

Woodthorpe J.I. School
Teaching and Learning Policy
(including EAL)
‘Learn, Play and Grow Together’

Aim

Our aim is that every lesson taught at Woodthorpe School will be challenging, engaging, well-scaffolded and fun. The following will be included in lessons:

Progress and Challenge

- Challenging concepts are taught well.
- Children have the opportunity to respond to their learning.
- Children challenge their own thinking and build on previous knowledge.
- Children know and can explain the Learning Objective and Success Criteria.
- All ability ranges make good progress including Pupil Premium, SEND, EAL and middle achievers
- Work is well matched to the individual/group ability and starting points reflect this.
- Extension activities allow extra progress to be achieved.
- Pupil’s previous understanding is challenged and misconceptions identified and a range of strategies are used to address these.
- All children are motivated, enthused and fully engaged.

Teaching

- Enthusiastic and confident delivery.
- Teacher is knowledgeable, engaging and precise.
- Modelling scaffolds learning (including reading aloud).
- Clear objectives and teaching points reinforced throughout the lesson.
- Thorough understanding and knowledge of the curriculum.
- High expectations (appropriately pitched and differentiated).
- Range of learning styles incorporated and methodologies used.
- Range of questioning (open, closed, higher order).
- Challenging and achievable targets.
- Clear evidence of Assessment for Learning and self or peer assessment.
- Lesson well planned and prepared.
- Talk partners used well.
- Classroom environment is stimulating and fosters independent learning.
- Resources are deployed effectively.

Equality and diversity

- Teaching methods and styles take account of the diversity of pupils needs.
- Teaching methods encourage positive attitudes to diversity.
- Teachers model this in their behaviours and interaction with staff and pupils.
- All pupils are aware of high expectations. We will avoid stereotypical assumptions about pupil attitudes and aptitudes.
- We will use a range of intercultural resources to stimulate learning and promote high standards.

Curriculum Entitlement

Aims

- To develop an inclusive curriculum.

- To provide a learning environment that helps children develop positive attitude and enquiring minds.
- To provide a stimulating broad and balanced curriculum which gives quality of experience, depth of learning, relevance of task and challenging learning opportunities whilst stretching the individual to maximum potential.
- To use the curriculum effectively to develop every child.
- To ensure that children develop their skills in order that they can investigate by research, evaluate their own work and increase their understanding.
- To encourage a love of books and reading, to read fluently and accurately with understanding and feeling.
- Help children listen attentively and to communicate fluently in speech and writing (Standard English) for a variety of purposes and occasions.
- To develop, in children, the necessary mathematical skills: sound understanding of the concepts of number work; shape space and measures; data handling; problem solving and the ability to apply these skills in a variety of situations through reasoning and giving explanations.
- To promote Music and the Arts and provide a platform on which the children can perform at a variety of levels.
- Themed cross curricular events throughout the year, e.g. French Day, STEAM week, Eco/Green Day, Black History month and an Anti-bullying/Health/E-Safety week is held every autumn term.
- To provide a vision of the world around us, past and present, through Geography and History.
- Investigate Science through experimental work, learning to be methodical and able to make predictions, interpret results and draw conclusions.
- To develop confidence in the use of ICT and computing and be able to select the most appropriate form to present their work and enhance their learning.
- To give children a spiritual awareness of the world in which they live introducing the beliefs and lifestyles of other faiths.
- To develop physical fitness, skills and team work in all children enabling them to achieve excellence in their chosen sport or dance.
- To enrich our curriculum with educational visits, visitors, community links and partnerships with other schools.
- To promote enjoyment and achievement in all aspects of school life.
- To develop understanding of how to lead a healthy lifestyle and make choices to do so.
- To help children to understand safety issues and know the best actions to keep themselves safe.
- To develop the children's understanding of economic well being and how this will affect their future lives and foster aspirations for success.
- To develop children's ability to make a positive contribution to society, to uphold British Values.

To implement our aims we will:

- Teach to carefully sequenced and structured plans which ensure continuous, progressive learning
- Use a range of teaching styles, (to support visual, auditory and kinaesthetic learning styles) which best assist our children in their acquisition of knowledge, concepts, skills and attitudes
- Match learning activities to children's abilities whilst offering challenge to extend these.
- Teach clear Learning Objectives and communicate Success Criteria to the children.
- Pursue both high and realistic targets and expectations
- Use cross curricular opportunities
- Systematically assess children's learning and use this to inform planning and teaching

- Encourage parents in their role as co-educators by informing them, sharing with them and involving them in their child's education
- Establish links with the local community including feeder and receiver schools
- Use ICT to scaffold and support the learning journey

Assessment for Learning

The following actions are taken to enhance motivation for learning and closely track/monitor pupil progress:

- Discuss with pupils the purpose of their learning and provide feedback to help the learning process (clear Learning Objectives);
- Help children to understand the criteria by which their learning is assessed (Success Criteria);
- Encourage children to judge their own work by what they have learned and by the progress they have made;
- Help children understand their targets in terms of what they are learning and provide feedback in relation to these targets;
- Give feedback to enable children to know the next steps and how to succeed in achieving them;
- Encourage children to value effort and a wide range of achievements;
- Encourage collaboration among pupils and a positive view of each others' attainments.

Accurate assessment of a child's progress in a lesson informs planning of the next lesson. Teachers should record children who haven't achieved the Learning Objective; children who have done better than expected and the actions they are going to take to address this.

The following forms of assessment are used as appropriate so the teacher is well informed about a child's understanding and progress:

- 'Closing the gap' or 'diminishing the difference' questions – to let the children think of the next step themselves. (Gap tasks)
- Open ended questions – gauging children's opinions and knowledge and which develop listening skills.
- Observations and outcomes of problem solving investigations.
- Discussion about work and targets.
- Peer assessment
- Self assessment
- IEP – self assessments
- Marking and feedback

Our marking system highlights how well a child has done, what a child has done well and suggests what to do to improve – see Marking and Presentation Policy
Children are given time to read their comments and discuss when appropriate.

Summative assessment – See Assessment Policy and schedule. OTrack is used to track pupil's progress and present records of their achievement. Teaching staff use termly summative assessment information to review progress and plan next steps in learning in the form pupil progress plans. The impact of these plans are evaluated with senior leaders and support staff in school.

Effective Teaching and Learning

Teaching methods need to ensure children are working with pace and are challenged and stimulated. A variety of teaching methods to support different learning styles are necessary to achieve this.

Learning Styles

Visual e.g. pictures, diagrams etc

Kinaesthetic e.g. hands on, practical

Aural e.g. Listening

Throughout a year the curriculum should be planned to include learning accessing eight types of intelligence: Linguistic; Mathematical and Logical; Visual and Spatial; Musical; Interpersonal; Intrapersonal; Kinaesthetic and Environmental.

Differentiation (Personalisation and Scaffolding)

Defined by the Training and Development Agency (TDA) as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.'

Differentiation works on 3 key aspects: readiness to learn, learning needs and interest.

Broader categories of differentiation include:

Task, grouping, outcome, pace, dialogue and support, assessment.

(see also Bloom's Taxonomy and Task Design)

Learning Approaches

Metacognition:

Metacognition is a monitoring system that helps a person understand and control his or her own cognitive performance. Metacognition allows people to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. (Hacker, 2009)

Learners often show an increase in self-confidence when they build metacognitive skills. Self-efficacy improves motivation as well as learning success. For all age groups, metacognitive knowledge is crucial for efficient independent learning because it fosters forethought and self-reflection.

Enquiry: quizzing; spacing; questioning skills; research skills; application of skills; planning; drafting; editing; organising and improving

Active Learning: investigating; talking together to solve a problem; demonstration; pupil/teacher interaction; paired learning; group learning; independent learning; explanation; prediction; hypothesis; brain gym;

Practical and Constructive: experiments; games; art; technology; practical maths; drama; music.

Maths Mastery:

At its core, a mastery approach rejects the idea that some children can't do maths. It recognises that by nurturing positive attitudes and building confidence in mathematics, all children can achieve.

Concepts are built in small, logical steps and are explored through clear mathematical structures and representations. Children are taught together as a whole class and the focus is on depth – not acceleration - so that all children have a chance to embed learning. Teaching is supported by high-quality resources which present the flow of lessons coherently and provide opportunities for plenty of intelligent practice.

Talk for Writing:

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’ as well as close reading. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Schools underpin their English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed to create a whole-school plan that is refined over the years, is well-resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children’s learning.

The Talk for Writing approach enables children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

Teaching Strategies

Assessing, Diagnosing, Instructing, Observing, Questioning, Explaining, Listening, Facilitating. Speaking and listening is high priority. We incorporate speaking and listening activities in all subjects, referring where necessary to technical and specific subject related language.

Learning Environment

We provide a safe, positive and stimulating learning environment which is regularly audited. Teachers create a learning environment that allows the learner to focus on learning.

Promoting positive classroom ethos

We have a system of shared values, children’s rights and class charters, rewards and sanctions which includes a structure to deal with different types of behaviour (see Behaviour Regulation Policy and Anti-Bullying Policy).

Lessons are stimulating and address different learning styles.

Staff and pupils are used as role models. Pupils are chosen as leaders and monitors, class prefects, peer mediators, school council representatives, bronze ambassadors, digital leaders, rights respecting ambassadors, young researchers, and given responsibility.

The teacher and pupil relationships are such that all children are treated as individuals and teachers know the needs of all children. Children are encouraged to learn from each other and examples of good work are shared and celebrated.

Classrooms are organised to promote learning including seating, flexible groupings and using a variety of resources including ICT based resources.

Working Walls contain sentence stems, learning prompts and processes, and classroom displays assist children to learn and remember. Displays also celebrate children’s work and highlight key subject specific vocabulary.

Children’s good work and effort is rewarded in our Celebration assemblies with parents. They are also informed of their children’s success in the weekly newsletter.

School Council, Digital Leaders and Rights Respecting Ambassadors are active in feeding back children’s views. We regularly ask children for their views on teaching and learning, playtimes, health and safety issues and diversity in the community.

Learning Objectives

Every lesson will have a clear Learning Objective which is explained to the children at the beginning of the lesson and then shared again at intervals throughout the lesson.

The success criteria will be shared and discussed (i.e. what they need to do to achieve the Learning Objective and how they will know if they have done a good job). Success Criteria may be differentiated where appropriate to identify pupils' individual targets, meeting suit the needs of children of differing abilities and starting points.

Areas of Learning

Creative

Art and Design; Design and Technology; PE; Computing; Writing; Music

Plays; Productions; author visits; educational visits; dance club; choir; brass, Arts week

Aesthetic

Displays; classroom/personal organisation; clear rules; presentation of work; uniform; reputation outside school; assemblies

Environmental

Science; Geography; PSHE, Eco week, gardening; surveys within grounds; aerial plans in Geography; residential and day educational visits; pond dipping; weather; tree studies; shelters; river studies; school council

Cultural

RE; PSHE; History; Literacy; Music; Dance; Foreign Languages

Links with St.Bedes, Friends of Brandwood Cemetery: displays; role models; lunch time-special meals, British Values, Black History Month, LGBT History Month.

Organising the School

Curriculum:

Each teacher ensures that the curriculum is well scaffolded and personalised/differentiated to meet the needs of each pupil whilst at the same time meeting National Curriculum requirements. The Curriculum Map shows overall coverage and skills progression through subject areas.

The timetable is flexible within the constraints of availability of the school hall, ICT suite and Art/DT room. Teachers also organise their class timetable to make the best use of additional staff/adults. English and mathematics are taught daily. Talk for Writing and power of Reading teaching sequences/techniques are used to support the teaching of writing. Daily whole class reading sessions support focussed guided reading session. White Rose and mastery approach teaching methods based on Singapore Maths are used. Curricular targets for Reading, Writing and Mathematics may be taught as a discrete part of a lesson e.g. at the beginning or end of a lesson, as an integral part of a lesson or as a separate lesson.

We have separate schemes of work for Computing, Science, E-Safety, PE, Music, PSHE and French (for Juniors) but this is mapped thematically for a cross curricular approach, making links between subjects from the texts studied in English for a topic approach to learning.

Pupils have two hours curriculum PE per week. All schemes of work are available on our school intranet. Subjects may be are blocked if necessary e.g. National Anti-bullying/ School Health week.

ICT:

ICT is a major resource used across the curriculum. Every class has access to the computer suite at least once a week and access to a class set of I-pads. Each class has an interactive whiteboard and a computer for use in any lesson and by the children. Teachers use these to support visual learning and enhance children's engagement. Teachers use a wide range of internet resources to enrich the curriculum. Class blog sites are used to communicate and share information with parents/carers.

Classroom Support:

Support is available in the form of Teaching Assistants (TAs), students, parent helpers and volunteers. TAs provide individual, small group and whole class support for children, including those with special needs and disabilities.

Booster/intervention groups are used to support underachieving or targeted children and these are taught by teachers or TAs. The allocation of these staff is reviewed termly following analysis of school data.

Effective Classroom Management:

Children will be trained in the following skills

- To think for themselves.
- To provide peer support.
- To be self motivated.
- Independently follow instructions.
- Approach activities with an enquiring mind.
- Develop personal responsibility and self discipline.
- Select and use resources.
- Work collaboratively and cooperatively.
- To make decisions and take calculated risks.
- To be a reflective learner and challenge themselves

Teachers will

- Teach a balance of lessons from high to low input.
- Identify learning outcome and expectations.
- Provide a tidy, well organised, attractive learning environment.
- Ensure displays are informative, interactive and stimulate further learning.
- Provide a range of appropriate, accessible and organised resources.
- Prepare activities and organise materials for lessons and homework.

Beyond the Classroom

School grounds are used for sport and games to promote physical fitness and a good attitude to exercise. Swimming instruction takes the form of a two week block of afternoons for two Key Stage 2 classes each year.

Out of hours sports clubs include football, basketball, cricket, dance, tennis, multi-sports and fencing.

School Grounds are being constantly developed so they can be used to explore the outdoor environment. The rear of the school is used for Forest School and social group sessions.

Purpose and Value of Educational visits

- Raise achievement by boosting self-esteem and motivation.
- Develop key skills.

- Develop social education and citizenship.
- Promote education for sustainable development.
- Promote health and fitness.
- Take learning beyond the classroom
- Provide first-hand experience

The curriculum is enriched by visits to some of the following:

Visits

Redridge Outdoor Study Centre residential
 Blackwell Court residential
 Black Country Museum
 Roald Dahl Museum
 Severn Valley Railway
 Umberslade (or other) Farm
 Think Tank
 Botanical Gardens
 Birmingham Nature Centre
 Blakesley Hall
 Birmingham Museum and Art Gallery
 Sarehole Mill
 Weston-Super-Mare (the seaside)
 Warwick Castle
 Kenilworth Castle
 Birmingham Back2Backs
 Places of worship
 National Trust locations

Visitors

Sports Coaches	
West Midlands Police, Ambulance and Fire Brigade	
King Edward mentors	
Childline (NSPCC)	School Nurse
Speech and Language Therapists	Severn Trent Water (Eco team)
WMQPEP - Peacemakers	Clever Chimps
Loudmouth Theatre	Authors/ storytellers
Themed week visitors	Bishop Challenor teachers (PE)
Local Minister	
Member of Parliament	
UK Parliament	

Parents are effectively and proactively engaged with their child's learning. Activities include: Parent's Evenings; Open Evenings; IEP reviews; Workshops; Termly outlines of work; class blogs, newsletters; homework and reading; formal and informal meetings with teachers/head teacher/ leadership team; new reception parent's meetings; parent volunteers; Woodthorpe Friends (PTA); parent governors, parent ambassador.

English as an Additional Language

This policy aims to support all pupils for whom English is an additional language (EAL). It will help inform all Staff Parents Governors, Outside Agencies and the LA.

Woodthorpe J.I School will:

- Set high expectations for pupils with EAL;
- Endeavour to meet their needs within this mainstream school;
- Seek the views of pupils with EAL regarding their progress and future targets using bilingual support staff where possible;
- Ensure pupils with EAL are offered full access to a broad and balanced education;
- Actively encourage parental involvement acknowledging the vital role they play in their child's education;
- Shift the focus of meeting EAL from procedures to practical support and whenever possible to prevention and early intervention;
- Boost opportunities for professional development for teachers and others;
- Promote partnership in school with local schools, the LA and other relevant agencies;

Admission Arrangements

In accordance with the school's Equal Opportunities Policy children are admitted to Woodthorpe J.I School regardless of any English as an Additional Language need.

Objectives

- To ensure early identification of pupils in need of EAL provision;
- To make the curriculum as relevant as possible;
- To provide a broad and balanced curriculum to meet the individual need;
- To ensure that teaching strategies match the pupils' different skills and learning styles;
- To break complex problems and tasks into manageable parts;
- To set- time limited outcomes for targets and language plans;
- To ensure accurate assessment and recording is carried out;
- To encourage the class teacher to play their part in identifying needs through target setting and language plans;
- To encourage pupils to take part in planning and reviewing their learning programmes;
- To liaise fully with parents and encourage their equal participation in the education of their child;
- For EAL leader to actively involve relevant agencies, support units and voluntary organisations where appropriate;
- To provide access to ICT programs and resources that are suitable and supportive for pupils with EAL;

Identification, Assessment, Recording and Review

- Pupils identified with a possible need for EAL provision are referred to the EAL leader.
- All pupils new to English are now assessed on entry to school and termly using the Bells Foundation assessment until they are achieving in the Secure level. Individual targets will be developed from these criteria in an Individual Language Plan (ILP).

- EAL children who are also assessed as having special educational needs (SEND) will have Individual Education Plans that address their special needs as well as their acquisition of English and targets on IEP reflect this.
- Pupils who are further advanced in their acquisition of English are assessed using the agreed systems in place for all pupils in school
- Foundation Profiles, observation and parental consultation in Foundation Stage is used to further identify pupils in need of EAL support.
- The school uses a variety of assessment tools throughout the pupil's school life in addition to end of Key Stage assessments. The EAL co-ordinator and the Head Teacher collate and monitor school data every term following pupil assessment.
- Levels of intervention for EAL pupils are determined by the outcome of assessments undertaken in school.
- Pupils new to English and those becoming familiar with English, may be supported individually or as part of a small group. Provision is mainly provided within the whole class setting but in some cases withdrawal is used to maximise the support and effectiveness of support staff and additional adult support.
- Pupils becoming confident in their use of English are supported in group activities and interventions and also in class by staff and peers.
- Pupils very fluent in their use of English are supported in class by the class teacher.
- Pupils newly arrived from abroad will be supported in addition by a 'buddy' or partner to facilitate their induction into school.
- Class teachers set EAL language plans for pupils new or becoming familiar with English.
- Language targets are shared with parents in person or via target sheets.
- Language plans and individual targets are reviewed termly in line with the whole school target and review system.
- Where practical and appropriate EAL pupils are involved in setting and reviewing their own targets.
- Class teachers keep copies of EAL plans in their SEND/EAL files alongside assessments undertaken by pupils at an early stage of language acquisition.
- All EAL pupils have their documentation stored using the procedures used by the whole school.
- The EAL leader ensures that any EAL documentation is available to class teachers and other adults in school, as appropriate. Individual EAL data is included within the whole school tracking system (OTrack) and shared with the Leadership Team and class teachers.
- EAL children will be supported in end of Key Stage tasks and tests as stated in the national assessment arrangements. Readers, interpreters and amanuenses will be provided where appropriate to enable children to show their learning in Mathematics and Science

Management of English as an Additional Language

The leadership team have overall responsibility for EAL in school. Regular information sharing sessions take place between the leadership team and EAL leader.

The EAL leader plays an important part in co-ordinating effective educational provision for children with EAL.

The EAL leader is responsible for:

- Overseeing the day to day operation of schools' Teaching & Learning/EAL policy.
- Co-ordinating provision for pupils with EAL needs.
- Liaising with and advising fellow teachers.

- Managing learning support staff.
- Overseeing the records of all pupils with EAL.
- Liaising with parents of pupils with EAL.
- Contribute to the in-service training of staff.
- Liaising with external agencies.

Class Teachers are responsible for EAL provision in their own class:

- Setting half termly targets.
- Providing differentiated work where appropriate.
- Monitoring and evaluating programmes for groups or individuals.
- Informing and liaising with EAL co-ordinator when necessary.
- Ensuring access for all.

Teaching Assistants are responsible for planning, preparation and assessment of EAL pupils 'in line' with their individual job descriptions at Level 2 or 3 on the scale.

Allocation of Resources

Woodthorpe J.I. School ensures that support for EAL pupils is allocated appropriately by:

- Using appropriate funding from the school's budget, for EAL pupils, to allow for the purchase of material resources.
- Funding additional support programmes for EAL families.

Newly Arrived Pupils

Admission procedures

- Parents meet the EAL leader and class teacher to discuss the school ethos, prospectus, home school contract.
- Parents and child are given a tour of the school.

Induction programme

- Children are given a language programme in which the majority of time is spent on practical activities.
- Pupils will hear English spoken in practical situations. Initially they will focus on the language needed in the classroom and be provided with opportunities to practice basic language structures. Pupils will be given time to listen to others so they can absorb the pattern and structure of English before they are required to participate in discussion.
- Pupils' confidence will be encouraged by repeating simple models in English.
- Pupils will be allowed the freedom to use their own language and code switch when necessary.
- The learning experience must have purpose and make sense to the learner.
- At the initial stages a pupil may need a range of scaffolds to support his/her learning.
- Adults supporting children will frequently repeat the language of daily tasks. It is essential to speak classroom routine instructions using the same form regularly.
- As a pupil progresses the following will be used to support development of English:
 1. Introducing two or three sentence structures and ten new words per week.
 2. To extend vocabulary the pupil will be involved with practical activities, pointing and naming objects and processes. As much visual help should be given as possible: by facial expression, gestures, photographs and clip art etc.
 3. Build on previous learning: for instance, practise a new structure with familiar vocabulary.

4. Abstract language and open ended questions should be avoided and choices given e.g. Rather than asking 'What can you tell me about this object/picture?' it is better to ask 'What is the man doing? Is he sitting or running?'

School Activities

Whilst maintaining a child's entitlement to the National Curriculum and following LA guidelines, the school will be sensitive to parents' and children's requests in the following areas:

- Music (singing)/Art//assemblies/festivals.
- RE/Sex Education in the curriculum
- Expected dress code- Uniform/PE wear +jewellery/religious attire
- Religious observances and holidays (e.g. Ramadan, Eid)

Our RE curriculum includes learning about many different religions.

The major festival/celebrations of the religions of children in our school will be part of the curriculum and assemblies. Children will have the choice of making cards to take home for the following celebrations: Christmas, Easter, Eid ul Adhr, Eid ul Fitr and Divali. Children who do not wish to make a card will not be asked to. The teacher may offer such a child the choice of making a different kind of card which may include cards which are not connected to any form of religion.

Staff Professional Development

The EAL leader will receive 'ongoing' training in new initiatives and professional development for EAL both through the LA and consortium networks.

All staff will receive ongoing training in the latest techniques of assessment and planning and delivery of EAL.

Teaching Assistants play a key role in supporting pupils with a wide range of language needs. Training will be targeted to improve their professional development.

Teaching Assistants will receive training to support planning, preparation and assessment relating to children who have English as an Additional Language.

Parental Involvement

- Parents/carers are welcome into school and any parental concerns will be dealt with appropriately by involved staff.
- Parents/carers are encouraged to play an active role in helping their child at home.
- Parents/carers are encouraged to attend shared learning sessions with their children. e.g.workshops.
- Parents/ carers are invited to attend parents'/carers' evenings and any other relevant meetings regarding their child. They are welcome to bring an interpreter.
- All parental involvement is documented and stored centrally.
- The school will ensure that parents/carers are aware of any relevant documentation.
- Where possible and necessary school information can be translated.

Multi-Agency Links

- The school works closely with a variety of external agencies.
- Kings Norton Consortium.
- Translators are available through the BRASS House centre.
- Permission is always sought from parent/cares before referrals are made to an external agency.

Inclusion

- Woodthorpe J.I. recognises that inclusion is a process not a fixed state.

- The school supports the premise that for most children placement in a mainstream school leads naturally to other forms of inclusion.
- Through a supported inclusion process the school recognises the high levels of achievement which can result from participation by pupils in the curriculum and social life of the school (further details relating to Inclusion can be found in the school's Inclusion Policy).

Complaints Procedure

Initially all complaints should be directed to the class teacher. Where issues are not resolved complaints should be made to the Headteacher (further details can be found in the school's Complaints Policy and framework).

Related Policies: Assessment, Teaching and Learning, SEND and Inclusion, Equality, Equal Opportunities, Curriculum Subject policies.

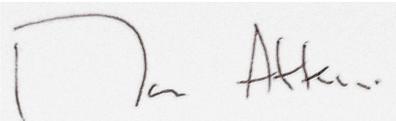
Equal Opportunities

- Woodthorpe J.I School has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards

The Rights of Every Child

Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Related articles: 1, 2, 3, 4, 5, 28, 29

Signed:  (Chair of Governors)

Dated: November 2019

Review: November 2020