
 - games, gymnastics, dance and swimming,
 - indoor and outdoor activities,
 - individual and group activities,
 - problem solving,
 - communicating P.E. ideas to others by means such as speaking.
 - listening and appraising.
 - practising and refining a skill
 - using repetition in order to improve.
- 2.a)
 - i. 'The National Curriculum Key Stage 1 and 2 P.E. Orders' should be used as a basic core for the scheme of work. Rules, vocabulary and game skills such as attack, defence, fielding will be taught.
 - ii. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- 2.b) Staff should refer to work in Humanities, Maths, Science, Languages, etc. when appropriate.
- 2.c)
 - i. Pupils should be able to follow both verbal and written instructions accurately.
 - ii. Safety is further enhanced by emphasis of the following:
 - the need to wear the correct clothes/equipment,
 - the need to follow the rules,
 - how to lift, move, carry and place heavy objects/equipment,
 - the need for a warm up and recovery period when exercising,
 - teaching how to swim and how to be safe in and around

- water,
 - how to survive in exposed situations.
- 3.a) Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Pupils will learn the rules, etiquette, laws and codes for various activities.
- 3.b) There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work co-operatively as well on their own.
Staff should encourage pupils to improve in a particular sport or skill over a period time. Staff should use House Points to encourage pupils to work to their full potential and to experience a sense of achievement.
- 4.a) Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils talking and researching about:
 - physical activities/sport from different times and cultures.
 - different sportsmen and women from both the past and the present.
- 4.b) Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.
- 5.a) Staff should attempt to show the enjoyment and benefits that P.E./sport has given to us. This will be done by well-chosen resources and carefully phrased comment.
- 5.b) The staff will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them -particularly on health and fitness issues.

RE

Aims

1. To maintain and/or stimulate pupil curiosity, interest and enjoyment in religious education.
- 2.a) To enable pupils to be familiar with a body of religious knowledge, principles, skills and vocabulary.
- 2.b) To enable pupils to see religious education in the context of a wider body of knowledge and skills.
- 2.c) To enable pupils to understand and use investigative/deductive methods.
- 3.a) i. To contribute to the moral, social and ethical development of the pupils.

- ii. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 3.b) To enable pupils to be able to work independently and as part of a team.
- 4. To offer a course of study and employ teaching methods and resources that allow all pupils (irrespective of their religion, beliefs, gender, ethnic origin, academic ability, etc.) to have equal access to religious education and to experience success and enjoyment in their R.E. work.
- 5.a) To develop an awareness in pupils of the implications of religion (past and present) for the individual, the community and the environment.
- 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments that recognise the possible limitations of the ideas and concepts used.

Objectives

These objectives relate directly to the five aims for religious education at Dormer House School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible. The activities need to be relevant to pupils' everyday concerns and experiences within the rest of the Curriculum. It is important that pupils learn about religion in the context of human experience, e.g. "What makes me happy?" This helps development of their own beliefs and values. Art work, role play, discussion, dance, drama, music, etc., are all active learning techniques that are used during the course of study.

The Scheme of Work is designed to reflect and co-ordinate with the various religious festivals as they occur - so as to reflect the relevance of R.E. to every day life. We use all available opportunities to actively involve pupils in the religions of Great Britain.

- 2.a)
 - i. DfCSF guidelines on religious education, the National Curriculum statement on 'Shared Values' and Cross Curricular issues are used as a basic core for the scheme of work. Information will be available about the various religions of Great Britain and the world with specific reference to the teachings and practices of the principal religions represented in Great Britain. The course will reflect the fact that the religious traditions in Great Britain are in the main Christian. Staff should provide a glossary of words with each module in order to aid

- correct spelling, understanding of the meanings of and the use of words.
- ii. The R.E. scheme of work endeavours to empower the pupils to:
 - make balanced and informed choices and decisions with regard to Religious, Moral and Social issues; critically evaluate alternative choices, decisions, faiths and beliefs; understand and use religious terminology and explanations.
 - iii. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations. Pupils should be able to express information in a variety of forms. Pupils should also be able to obtain information from various sources including graphs, tables and diagrams and make reasoned judgements, spot patterns/relationships in the information and draw/present conclusions accurately and appropriately.
- 2.b) Staff should refer to work covered in other parts of the curriculum whenever appropriate, e.g. scientific explanations. In the teaching of religious education staff aim to help the pupils develop key skills in addition to those mentioned previously, e.g.
 - applying their knowledge and understanding in a range of contexts; handling and literacy.
 - 2.c) Pupils should be able to follow both verbal and written instructions accurately.
- 3.a) Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Lessons should foster a respect and informed judgements within the pupils for each other's religions, beliefs and cultures from a position of understanding.
 - 3.b)
 - i. Pupils should experience a variety of experiences/activities during a course of study and during a lesson if possible. There should be opportunities for individual and/or group activities.
 - iii. Staff should encourage pupils to pursue a piece of work over a period time, e.g. project work where research is carried out - possibly using a library.
 - iv. Staff should use House Points to encourage pupils to work to their full potential and to experience a sense of achievement.
 - 4.a) All pupils follow the same 'Scheme of Work'.
 - 4.b) Pupils are to be encouraged to share their religions, beliefs, experiences and culture with others in order to enhance the quality of learning.
 - 4.c) Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.

- 5.a) Staff should attempt to show the benefits that religion has given to us as well as the problems. This will be done by well-chosen resources and carefully phrased comment.
- 5.b) The staff will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.

PSCHE

Citizenship is about empowerment, relationships, rights and responsibilities. Pupils must have the opportunity to acquire knowledge to develop a respect for facts and the truth so as they are able to understand their own values. It is also about social systems, their structures and the forces of social change.

It is the School's aim to work with parents and the broader community in order to empower the children in our charge with the knowledge, skills, attitude and values required to:

- become confident and effective members of a modern, multicultural and technological society;
- take control of and be responsible for their own lives;
- fulfil their potential.

The effective delivery of PSHE and Citizenship contributes towards the maintenance of good behaviour and an orderly atmosphere in the School, and also strengthens the links between the local community and the School.

AIMS

1. Developing Confidence, Responsibility and Achieving Potential

Pupils develop confidence, take responsibility for themselves and for their environment and achieve their potential when we allow them to:

- a. talk and write about and explain their opinions on issues that matter to them and that affect themselves and society.
- b. face new challenges positively by collecting information, seeking help and advice, making responsible choices and taking action. Pupils should seek help from family and friends, lunchtime supervisors, other pupils, the police and through help lines.
- c. recognise their successes and failures, to set personal targets, actions and to review their success.
- d. know that the onset of puberty can have significant effects on a young

- person's emotions and views.
- e. know of a range of jobs carried out by people they know and as encountered in their school work, e.g. Scientists, Artists, Sports People, Vets, Doctors, Dancers, Composers, Musicians.
- f. be prudent with their money and understand the benefits of saving for certain purchases to reinforce the concept of deferred gratification.

Typical activities which support development of confidence and responsibility, and which help pupils to reach their potential are:

- i. helping to make and follow classroom rules.
- ii. keeping their classrooms clean and tidy and having a 'duty rota'.
- iii. taking an active role in looking after personal and school pets.
- iv. having their achievements (in and out of school) recognised and celebrated by various systems, e.g. achievement assemblies, positive reinforcement during normal classroom lessons, the star and House Point system, etc.
- v. residential and activity trips are offered to all pupils during their time at the School and all pupils are encouraged to participate.
- vi. the School has extensive activities and clubs on offer to the pupils.
- vii. our work on PSHE and Citizenship which has been used to enhance the quality of display work and assembly themes.
- viii. allowing pupils to support others, e.g. mentor, supporter, befriender or mediator.
- ix. a discussion of the travel options available to pupils for their journey between home and school - considering issues such as safety, health and pollution.
- x. the maintenance of a homework book and the collation of an achievement portfolio.
- xi. in Year 6 pupils have the additional responsibility of organising their own charity fund raising events.

2. Preparing to be an Active Citizen

Pupils are prepared to play an active role as citizens when we allow them to:

- a. contribute to the life of the class and school communities.
- b. make sensible choices, know their own likes and dislikes and develop a sense of fairness/unfairness and a sense of right/wrong.
- c. identify, describe and deal effectively with their feelings towards themselves and others (especially their family).
- d. realise their strengths and learn from their experiences, successes and failures.

- e. understand that they will already belong to certain communities, e.g. family, Cubs, Brownies, school.
- f. understand that money can come from different sources and that sometimes it can be used for any reasonable purpose and at other times it must be used for specified purposes.
- g. learn about the damage and good that can be done to our local environment and who the people are that affect it.
- h. understand that resources come from various sources and that they are usually provided under certain restrictions. Pupils should also understand that the allocation of these resources has significant effects on individuals, communities and the sustainability of the environment.
- i. research, discuss and debate topical issues (local, national and international), with one other person or the whole class, such as:
where the raw materials for consumer products come from and how they are produced (to include food, plastics, etc.);
aggressive behaviour; dealing with harassment; the concepts of fairness, good/bad and right/wrong; simple political issues;
simple environmental issues such as litter, landfill, pollution, etc.;
the prudent use of money.
- j. understand the need for rules and laws and their adherence. Pupils should also know how they are made and enforced and how they can take part in making and changing them.
- k. understand about the basic local and national democratic institutions.
- l. understand about the basic structures within the welfare state such as education, health, support for the unemployed, etc.
- m. understand about the role of voluntary, community and pressure groups in society.
- n. explore how the media presents issues such as marriage, the family, adolescence, different religions, etc.
- o. develop skills which enable them to be effective in personal relationships.
- p. respect rational argument and show a readiness and an ability to negotiate and amend their opinion in order to reach a consensus and resolve conflict reasonably using non-violent ways.
- q. understand about the basics of the world of work - opportunities, working hours, salary, holidays, etc.
- r. develop skills which enable them to respond effectively to anti-social and aggressive behaviours, such as teasing, bullying, racism and to ask for help.
- s. reflect on spiritual, moral, social, and cultural issues at appropriate times, such as in assemblies, when they can imagine themselves experiencing events in other people's lives.

- t. know that all members within a family, school or broader community have certain responsibilities, duties and rights. Pupils should also understand that different rights and responsibilities need to be considered together to avoid conflict, e.g. a parent has a duty to deal with a child's inappropriate behaviour and will need to take into account the rights of that child.
- u. know about their own culture and society and value their own cultural identity.
- v. respect and understand the diverse national, regional, religious and ethnic identities, societies and cultures in the U.K.
- w. be aware of the principal ways in which different people interpret the world.

Typical activities which help/have helped to prepare pupils to play an active role as citizens are:

- i. our work on PSHE and Citizenship has been used to influence the structure and purpose of the School Council.
- iii. discussions on issues such as how to save and spend money sensibly (including pocket money and contributions to charities), and the sources and use of financial and natural resources.
- iv. allowing pupils to participate in the School Council and associated procedures - this is a useful vehicle for delivering an understanding of the democratic process.

3. Developing Skills and Knowledge for a Healthier and Safer Lifestyle

Pupils develop a healthier and safer lifestyle when we allow them to develop a knowledge and understanding of the following:

- a. family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
- b. safety rules for different environments e.g. at home, on the road, at school, during play and about people who can help them to stay safe.
- c. that World Health has a global dimension and to understand the responsibility of groups, organisations and society for the health of the individual and the community.
- d. what contributes to a healthy lifestyle:
 - the importance of exercise in promoting good health;
 - the association between diet and health; the nutritional value of various foods; the importance of good food preparation and handling;
 - the names of the main parts of the body;

- the maintenance of good personal hygiene;
 - that all household products can be harmful if not used properly;
 - how some diseases (e.g. bacteria and viruses) spread and can be controlled;
 - the use/misuse, effects and dangers of legal and illegal drugs such as alcohol, tobacco, medicines, etc.;
 - what affects mental health.;
- e. the physical, emotional and social aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour. Pupils should know about the process and changing needs as people grow older (e.g. how the body changes as they approach puberty). Preparation for changes such as starting a new school can be related to this theme.
- f. that some kinds of physical contact are acceptable and appropriate and that others are not. N.B. The concepts of acceptable and appropriate are subject to cultural and religious influences as well as the relationship between the individuals.
- g. that pressure to behave in an unacceptable or risky way can come from a variety of sources, usually people they know.
- h. how to ask for help and how to resist the pressures to do what they know is wrong.

Typical activities which help to prepare pupils to develop a healthier and safer lifestyle are:

- i. approaching Health Education topics by a process of enquiry and investigation through practical projects and surveys - including observation, measurement and analysis.
- ii. our work on PSHE and associated investigations has influenced the lunchtime menu and school snacks;
- iii. discussing issues that affect their health and well-being such as smoking;
- iv. selecting healthy options in school meals, what to watch on television and what games to play.

4. Developing Positive Relationships And Respecting Others

Pupils develop positive relationships and a respect for others when we allow them to:

- a. play and work cooperatively.
- b. be aware of different types of relationships within families and between individuals, e.g. husband/wife, partners, brother/sister, friends.

- c. realise that other people and living things have needs, and that they may have responsibilities to meet them, e.g.
 - i. taking care of family and friends.
 - ii. looking after pets properly.
 - iii. listening to and understanding other peoples views.
 - iv. caring about other people's feelings and trying to understand their point of view.
- d. recognise how their behaviour affects other people.
- e. recognise, respect and celebrate the differences and similarities between people and to recognise and challenge stereotypes. Pupils should also know that the perceived differences, similarities and stereotypes arise from factors such as culture, ethnicity, race, religion, gender, disability, wealth/poverty.
- f. know that all forms of teasing and bullying are wrong and that aggressive anti-social behaviours, such as racism, can have serious consequences on individuals and communities.
- g. discover how various individuals and groups, in different times and places, have reacted to the kinds of issues with which they have been faced.
- h. know where individuals, families and groups can get help and support on issues such as bullying and racism.

Typical activities through which pupils develop positive relationships and a respect for others are:

- i. sharing equipment with other pupils or their friends in a group task.
- ii. meeting and talking with local people such as religious leaders, police officers, firemen, the school nurse or those who work for environmental pressure groups or international aid organisations.
- iii. taking part in activities with a variety of local groups, including the Fire, Police and Library services, the elderly and children with special needs. This type of activity is particularly good at allowing pupils to:
 - appreciate and experience what others contribute/have contributed to the local community, and how the community has developed over time;
 - learn about and pursue opportunities they have to involve themselves responsibly and effectively in the local community, e.g. presents for Batsford
- iv. communicating with children in other countries by use of the Internet or postal service.

SCIENCE

The following aims and objectives for the teaching of Science relate directly to the aims of Dormer House School and show our contribution towards their achievement.

Aims:

1. To stimulate and maintain pupil curiosity, interest and enjoyment in science
- 2i. To enable pupils to be familiar with a body of scientific knowledge, principles and vocabulary
- 2ii. To enable pupils to understand and use scientific method, with safety being a major consideration (see Health and Safety Policy)
- 3i. To enable pupils to see science in the context of a wider body of knowledge and skills.
- 4i. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to science and to experience success and enjoyment in their science work
- 4ii. To allow pupils to develop informed opinions and to be able to support them by reasonable arguments
- 4iii. To help children develop lively, enquiring minds
- 4iv. To know that in this area of learning in the Foundation Stage, called 'Knowledge and Understanding of the World' children are developing the basic knowledge, skills and understanding that will help them make sense of their world
- 5i. To support the implementation of the statement on 'Shared Values'
- 5ii. To enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance and initiative
- 5iii. To enable pupils to be able to work both independently and cooperatively
- 6i. To develop an awareness in pupils of the implications of science (past and present) for the individual, the community and the environment and how this impacts on improving the quality of our everyday

Objectives

These objectives relate directly to the six aims for Science at Dormer House School and are intended to show how the aims are actually put into practice.

1. Pupils should experience a variety of experiences/activities during a course of study and during a lesson if possible. There should be

- opportunities for individual and/or group activities.
- 2i. The Dormer House science syllabus uses the suggested QCA topics as the foundation for the Dormer House science scheme of work. This contains all aspects covered in the National Curriculum Key Stage 1 and 2 Science Orders with significant emphasis on scientific enquiry and investigation.
 - 2ii. Pupils should gain the skills to enable them to undertake both prescriptive and open-ended practical investigations. Pupils should be encouraged to:
 - make accurate observations and measurements;
 - record systematically;
 - predict and hypothesise;
 - make effective use of apparatus;
 - understand the need for and use experimental controls;
 - design experiments to answer questions or investigate hypotheses.
 - Pupils should be able to follow both verbal and written instructions accurately. Safety is emphasised whenever appropriate. Staff must be familiar with the risks associated with a particular piece of practical work. (See 4iv. for Foundation Stage)
 - 3i. Staff should refer to work in Humanities, Maths, Music, ICT, etc. when appropriate.
 - 4i. All pupils follow the same Scheme of Work, with available teaching support targeted on the pupils and classes where the need is greatest. Pupils in Year 4 - 6 have regular homework that has a direct relationship with the course work and a clear purpose and end of year tests will be given in Years 3 - 6 for independent assessment.
 - 4ii. The staff will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
 - 4iii. Whenever possible staff will accommodate the ideas of pupils which may not necessarily follow original planning. Pupils will also have regular opportunities to take trips, participate in workshops and receive visitors to enhance the science curriculum further.
 - 4iv. In the Foundation Stage children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. They learn to investigate, be curious, enthusiastic, solve problems, pose questions, use reference skills, adopt appropriate language and be conscious about health, safety and hygiene if they see the practitioners around them operate in the same way.
 - 5i. Pupils are to be encouraged to share their experiences and culture with

- others in order to enhance the quality of learning.
- ii. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect. Staff should use stickers, house points and certificates of achievement to reward pupils. This should encourage pupils to work to their full potential and to experience a personal sense of achievement. Pupils demonstrating excellent work/effort/progress should be sent to the subject co-ordinator or head teacher for acknowledgement and further praise.
 - iii. Staff should encourage pupils to pursue a piece of work over a period time individually and in groups e.g. project work and practical investigations, where research is carried out - possibly using a library.
- 6i. Staff should attempt to show the benefits that science and technology have brought about as well as some of the problems and issues e.g. atomic research. This will be done by well-chosen resources and carefully phrased comments.

PASTORAL POLICY DOCUMENTS

ADMISSIONS POLICY

It is our intention to make our school genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will:

- Ensure that the existence of the school is widely known in all local communities. We will place notices advertising the school in places where all sections of the community can see them.
- Arrange our waiting list in order of date of application.
- Keep a place vacant, if this is financially viable, in order to accommodate a pupil in line with our charitable status and Articles of Association.
- Describe the school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

- Maintain an equal opportunities policy.
- Maintain an accessibility plan for disabled pupils.

EQUAL OPPORTUNITIES POLICY

Dormer House is a PNEU school and its broad-based education and caring ethos already encourage an atmosphere of equal opportunity, which is underpinned by the following;

- All children are respected and their individuality and potential recognised, valued and nurtured.
- Choice of activities and the use of equipment offer opportunities to develop in an atmosphere free from prejudice and discrimination.
- Appropriate time and opportunity is given to allow the children to explore, acknowledge and value the difference and similarities between themselves and others.
- Appropriate materials are selected to help avoid sexual stereotypes and messages about any group of people.
- Discriminatory behaviour or remarks are known to be unacceptable. The response to such behaviour will aim to be sensitive to the feelings of the victim while at the same time try to help those responsible to understand and overcome their prejudices.
- Every effort will be made to value and respect other cultures and religions.
- Medical, cultural and dietary needs will be met as far as possible.
- The school recognises that many different types of family groups successfully love and care for children.

The school will appoint the best person for each job and will treat fairly both the applicants for the job and those appointed.

DISABILITY POLICY

The school does not knowingly discriminate against disabled pupils in either admission or exclusions, and neither does it knowingly discriminate in education and associated services.

Definition of Disability: *A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.*

Accessibility Plan

The school maintains an accessibility plan which is incorporated into the School Improvement Plan and addresses such issues as:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the schools to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled
- re-assessing our Admissions Policy and our Prospectus to ensure that they are free from any hint of prejudice against disabled pupils
- providing staff training in the education of the disabled pupil, including those with Specific Learning Difficulties
- this plan is readily available to interested parties upon request

Increasing the extent to which disabled pupils can participate in the school curriculum

The curriculum covers not only the teaching and learning, but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities and school visits. Our plan will show a strategic approach to removing those barriers that have been identified to exist within the school.

Improving the physical environment of the school

Within the resources available to it, the school will consider closely what it can do to improve the physical environment. It will consider accessibility in all purchasing decisions and in all new building works and refurbishments. Areas to be looked at will include:

- steps, stairways, kerbs, exterior surfaces and paving, building

- entrances and exits,
- internal and external doors, gates,
- toilets and washing facilities,
- lighting, heating, ventilation, lifts, signs,
- interior surfaces, floor coverings, room décor and furniture.
- improvements to physical access;
- ramps, handrails, lifts,
- widened doorways, electromagnetic doors,
- adapted toilets and washing facilities,
- adjustable lighting, blinds,
- induction loops, well designed room acoustics and way-finding systems.

Physical aids to access education might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities etc; specially slanted desks and chairs for children.

Improved access to the physical environment may possibly be achieved by rearranging room space, removing obstructions, changing the layout of classrooms, storage space, or by re-allocating teaching areas.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school recognises that it has a duty to make written information normally provided by the school available to disabled pupils. The information will take account of the pupils' disabilities, the pupils' and parents' preferred formats and will be made available within a reasonable time frame. The information might include handouts, timetables and information about school events and the school might consider providing the information in alternative formats (i.e. large print, audio tape, pictorially), using ICT or providing it orally.

Children with statements of SEN are already educated in the mainstream school unless this is incompatible with parents' wishes or the provision of efficient education of other children. These are the only reasons why mainstream education may be refused outright.

Re-assessing our Admissions policy and our prospectus to ensure that they are free from any hint of prejudice against disabled pupils

The school admissions policy is already free from any hint of prejudice. There are no criteria for entry other than the ability of the parents to pay the fees.

Annual Review

The school is committed to making the school more accessible to disabled pupils and undertakes an annual review of the accessibility plan and our provision for disabled pupils, parents and visitors to the school.

COLLECTION OF CHILDREN POLICY

All parents and carers are required to collect their children from the courtyard. The teacher in charge will shake hands with the pupil on eye contact with the adult collecting.

- If it is not the usual person picking up, it is the parent's or carer's responsibility to notify the school.
- If a parent telephones to authorise collection by a person who is unknown to us, a password must be given to the teacher in charge.

No child will be allowed to leave the premises without PRIOR consent.

If a different person calls to collect a child, and the parents have not informed the school of this, then the parent's permission **must** be obtained before handing over the child.

LEFT CHILD POLICY

Rules apply for any child that is still in school after 6pm:

- We ask that all parents who are running late inform us as soon as possible and state a time that the child will be collected.
- If by 6 pm a child has not been picked up and we have had no communication staff should ring the home and mobile numbers.
- If this fails we will then ring the nominated emergency contact person.
- If by 6.30 pm all methods been tried and failed then Social Services should be contacted.
- After 6 pm a late pick up charge of £5.00 per child, per quarter of an hour applies.
- Contact details are kept in school. It is however the parent's responsibility to notify the office of any changes.

LOST CHILD POLICY

There are a limited number of situations where a child could be lost and these are:

- Where a child wanders off on an outing
- Where a child gets out of the playground
- Where a child is taken from school by an unapproved adult (see Collection of Children Policy)

Should a child become lost on a school trip or walk the following action should be taken:

1. Alert the member of staff in charge who will make enquiries of relevant staff and parent helpers as to when and where the child was last seen.
2. Remember the safety of the other children, with regard to supervision and security.
3. Having ensured that the remaining children are sufficiently supervised and secure, one or preferably two adults should search the venue and the immediate vicinity.
4. If the child cannot be found within five minutes the security staff at the venue should be informed and their procedures followed.
5. Continue to search, opening up the area, keeping in touch by mobile phones if available.
6. Notify the school and the Headmistress will notify the parents of the lost child.

Should a child become lost on the premises the following action should be taken:

7. Alert the member of staff in charge who will make enquiries of relevant members of staff as to when and where the child was last seen.
8. Remember the safety of the other children, with regard to supervision and security.
9. Ensuring that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building, playground and immediate vicinity.
10. If the child cannot be found within fifteen minutes the Headmistress will notify the police and the parents.
11. Continue to search, opening up the area, keeping in touch with mobile phones if available.

When the situation has been resolved members of staff should review the reasons for it having happened and ensure measures are taken to ensure that it does not happen again.

OUTINGS POLICY

The class programme for the school year should include a number of visits related to the school's curriculum. As well as providing lasting memories, these visits will enable pupils to share experiences with their peer group and extend their knowledge and understanding of the world. Parents should receive details of arrangements at the time of each visit.

No child will be taken off the premises without prior parental consent.

LOCAL 'WALKING' TRIPS

- Upon admission parents are asked to complete a 'permission to walk slip'. If any parent declines, then their child will be left with the remaining classes for the duration of the outing.
- For Nursery classes, F2 and Y1 the safety rope will be used.
- Ratios will be adhered to.

ORGANISED OUTINGS

- Written information will be provided for parents prior to the trip stating, destination, food/drink requirements, transport arrangements, appropriate clothing, timings and costs.
- All adult: child ratios will be adhered to.
- All trips off site (including sports fixtures) require a risk assessment and must have prior approval from the Head (See trip form on next page).
- First Aid equipment will always be taken, along with epipens and inhalers.
- All adults will be issued with a list of the children in their care.
- The registers will be taken at the beginning of the trip, the children head counted continually throughout and the register taken before leaving.
- It is the class teacher's responsibility to take all emergency contact numbers for the children with them.
- The class teacher will be required to take a mobile phone and ensure that the number is left in the Nursery and Main School Office.
- It is the class teacher's responsibility to ring the main school office should there be any change in the day's schedule.

DORMER HOUSE SCHOOL



APPROVAL GRANTED BY:

VENUE:		DATE:
ADDRESS:		
TELEPHONE NO:		
DEPART SCHOOL:	ARRIVE AT VENUE:	
DEPART VENUE:	RETURN TO SCHOOL:	
TRIP LEADER:	TELE:	
STAFF:	TELE:	
PARENT HELPERS:	TELE:	
PUPILS:		
COACH BOOKED BY:		DATE:
VISIT BOOKED BY:		DATE:
PRE-VISIT BY:		DATE:
RISK ASSESSMENTS - TICK & ATTACH		
COACH	VENUE	MAP
ESSENTIALS		
MEDICAL KIT & EPIPENS	PUPIL DETAILS	SICK BAG

Dormer House School : TRIP APPROVAL FORM : Submit to head for signing prior to trip

PARENTAL INVOLVEMENT POLICY

Parents are the first educators of their children. The aim of the school is to support their essential work, not to supplant them. We will:

- Make all new parents aware of the school's systems and policies.
- Encourage parents to play an active part in the life of the school.
- Ensure that parents are informed on a regular basis about their child's progress.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interest to the activities of the school.
- Involve parents in shared record keeping about their own child.
- Ensure that all parents are fully informed about meetings.
- Hold meetings in venues that are accessible and appropriate for all.
- Welcome the contributions of parents whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the school's curriculum and about children's learning, in school and at home.
- Ensure that adult helpers are **not** given sole responsibility for individual pupils or groups of pupils unless they have been CRB checked. They may assist class teachers, but must not infringe our child protection procedures.

PARENTAL COMPLAINTS POLICY

Complaints are taken very seriously at Dormer. The procedure for complaint is as follows:

INFORMAL COMPLAINTS

1. Talk to the Class Teacher

When you take a complaint to your child's teacher, for your part, you should have;

- Made attempts to verify the information fundamental to the complaint.
- Agreed a time suitable to you both to discuss the matter.

You can expect:

- To be taken seriously and listened to with understanding and experience.
- An attempt to be made to rectify the situation.
- A follow up chat within a week or a month (as mutually agreed) to discuss the success or otherwise of the strategies employed.

2. Talk to the Headteacher

If you have failed to get satisfaction by talking to the class teacher make an appointment to see the Headteacher. For your part, you should have;

- Given her a brief synopsis of the problem when making the appointment, so that she can institute initial enquiries before your meeting.
- Allow adequate time for her to make her enquiries.

You can expect:

- To be listened to and taken seriously.
- The Headteacher to be properly prepared for your meeting.
- To have a frank and open discussion.
- To see any appropriate documents relating to the problem.
- A suggestion for a solution.
- A follow up phone call, letter or meeting.

FORMAL COMPLAINTS

3. Talk to the Trustees

If you are still not satisfied by the solutions offered, you should write to the Chairman of Trustees.

According to the nature of the complaint, he/she will either

- Write back.
- Take the matter to the Trustees' Education, Finance or Health and Safety Committee.
- You will always be advised of the outcome in writing.

4. Request a hearing

If you are not satisfied with the response to a written complaint, the Trustees will arrange a hearing before a panel appointed by the School of at least three people who have not been directly involved in matters detailed in the complaint. One member of the panel will be independent of the management and running of the school. You may attend the hearing and may, if you wish, be accompanied.

The panel will make a judgement and its findings and recommendations will be made available to the complainant, the Board of Trustees, the Head Teacher and, where relevant, the person complained about.

Written records of all complaints will be maintained by the Head Teacher and will indicate whether they were resolved at the preliminary stage or by a panel hearing. Correspondence, statements and records of complaints will be kept confidential. (Access to such records will be granted to inspectors conducting inspections and the Secretary of State.)

5. You may also contact Ofsted at:

South West Regional Centre
2nd Floor, 1 The Square
Temple Quay
Bristol
BS1 6FA

6. National Standards

For all complaints relating to the National Standards, records will be completed by the Head Teacher and presented to OfSTED upon inspection.

Please note that one formal complaint was registered in the preceding year.

COMPLAINTS POLICY FOR STAFF

Complaints are taken very seriously at Dormer. The procedure for complaint is as follows:

1. Talk to your line manager

When you take a complaint to your line manager, for your part, you should have:

- Made attempts to verify the information fundamental to the complaint
- Agreed a time suitable to you both to discuss the matter

You can expect:

- To be taken seriously and listened to with understanding and experience
- An attempt to be made to rectify the situation
- A follow up chat to discuss the success or otherwise of the strategies employed

2. Talk to the Headmistress

If you have failed to get satisfaction by talking to your line manager, make an appointment to see the Headmistress. For your part, you should have:

- Given her a brief synopsis of the problem when making the appointment, so that she can institute initial enquiries before your meeting
- Allow adequate time for her to make her enquiries

You can expect:

- To be listened to and taken seriously
- The Headmistress to be properly prepared for your meeting
- To have a frank and open discussion
- To see any appropriate documents relating to the problem
- A suggestion for a solution
- A follow up Cause for Concern sheet, letter or meeting

3. Talk to the Trustees

If you are still not satisfied by the solutions offered, you should write to the Chairman of Trustees. According to the nature of the complaint, he will either

- Write back or
- Put your complaint to the Staff Pay and Conditions Committee
- You will always be advised of the outcome in writing

4. Request a Staff, Pay and Conditions Appeal Panel

If you wish to take the matter further, you may take your complaint to an

appeals panel accompanied by a Union representative, friend or colleague.

CONFIDENTIALITY POLICY

The school's work with children and families will sometimes bring us into contact with confidential information. To ensure that all those using and working in the school can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own children, but will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents and carers to the school will not be passed on to other adults without permission.
- Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's key worker /Nursery Manager /class teacher and the Headmistress.
- Students on recognised courses observing in the school will be advised of our confidentiality policy and required to respect it.
- Issues to do with the performance and employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Under no circumstances should a member of staff discuss management decisions, policy or pay in front of parents, pupils and members of the public.
- Staff are asked to respect that office files, filing cabinets and computers contain confidential information and should not be accessed without the prior permission of the Headmistress.
- All office computers should be password protected.
- Breach of confidentiality will result in a written warning from the Headmistress or the Chair of the Trustees.

BEHAVIOUR MANAGEMENT POLICY

We believe that children flourish best in an ordered society in which everyone knows what is expected of them. We expect children to be able to work and play without fear of being hurt or hindered by anybody else. We aim to work towards a situation where children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group are clearly explained to both children and adults and are consistently adhered to.
- Children will have the security of knowing what to expect and can start to build up useful habits of behaviour.
- Staff will provide a positive model for behaviour.
- Staff will praise and endorse desirable behaviour and try to avoid situations in which children only receive adult attention in return for undesirable behaviour.

When children behave in unacceptable ways:

- Physical punishment will be neither used nor threatened.
- Children will never be sent out of a room by themselves
- Techniques intended to single out and humiliate individual children, such as 'the naughty chair' **will not be used**.
- Children who misbehave will be given one-to-one adult support to help them understand what went wrong and learn how to establish appropriate responses.
- In any case of poor behaviour, it will always be made clear that it is the behaviour and not the child that is unacceptable.
- Adults will not shout or raise their voices in a threatening way and problems will be handled in an appropriate way, with regard to the individual child's level of understanding and maturity.
- Recurring and intransigent problems will be tackled by the whole group of adults, who will use objective observation records to establish cause.
- Adults will be aware that some kinds of behaviour may arise from events happening outside school or from a child's special needs.

PHYSICAL INTERVENTION POLICY

This policy has been written in line with the Gloucestershire "Guidance on the Use of Physical Interventions" support pack, January 2005.

It is the school's expectation that physical intervention:

- Should only be used as a last resort, in clear and dire circumstances.
- Should only be used in the best interests of the child and other children.
- Should only be used if all other preventative measures have been explored.
- Should never be punitive.
- Should be reasonable, proportional and necessary.

Therefore, the school deems that there should be no planned restrictive physical interventions in the course of a normal day. Wherever possible the use of physical force should be avoided. If physical interventions occur it will be as part of an unforeseen or emergency situation. It is acknowledged however, that, at times, staff may find themselves in a situation where there is no other option than the use of 'reasonable force' to keep a young person or themselves safe.

Section 550A of the 1996 Education Act states:

'A member of staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- a) committing an offence
- b) causing personal injury, or damage to the property of, any person (including the pupil himself), or
- c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise'

A "member of staff" means any teacher who works at the school and any other person who, with the authority of the Head Teacher has lawful charge of young people at the school.'

Restrictive physical intervention is defined as use of physical force to control a person's behaviour. If an incident of restrictive physical contact occurs it should be documented in writing and reported to the Head Teacher as soon as possible. The report should include:

- Which young person(s) were involved, including witness names
- Where and when it happened
- Reasons why reasonable force was necessary
- Context of the incident

Complaints against members of staff following an alleged use of physical intervention will be dealt with in accordance with GSCB guidelines.

MISDEMEANOUR POLICY

To encourage good behaviour and make parents aware of consistently poor behaviour, the following policy applies:

- Staff in charge of a class or playground where there is an **incident of note**, or some persistent aggravating behaviour, will complete and hand the above slip to the form teacher.
- The class teacher will discuss the matter with the child and send the child and the slip to the Deputy Head at lunchtime.
- If 3 slips apply to any one child, then the Deputy Head will send the child to the Head Teacher who will take appropriate action.
- In the case of the Head Teacher having to see the child more than twice, the child's parents will be notified.

The following slips are available in the staff room.

Child:
Date:
Misdemeanour:
Action taken:
Staff signature:
Date when slip given to Form teacher:

SANCTIONS

- A comment may be made on the child's behaviour in the Homework Diary.
- Pupils may be asked to stay in at break or lunch time **with supervision**.
- Pupils may be asked to undertake a task such as tidying the cloakroom or the playground to compensate for their poor behaviour.
- A misdemeanour slip may be awarded.
- A visit to the Deputy Head or Head Teacher may be required.

EXCLUSIONS

The Head Teacher will consult with the Trustees' Education Committee to determine whether exclusion is necessary in the event of an extremely serious incident such as: fighting or assault against a pupil or an adult, verbal abuse or threatening behaviour, bullying or harassment, racist abuse, damage to school property or the personal belongings of others, sexual misconduct, drug or alcohol abuse, theft, persistent disruptive behaviour or placing other people in danger.

If a child is to be excluded from school parents will be notified by telephone to collect the child immediately. An exclusion letter will be sent home within one school day of the decision to exclude. The letter will include the reason for the exclusion. It will explain clearly what has happened in plain language and will detail the steps the school has taken to try and avoid excluding the child. It will outline what arrangements have been made to set and mark work for the child (for fixed term exclusions). Parents will be informed of their right to put their case to the Trustees' Appeal Panel. They will have the right to see the child's record. If the exclusion is for a fixed term, the length of the exclusion and date and time the child should return to school will be specified.

NATIONAL STANDARD LIST OF REASONS FOR EXCLUSION

The DfCFS has produced a national standard list of reasons to be used when reporting an exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The descriptors should be used as a guide and are not intended to be used as a tick list for exclusions.

Physical assault against pupil

Includes:

- fighting, violent behaviour, wounding, obstruction and jostling

Physical assault against adult

Includes:

- violent behaviour, wounding, obstruction and jostling

Verbal abuse/threatening behaviour against pupil

Includes:

- threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon

Verbal abuse/threatening behaviour against adult

Includes:

- threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon

Bullying

Includes:

- verbal, physical, homophobic bullying, racist bullying

Racist abuse

Includes:

- racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti

Sexual misconduct

Includes:

- sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti

Drug & Alcohol related

Includes:

- possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- vandalism, arson, graffiti

Theft

Includes:

- stealing school property, stealing personal property (pupil or adult), stealing from local shops on a school outing, selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- challenging behaviour, disobedience, persistent violation of school rules

Other

Includes incidents which are not covered by the categories above but this category should be used sparingly.

BULLYING POLICY

Dormer House is a small school with all kinds of people in it. Most of them are kind and thoughtful towards others. Every day our pupils and staff meet happily in the classroom and on the playground. Sometimes they 'mess around' - push each other, chase and laugh at one another. Usually this is fairly harmless, but we all look out for any telltale signs, which point to bullying.

We consider bullying to be deliberate acts, physical, verbal or social, carried out by those in a position of power with the intention of causing distress for their own gain or gratification.

Gloucestershire Children's Services defines bullying as: offensive, abusive, intimidating, malicious or insulting behaviour. It is an abuse of power, which makes the recipient feel upset, threatened, humiliated, angry or vulnerable. It is behaviour which undermines self-confidence and may cause the victim to suffer distress and a sense of injustice.

We recognise that bullying can take many forms:

Physical: Pushing, kicking, hitting, including violent threats, taking and damaging belongings.

Verbal: Name-calling, sarcasm, gossiping, spreading rumours and persistent teasing.

Emotional: Tormenting, humiliating, ridiculing, ignoring, excluding.

Sexual: Unwanted physical contact, comments of an unwelcome sexual nature.

Cyber: Harassment, alarm, distress or humiliation that uses internet-related and telephone technology.

Racist: Gestures, taunts, graffiti, physical violence, mocking.

Homophobic: Name-calling, beating up, making offensive comments.

It is our intention to create an environment free from all these forms of bullying.

In order to discourage this unacceptable behaviour, we aim:

- To encourage all pupils and staff to seek help and support when needed.
- To encourage vigilance in all members of the school to detect bullying behaviour.
- To provide opportunities for the consideration of issues relating to bullying throughout the whole curriculum, thereby addressing the problem through education.
- To provide help and guidance for both victims and bullies.

All reported, observed or suspected incidents of bullying will be treated seriously and dealt with promptly by the Headmistress or Deputy Head in consultation with the form teachers or line managers concerned. In the case of pupils/parents/guardians of both bullies and victims will be informed in writing of the necessary details and action taken. Details to be included will be at the discretion of the Headmistress or Deputy Head.

Pupils and staff guilty of bullying will be required to:

1. Accept the undesirability of their behaviour
2. Accept any punishment administered
3. Undertake that there should be no repetition of such behaviour
4. Understand that, should such repetition occur, it will result in far more serious punishment leading ultimately to permanent exclusion.
5. Acknowledge that they are personally responsible for their choice of future behaviour.
6. Receive counselling designed to help them to understand and refrain from bullying behaviour in the future.

Pupils and staff who are victims of bullying:

1. Will receive help and support.
2. Will receive guidance and counselling in dealing with bullying behaviour and in becoming less susceptible to it if necessary.
3. Will be given the opportunity to nominate a teacher to whom they can report further incidents and from whom they can seek help and advice.

Regular circle time sessions, and work in PSCHÉ gives us the opportunity to tackle the issue of bullying by empowering pupils to tell their form teacher immediately if something is upsetting them or one of their friends. A problem shared is a problem halved and we will find the time to solve any little problem, no matter how trivial it may seem. Likewise we ask all parents to keep class teachers informed of any problems, which seem to be bothering the children. We are here to help.

LOSS & BEREAVEMENT POLICY

Loss and bereavement are an inevitable part of our lives. We, as a school, have a role to play in preparing our pupils for such experiences and offering support to all School members when needed and if sought. Any loss is bereavement, not only death: divorce, illness and other causes of sorrow can result in feelings of grief.

When the whole school is affected: The Head informs the management team and the Chairman of the Trustees in the first instance, then the rest of the staff as soon as possible (either the following morning, or, if the incident occurs at the weekend, on the Monday morning). If during a holiday period, the Head may feel it appropriate to send out a letter to all staff. All the pupils will be informed in a special assembly.

The Head will have sole authority to talk to the press. No other member of staff should discuss the incident with the press unless (s)he has been given permission to do so by the Head. Any press statements will be prepared by the Head Teacher, in consultation with appropriate members of staff. This statement must be adhered to by all. It will be updated when appropriate. It is important that only fact is used in the statement- background information and hearsay should be avoided at all costs.

Where there is a loss within the school, everyone will need help. It may well be necessary to seek the help of a professional who is skilled in traumatic grief, to help the community to come to terms with the situation.

When an individual is affected: The bereaved pupil has ownership of how much information is given, to whom and who gives it. It is important that an individual's wishes are adhered to. However, friends and teachers might need some information so that appropriate support can be arranged.

Class teachers will be the first line of support but an individual may well choose other people. A bereavement box, containing relevant information will be available for any member of staff who is involved in supporting a bereaved pupil.

All bereavements should be recorded. As the anniversary of a death and other key dates (Mothers' /Fathers' Day) approach, some time should be set aside for the bereaved child. This will allow the child to know that their loss has been remembered and give him/her the opportunity to talk **if they wish**.

CHILD PROTECTION POLICY

Dormer House School fully recognises its responsibilities for child protection. This policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in line with Government guidance by using at least one NCSL accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
- Supporting a pupil who has been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding who has received appropriate training and support for this role. (Designated Child Protection Officer **Alison Thomas** / Deputy CPO **Jane McPherson**)
- Ensure we have a nominated governor responsible for child protection who has received appropriate training. (**Cornelia Starks**)
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior

- person responsible for child protection and their role. (See above)
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
 - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. (P35 and copy of full policy on website)
 - Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the Child Protection Register.)
 - Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
 - Keep written records of concerns about children, even where there is no need to refer the matter immediately.
 - Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
 - Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
 - Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

**DORMER HOUSE SCHOOL
CHILD PROTECTION
CAUSE FOR CONCERN FORM**

DATE OF REPORT:

PREPARED BY:

NAME OF CHILD:

DATE OF BIRTH:

GENDER:

CURRENT AGE:

NATURE OF CONCERN:

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CHILD'S EXPLANATION:

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CHILD'S ATTITUDE:

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PARENT'S EXPLANATION:

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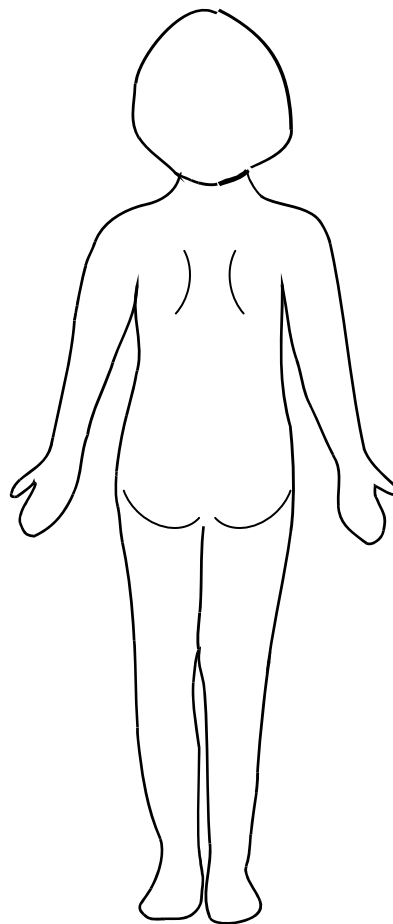
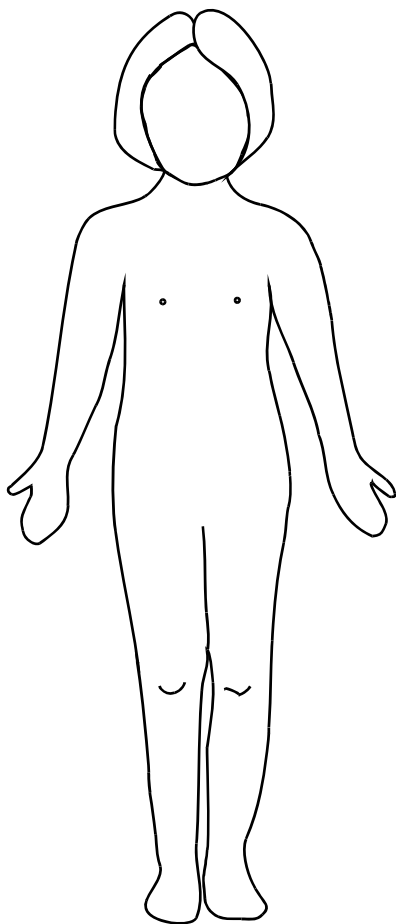
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SITE OF INJURY:



ACTION TAKEN:

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REVIEW DATE:

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SIGNED:

Parent or Guardian

SIGNED:

Parent or Guardian

SIGNED:

Designated Child Protection Officer

SIGNED:

Reporting member of staff

E-SAFETY POLICY

The e-Safety Policy is part of the School Development Plan and relates to other policies including those for ICT, bullying and child protection. The ICT co-ordinator will undertake the role of e-safety officer and will work closely with the Child Protection Officers, the Senior Management Team and the Trustees to review this policy annually.

The school acknowledges that the Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

The school Internet access will be designed expressly for pupil use and will include filtering appropriate to the age of pupils. Pupils will be taught what Internet use is acceptable and what is not and will be given clear objectives for Internet use. Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation. Pupils will be shown how to publish and present information to a wider audience. The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law. Pupils will be taught the importance of cross-checking information before accepting its accuracy. Pupils will be taught how to report unpleasant Internet content.

Managing Internet and E-mail Access

- School ICT security will be reviewed regularly.
- Virus protection will be updated regularly.
- Pupils may only use approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive e-mail.
- In e-mail communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
- Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.
- The school should consider how e-mail from pupils to external bodies is presented and controlled.
- The forwarding of chain letters is not permitted.

Published content and the school web site

- Staff or pupil personal contact information will not generally be published. The contact details given online should be the school office.

- The head teacher will take overall editorial responsibility and ensure that content is accurate and appropriate.

Publishing pupil's images and work

- Photographs that include pupils will be selected carefully and only published with the permission of parents or carers.
- Pupils' full names will not be used anywhere on a school Web site or other on-line space, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site.
- Pupil image file names will not refer to the pupil by name.
- Parents should be clearly informed of the school policy on image taking and publishing, both on school and independent electronic repositories.

Social networking and personal publishing

- The school will control access to social networking sites, and consider how to educate pupils in their safe use.
- Newsgroups will be blocked unless a specific use is approved.
- Pupils will be advised never to give out personal details of any kind which might identify them, their friends or their location.
- Ideally pupils would use only moderated social networking sites, e.g. SuperClubs Plus
- Pupils and parents will be advised that the use of social network spaces outside school brings a range of dangers for primary aged pupils.
- Pupils will be advised to use nicknames and avatars when using social networking sites.

Managing filtering

- The school will work with Swan Computers to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils come across unsuitable on-line materials, the site must be reported to the e-Safety Coordinator.
- Senior staff will ensure that ICT support staff make regular checks to ensure that the filtering methods selected are appropriate, effective and reasonable.

Managing videoconferencing & webcam use

- Videoconferencing should use the educational broadband network to ensure quality of service and security.
- Pupils must ask permission from the supervising teacher before making or answering a videoconference call.

- Videoconferencing and webcam use will be appropriately supervised for the pupils' age.

Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- The senior leadership team should note that technologies such as mobile phones with wireless Internet access can bypass school filtering systems and present a new route to undesirable material and communications.
- Mobile phones will not be used by staff, volunteers or visitors during lessons or in the presence of children.
- Mobile phones may be used within the staffroom.
- The sending of abusive or inappropriate text messages or files by Bluetooth or any other means is forbidden.
- Staff should use a school phone where contact with pupils/parents is required.
- Mobile phone cameras must not be used on the school site or trips either by pupils or members of staff.

Protecting personal data

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

Authorising Internet access

- All staff must read and sign the Staff Code of Conduct for ICT before using any school ICT resource.
- The school will maintain a current record of all staff and pupils who are granted access to school ICT systems. Parents will be asked to sign and return a consent form annually.
- At Key Stage 1, access to the Internet will be by adult demonstration with directly supervised access to specific, approved on-line materials.
- Any person not directly employed by the school will be asked to sign an acceptable use of school ICT resources before being allowed to access the Internet from the school site.

Assessing risks

- The school will take all reasonable precautions to prevent access to inappropriate material. However, owing to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the school network. The school cannot accept liability for any material

accessed, or any consequences of Internet access.

- The school should audit ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate and effective.

Handling e-safety complaints

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the Head Teacher.
- Complaints of a child protection nature must be reported to the Designated Child Protection Officer and will be dealt with in accordance with school child protection procedures.

Community use of the Internet

- The school will liaise with local organisations to establish a common approach to e-safety e.g. Computer Explorers.

Introducing the e-safety policy to pupils

- e-Safety rules will be posted in all rooms where computers are used and discussed with pupils regularly.
- Pupils will be informed that network and Internet use will be monitored and appropriately followed up.
- A programme of training in e-Safety will be developed.
- e-Safety training will be embedded within the ICT scheme of work or the Personal Social and Health Education (PSHE) curriculum.

Staff and the e-Safety policy

- All staff will be given the School e-Safety Policy and its importance explained.
- Staff must be informed that network and Internet traffic can be monitored and traced to the individual user.
- Staff who manage filtering systems or monitor ICT use will be supervised by senior management and work to clear procedures for reporting issues.
- Staff will always use a child-friendly safe search engine when accessing the web with pupils.

Enlisting the support of parents and carers

- Attention will be drawn to the School e-Safety Policy in newsletters, the

school brochure and on the school Web site.

- The school will maintain a list of e-safety resources for parents/carers.
- The school will ask all new parents to sign the parent /pupil agreement when they register their child with the school.

Useful resources for teachers

BBC Stay Safe - www.bbc.co.uk/cbbc/help/safesurfing/

Chat Danger - www.chatdanger.com/

Child Exploitation and Online Protection Centre - www.ceop.gov.uk/

Childnet - www.childnet-int.org/

Cyber Café - http://thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx

Digizen - www.digizen.org/

Kidsmart - www.kidsmart.org.uk/

Think U Know - www.thinkuknow.co.uk/

Safer Children in the Digital World - www.dfes.gov.uk/byronreview/

Useful resources for parents

Care for the family -
www.careforthefamily.org.uk/pdf/supportnet/InternetSafety.pdf

Childnet International "Know It All" CD - <http://publications.teachernet.gov.uk>

Family Online Safe Institute - www.fosi.org

Internet Watch Foundation - www.iwf.org.uk

Parents Centre - www.parentscentre.gov.uk

Internet Safety Zone - www.internetsafetyzone.com

SAFER WORKING PRACTICE

The school acknowledges the need to provide comprehensive advice on appropriate and safe behaviours for all adults working with children at the school in paid or unpaid capacities. All staff and volunteers therefore, are required to continually monitor and review their practice and ensure they follow the guidance contained in the following DCFS document; *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*. All employees and volunteers are reminded annually of its contents and it is the expectation of the school that staff will follow this guidance in their day-to-day practice.

MANAGING ALLEGATIONS AGAINST STAFF

If an accusation is made against a member of staff, he/she will be suspended pending the outcome of full investigations. If the Child Protection Officer is accused, the Deputy Child Protection Officer will notify Chair of Trustees and initiate the investigation. The Child Protection Officer will make a referral to the Gloucestershire Safeguarding Children Board who will undertake an independent inquiry.

The investigation could involve a number of agencies and a panel will be convened to determine who needs to be involved and how the inquiry should proceed. The panel works within the guidelines of *Working Together to Safeguard Children, a guide to inter-agency working to safeguard and promote the welfare of children, Appendix 5*.

Staff who are the subject of an allegation are advised to consult their professional association and/or seek legal advice.

WHISTLE BLOWING POLICY

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk and staff should heed the following guidance:

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child continuing to be unnecessarily at

risk. Each individual has a responsibility for raising concerns about unacceptable practice or behaviour to prevent the problem worsening, to reduce risks to others or to prevent implicating oneself.

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Approach your immediate manager, the Head Teacher, or the Designated Child Protection Officer. If your concern is about your immediate manager/Head Teacher, or you feel you need to take it to someone outside the school, contact the Chair of Trustees.
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally you should put your concerns in writing, outlining the background and history, giving names, dates and places where possible.
- A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.

What happens next

You should be given information on the nature and progress of any enquiries. Your employer has a responsibility to protect you from harassment or victimisation. No action will be taken against you if the concern proves to be unfounded and was raised in good faith. Malicious allegations may be considered a disciplinary offence.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager so that, the staff support network and/or your professional or trade union.

HEALTH & SAFETY POLICY DOCUMENTS

HEALTH & HYGIENE POLICY

Our school promotes a healthy lifestyle and a good standard of hygiene in its day-to-day work with adults and children. This is achieved in the following ways:

Food

- All meals and snacks provided will be healthy and nutritious and will pay due care and attention to the children's dietary needs.

Outdoor play

- Children will have the opportunity to play in the fresh air throughout the year.

Illness

- Parents are asked to observe the current medical policy that is continuously updated to take account of any statutory requirements.
- There are two accident books in school, one for the pre-school department and one for the Main school.
- Where it pertains to previously identified children, the school operates a policy of administering lifesaving medication in cases of anaphylactic shock and are trained and insured to do so.
- First Aid equipment is kept in all classrooms and staff are required to ensure that supplies are replenished and replaced where necessary.

Hygiene

To prevent the spread of infection, all staff ensure that the following good practices are observed and encouraged:

- Hand washing after using the toilet.
- Children are encouraged to shield their mouths when coughing.
- Paper hand towels are used and disposed of hygienically.
- Any spills of blood, vomit or other bodily fluids are wiped up and disposed of down the toilet, any affected surfaces are wiped down and disinfected. Rubber gloves are always used.
- All staff are asked to make themselves aware of how infection (including HIV) can be transmitted.

All food is prepared under the conditions laid down in the school's Health and Safety policy.

NAPPY CHANGING POLICY

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults.

- Parents are required to provide nappies, wipes and creams and are requested to take bagged soiled clothes home daily.
- Changing areas are warm and there is a safe area to lay children if they need to have their nappies changed.
- Doors to changing areas remain ajar and allow the free flow of Nursery Staff to ensure supervision in line with Safeguarding best practice.
- Gloves and aprons are put on before changing begins and the surface wiped before and after with an antibacterial cleaner each individual child is changed.
- Staff are familiar with hygiene procedures and carry these out whilst changing nappies.
- Nappy changing is relaxed and independence promoting where a child is able.
- Young children are encouraged to take an interest in using the toilet.
- Children will be encouraged to wash their hands with soap and water (antibacterial soap should not be used) and to dry them thoroughly with paper towels.
- Adults will be gentle when changing nappies/clothes and not make negative comments.
- The child's privacy should be respected at all times and there should be no discussion of intimate personal matters.
- Nappies are disposed of hygienically: they are bagged and disposed of in the appropriate bin.
- Children are checked regularly and changed when necessary.
- The changing of nappies/clothes will be recorded in a register.

DIET POLICY & PRACTICE

Sharing of snacks and meals plays an important part in the social life of the school as well as reinforcing understanding of the importance of healthy eating. With this in mind, Dormer House tries to ensure that:

- All meals are nutritious, home cooked and avoid large quantities of fat, sugar, salt, additives, preservatives and colourings.
- Children's medical and dietary requirements are respected, as are the needs of vegans and vegetarians.
- Menus are planned in advance; food is fresh, wholesome, balanced and sourced from the local area where possible.
- A multi-cultural diet is offered so that the children are offered a wide range of experience.
- The dietary needs of any religious group if known is catered for in appropriate ways.
- All main meals offer the following elements:
 - protein for growth
 - carbohydrate for energy
 - essential minerals and vitamins
- All snacks brought in by the children are in line with the school's break time policy; set out in the Main School prospectus.
- Milk is provided for all EYFS children if required.
- All children are encouraged to taste all foods but there is no element of coercion.
- The older children are given responsibility for cleaning the dining area between sittings and relaying tables.

HEALTH & SAFETY POLICY

The school Health and Safety Committee meets once a month to ensure a healthy and safe school environment. We arrange annual training for all staff to keep up to date with safety, fire training and First Aid courses. We commission an annual fire risk assessment, hold a fire drill each half-term and test our fire alarms weekly. We co-ordinate an annual review of incident and accident records and check First Aid provision each month. The classrooms and the site are checked routinely for risks. Risk Assessments for trips are approved prior to all visits.

Dormer House School fully accepts the aims of the Health and Safety at Work Act and will do all it can to ensure the well being of both staff and pupils. Rules are minimal, but important, and staff and pupils are asked to share the responsibility for the safe running of the school by their observance. All staff are expected to keep a sharp eye out for potential hazards and to take remedial action, either by dealing with the matter themselves, or by informing Mrs Thomas, Mrs McPherson or Miss Parnell immediately.

- Pupils should walk, in and from, classrooms and there should be no pushing and shoving in the doorways and corridors.
- Any spillages should be immediately cleaned up and sharp objects i.e. craft knives and woodworking tools should only be used under the supervision of an adult.
- Electrical equipment should only be operated by staff or under their supervision.
- Staff are understood to have read and observed the instructions printed on any materials they use - particularly in Art and D. Tech.

PLAYTIMES

The members of staff on duty (usually the playground supervisors) are responsible for the whole of the period of that duty. Any instances of dangerous behaviour, bullying or any unsafe areas of buildings/playground must be reported to the office at the end of the break time period. Misdemeanour slips may be issued and given to the member of staff concerned. Any accidents must be noted in the accident book located in the medical room, immediately following the break time

WET PLAY

Children remain in their classroom. In the case of snow, if the day is fine only those children wearing Wellington boots should be allowed outside. An extra staff member may be required at these times to ensure adequate supervision.

FIRST AID

If accidents occur, a responsible child should be sent to fetch a FIRST AID OFFICER. The member of staff on duty should not leave the children in her care.

NOMINATED FIRST AID OFFICERS - MRS MCPHERSON, MRS ENGLAND AND MRS THOMAS.

Mrs McPherson, Mrs England and Mrs Thomas are to be regarded as First Aid Officers and, in conjunction with Mrs Thomas, will usually take decisions regarding the necessity of hospitalisation. If a child has to go to Casualty, the admissions information from the office must go with the child. The child's parents should be telephoned. OFSTED also need to be informed of the incident.

First Aid equipment is available at all times from the office. Each classroom has its own First Aid box and **it is the responsibility of all staff to be aware when boxes need topping up.** They should ask the school secretary for supplies.

MEDICINE

NO MEDICINE IS TO BE GIVEN WITHOUT PARENTAL CONSENT EXCEPT TO PRESERVE LIFE. Medicine consent forms are available in each classroom. When the medicine has been administered, the form should be returned to the secretary to go on file.

MEDICAL FORMS

Every new child (whether or not there is a sibling already in school) must have a medical history form completed by the parent. These forms are processed by the secretary and held on file in the office. The secretary is responsible for passing relevant medical information immediately to the staff concerned. All staff will check the files for their new class at the beginning of each academic year.

ACCIDENTS

All accidents are to be noted in the accident book with time, place, severity and action taken. The accident book is kept in the medical room. All head injuries necessitate a head injury form. This should be handed to the parent wherever possible rather than sent home with the child. Head injury forms are kept in the medical room next to the accident book and must be copied and the copy kept with the book.

FIRE

There are regular fire drills each half term. Designated Fire Marshalls are Mrs England, Mrs McPherson, Mr Trafford, Mrs Thomas and Miss Drinkwater.

Any member of staff who sees a fire must use the nearest 'break glass' to alert the rest of the school. The signal for the electric bell and 'break-glass' alarm is a continuous signal. All alarms should continue until a Fire and Safety officer announces that everyone is accounted for.

- Chef and her staff are responsible for assisting the Nursery and Infant block.
- Registers will be kept in the office and should be brought to the Police station yard by Mrs England.
- Office staff will assist any disabled pupils, staff or visitors on site.

In all cases staff should take the nearest clear exit, but where possible:

Lower playground classrooms, library, ICT, drama and special needs, should exit by the main entrance gates and assemble in the Police Station yard.

Daycare, nursery and upper playground classrooms should exit through the Fire Exit in the play area into the police Station grounds. The fire exit gate must be kept clear of obstruction and unlocked at all times.

All staff and children should assemble in the Police yard, be marked off on the register and then wait until the all clear is given. Anyone cut off from reaching their designated escape route, should take their nearest exit and proceed to the Police Station yard where they must alert a Fire Officer to their presence.

AT ALL TIMES

- a) Since it is the primary duty of all concerned to prevent injury and loss of life, ALL staff should make certain that they are familiar with ALL the means of escape.
- b) As it may be necessary to attack a small fire, you should know where the nearest fire appliances are located and how to use them.
- c) You should also familiarise yourself with the positions of the 'break-glass' units.
- d) Care should be taken to close all doors and windows where practicable.
- e) Fire-doors should be kept closed while classrooms are empty.
- f) Chief Fire Marshalls should be easily identifiable to emergency services by wearing an armband (Mrs England, Mrs McPherson, Mrs Thomas and Mr Trafford).

CLASSROOM MATERIALS

Care should always be taken to read and follow all manufacturer's instructions, particularly in the Art and Science room when dealing with potentially hazardous substances. Protective clothing should be worn by staff and pupils alike and all reasonable precautions taken.

KITCHEN

1. All gas and electrical appliances must be switched off before cleaning.
2. Passages and doors must not be obstructed.
3. Electrical extensions must not be used without permission from the Headmistress.
4. All working areas must be kept clean and tidy.
5. A knife must always be worked away from the body.
6. Knives must always be put away correctly when not in use.
7. Cupboarding must not be climbed.
8. Only steps and ladders must be used to reach higher parts of the shelving.
9. Heavy packages must be lifted correctly - that is with a straight back.
10. Stock must be made secure in cupboards.
11. Sharp objects must not be left in waste bins or washing up sinks.
12. Where a mechanical food mixer is used:
 - a) Always ensure it is in low gear before switching on.
 - b) Never overload bowl capacity.
 - c) Always use correct beating/whisking element.
 - d) Never put hand or foreign object into bowl whilst machine is in operation.
 - e) Ensure machine is switched off before cleaning.
- 13 Personal presentation and hygiene:
 - a) All kitchen staff involved in food preparation must wear protective clothing including hairnets and hats. Such clothing is to be freshly laundered.
 - b) All food handlers - both those preparing and serving - must observe strict standards of personal hygiene.
 - c) All food handlers must notify the headmistress immediately if unwell with symptoms including diarrhoea, vomiting or gastro-enteritis.
- 14 When using refrigerators:
 - a) Ensure refrigerators remain within the working temperature range of + 18 to + 5C
 - b) Store cooked foods in a different refrigerator from uncooked foods. If a separate refrigerator is not available, place uncooked foods on bottom shelves.
 - c) Always allow hot food to cool before placing in the refrigerator. Always refrigerate food within 1 and a half - 2 hours of cooking.

d) Never store tinned foods in their opened tins but place in plastic containers fitted with covers.

15 Where a deep fryer is used:

a) It must never be left unattended whilst switched on.

b) When not in use - switch off.

c) It must never be less than one-third or more than half full of oil.

d) It must never be allowed to reach a temperature in excess of 450

e) Oil must be checked and cleaned regularly.

f) All foodstuffs must have as much moisture as possible drained before commencing frying.

16. Make sure floor area is not wet or slippery. If it is - draw attention to it by use of WET FLOOR sign.

17. Fat or other spillages on the floor must be removed immediately.

18. Always stack boxes and tins straight to prevent falling.

19. Do not touch electrical points with wet hands.

20. Always use ladders to reach items stored at high levels.

Whenever maintenance to any building is necessary it should be reported to the office, so that it can be carried out by qualified staff only. This especially applies to hazardous equipment and electrical installations.

All tools, machinery and equipment must be used in a proper and safe manner and all instructions read and adhered to.

In all areas of health and safety, common sense should be applied and if there is any cause for alarm, the opinion of the Headmistress should be sought.

TIME FOR STANDARDS

Teachers are required to be in school from **8.30 - 4.30** Monday - Friday for **34** weeks of the year. This equates to 1,226 hours of teaching, slightly less than the 1,265 hours of the National Agreement. Main school class teachers currently receive **two and a half hours** (10%) timetabled non-contact time for preparation and marking. Part-time teachers are also given time for PPA. Leadership Time is allocated to staff with management responsibilities. There is a daily break of 30 minutes in the morning and 1 hour for lunch. Teachers are currently required to supervise break times and are given a weekly 30 minute lunch duty. This is off set by a free staff lunch offered on that day.

Staff meetings are held at 3.30 on a Wednesday afternoon. All main school class teachers are required to attend. Main school staff are also expected to run an after school club or lunchtime for at least one hour a week.

ABSENCE

If you know that you will not be able to come to school please ring the office on 01608 650758 and leave a message before 8.00 a.m. or contact Mrs Thomas on 01451 831806. For prolonged absence of seven days or more a doctor's certificate is required. Staff should complete a Leave of Absence form prior to absences if possible.

Leave of absence will be granted for the following reasons:

Dangerous illness or emergency including near or dependent relative - not exceeding 5 days

Death of a near relative: mother, father, brother, sister, husband, wife, son, daughter - not exceeding 5 days / father-in-law, mother-in-law, son-in-law, daughter-in-law

Weddings: yourself, son, daughter, sister, brother - 1 Day

Maternity Support Leave (available to Husband or nominated carer at or around the time of birth) - 5 days

Removal of household effects - 1 day

To seek another appointment - not exceeding 2 days at a time

Approved vocational examinations - period of the examination

Approved vocational courses- duration of the course

Leave without pay will be granted at the discretion of the Headmistress, in consultation with the Trustees. (See Leave of Absence Form).

LATE ARRIVAL

Please telephone as soon as possible and cover will be arranged. The gates open at 8.30 and class teachers should arrive in good time to greet pupils.

STAFF RECRUITMENT POLICY

Dormer House School, Nursery and Daycare departments will include 10 elements in their routine recruitment procedures. The procedure will apply for all teaching and non-teaching staff.

1. **Criminal Records Checks:**
Enhanced Disclosure will be required for anyone whose normal duties include regularly caring for, training, supervising or being in sole charge of children under the age of 18yrs.
Standard Disclosure will be required for anyone else including volunteers. The school operates CR checks under the umbrella of Group 4 Falk Global Solutions (UK) Ltd.
2. **Check of identity:** This will be made against an official document such as a passport or birth certificate and checks will be recorded.
3. **At least two written references:**
These will include the most recent employer and will have a format that specifically requests all referees to state a) any known reason why the person should not work with children and b) that there is no material mis-statement or omission relevant to the suitability of the applicant.
4. **Direct contact with each referee:** to verify the reference.
5. **A personal interview:** A written record will be kept of the issues covered and the assessment of the interviewers.
6. **Verification of any qualifications offered by the candidate:**
with a written record of those verified.
7. **Requirement that applicants supply a full employment history:**
stating that any previous employer may be approached by the school.
8. **Contact by the school, where feasible, with each previous employer**
involved with children, checking the reasons why the employment ended.
9. **Explanation of any gaps in the CV** with a written record by the school that explanations for any gaps have been sought and are satisfactory.
10. **Medical fitness** to work will be verified by a doctor's certificate and a school medical form.

A tracking system will be employed to ensure that none of the above stages is missed.

STAFFING & EMPLOYMENT POLICY

A high adult:child ratio is essential in providing high quality education and good pre-school care.

Our optimum class size is 16-18.

The adult:child ratios followed are; 1:18 for 5 - 11 year olds
 1:8 for 3 - 5 year olds
 1:4 for 2 year olds

- In Nursery a keyworker system ensures each child and family has one particular staff member who takes a special interest in them. In Main School each class has a form tutor responsible for the Pastoral Care of the class.
- Weekly staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and other difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- In the Early Years Foundation Stage at least half of our staff hold (or are working towards) a recognised level 3 qualification in childcare. All Main School teachers hold a degree in their subject area and class teachers have a BEd. or BA./BSc. with a PGCE.
- Regular in-service training is available to all Nursery staff, both paid and volunteer members, through the EYDCP / PATA. Main School staff regularly attend courses run by the Gloucestershire or Warwickshire Education Authority or the NAHT.
- Our budget includes an allocation towards training costs.
- We support the work of our staff by means of regular monitoring/appraisals.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

PERFORMANCE MANAGEMENT POLICY

These guidelines have been taken from a model performance management plan produced by the DfCSF and have been used to establish the school's own particular criteria.

Stage 1 - Planning Autumn Term

- Each teacher will discuss and agree targets with a member of the management team, these targets will be recorded on their individual plan.
- Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks.
- There is no hard and fast rule about how many targets there should be, between a minimum of 3 and a maximum of 5/6.
- Targets should be challenging but realistic and take account of the teacher's existing skill and knowledge base.
- Targets must be clearly and concisely written and be measurable.
- The range of targets should match the responsibilities of the teacher within the school.
- Targets will cover pupils' progress as well as ways of developing and improving teachers' professional practice.
- Targets for each teacher should relate to the overall school development strategies as well as the teacher's own professional needs.
- Professional development opportunities are needed to support targets, to develop strengths and address areas for development or professional growth.

The management team should record the objectives that will apply for the review period. These should be jointly agreed with the teacher if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

Stage 2 - Monitoring Progress Spring Term

Classroom observation is accepted good practice with a minimum of one observation a year required by regulations. The observer will offer full, constructive and timely feedback on a sheet on which the teacher will be invited to add his/her own comments. The teacher will have the opportunity to provide any planning or notes relating to the lesson, which is being observed. Feedback may contain suggestions for any supportive action needed. Review sheets can be updated at this point if necessary.

Stage 3 - Reviewing Performance Summer Term

The end of year review of performance will use the recorded targets set in Planning as a focus for discussion on achievement and identification of any developmental needs. The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives.
- Recognising strengths and achievements while taking account of factors outside the teacher's control.
- Confirming actions agreed at previous reviews.

The management team will evaluate the teacher's overall performance, including an assessment of the extent to which the objectives have been met, together with the teacher's contribution to the life of the school during the review period. Within 10 days of the review meeting, the management team will prepare a written review statement, recording the main points made at the interview and the conclusions reached, including any identified development needs and activities. Once the report is written the teacher will be given a copy and may, within 10 days of its receipt, add comments in writing to the original document. There will only be two copies of the review statement - one held by the teacher and the other by the Head. Trustees may request access to the Head's copy.

Complaints

Teachers can record their dissatisfaction with aspects of the review on the review statement. If these cannot be resolved with the management team they can raise their concerns with the Staff, Pay and Conditions Committee and if necessary, an Appeals Panel.

Cause for Concern

If an area of your performance gives cause for concern during the course of the year, you will be notified verbally and will be given strategies for support whilst you address the issue. The Headmistress will keep a Cause for Concern form and will share the implications for the school with the Management Team, the Staff and the Trustees, as she deems appropriate.

Evaluation of the Policy

As a school committed to ensuring that individual teachers as well as the school continue to improve, the Trustees and the Head will check that effective and challenging objectives are set, that all reviews are completed on time and that

the assessment of performance is consistently applied in the school. The Head shall report to the Trustees as to how effective the performance management procedures have been. The Trustees and Head will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

CONTINUING PROFESSIONAL DEVELOPMENT

Funding is available for all staff to continue their professional development and staff are required to keep up to date with current training initiatives.

The Director of Studies, Deputy Headteacher and Early Years Manager will organise supply cover, maintain a record of all training undertaken, file the certificates of attendance and the CPD Feedback Sheets.

Before attending a course, class teachers should leave lesson plans and any photocopied worksheets required for the Supply Teacher. Arrangements for assembly, lunch and handshake duties should also be made, if applicable.

After attending a course, staff complete a CPD Feedback Sheet and at the weekly staff meeting indicate how their training will be used to enhance the quality of learning provided at Dormer House.

Training is usually undertaken at the Gloucestershire Education Authority, Hucclecote Centre.

Newly Qualified Teachers are mentored by a senior member of staff and the induction training and supervision is monitored by the Warwickshire Education Authority.

LESSON OBSERVATION FOCUS:	ASSESSOR:			
TEACHER:	DATE:			
To assess the quality of teaching & to identify areas for CPD	Good	Satis	Inad	N/A
The teacher plans effectively & sets clear objectives that are understood.				
The teacher shows good subject knowledge and understanding.				
The teacher communicates enthusiasm for the subject to the				
Teaching methods used enable all pupils to learn effectively (visual, auditory, kinaesthetic).				
The teacher makes effective use of time.				
The teacher makes effective use of multi-media resources.				
Pupils who find work difficult are supported well.				
Higher achievers are challenged by the pace and level of work.				
Pupils achieve productive outcomes and are encouraged to use higher thinking skills.				
Homework is used effectively to reinforce and extend				
Pupils' work is assessed thoroughly.				
Guidance for improvement is given regularly.				
Progress is monitored and recorded.				
Pupils are well-managed & high standards of behaviour are insisted upon.				
The teacher values application, perseverance, initiative and independence of thought, as well as cooperative behaviour.				
CONCLUSIONS & FEEDBACK				
Strengths:				
Areas for development:				
Training needs identified for CPD:				
Teacher's Comments (Optional):				