



Saint James Church of England Primary School

# A Parents' Guide to life at Saint James Church of England Primary School



**'Be strong and courageous and do it!' 1 Chronicles 28:20**

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# Contents



The bullet points underneath each heading below give a brief synopsis of some of the key contents in that section, not the contents in its entirety.

We suggest that you use this booklet for reference and to answer any queries. Use this page to navigate where to look for the answer. Hopefully, the text, along with the photographs of our wonderful children, will give you a flavour of life at Saint James Primary School.

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# Unpicking our school badge

Our current school badge was designed after the Christian values for Saint James Primary School were reimagined and revised in 2016. The values were chosen through consultation with governors, staff and a representation of pupils and are considered, by all stakeholders, to best reflect the ethos and priorities of our school. The chosen design is an amalgamation of ideas put forward by pupils and our children are able to verbalise the significance of each symbol.

## Scallop Shell

Saint James' emblem is the scallop shell and is often worn by pilgrims following the Camino de Santiago to his burial place in Santiago de Compostela. The scallop shell, which is often found on the shores in Galicia, has long been the symbol of Saint James. Over the centuries the scallop shell has taken on a variety of meanings, metaphorical, practical, and mythical.

## Love

Linked Bible story: The Parable of the Good Samaritan (Luke 10 25-37)

### Learning with Love

Develop our Independence.

Love Learning together.

Be resilient and determined learners.



## Respect

Linked Bible story: Ruth and Boaz (Ruth 2: 4-16)

### Reflecting with Respect

Be reflective and grow from our mistakes.

Use self-regulation to make good choices.

See the good in ourselves and others.

## Courage

Linked Bible story: David and Goliath (1 Samuel 17: 1-25)

### Caring with Courage

Take risks to bring about positive change.

Show compassion to those in need.

Respect and look after our environment.

# Our Vision and Values

At Saint James we accept challenges, take risks and work to make positive changes in ourselves and our community. Focusing on building resilience and compassionate relationships allows everyone to flourish. Using our Christian values to guide us, we develop skills to navigate rough

**“Be strong and courageous and do it!” 1 Chronicles 28:20**



**The Parable of the Good Samaritan**  
(Luke 10: 25-37)

## Learning with Love

Develop our independence.

Love learning together.

Be resilient and determined learners.

## Reflecting with Respect

Be reflective and grow from our mistakes.

Use self-regulation to make good choices.

See the good in ourselves and others



**Ruth and Boaz**  
(Ruth 2: 4-16)



**David and Goliath**  
(1 Samuel 17: 1-25)

## Caring with Courage

Take risks to bring about positive change.

Show compassion to those in need.

Respect and look after our environment.

## Who was Saint James?

Saint James Church of England Primary School is named after James the Great, the son of Zebedee and Salome and brother of John the Apostle. Saint James is given the moniker 'Great' or 'Greater' to distinguish him from the Apostle James 'the Less'. In this context, 'Great' is used to signify James' greater age or height, rather than his importance.

James is described as one of the first disciples to join Jesus. Gospels state that James and John were with their father by the seashore when Jesus called them to follow him. James, along with his brother John and Peter, formed an informal triumvirate among the Twelve Apostles in the Gospels. Jesus allowed them to be the only apostles present at three particular occasions during his ministry; the Raising of Jairus' daughter, the Transfiguration of Jesus and Agony in the Garden of Gethsemane.

The Acts of the Apostles records that 'Herod the king' had James executed by the sword. There is some suggestion that this may have been due to James' fiery temper, for which he and his brother earned the nickname 'Sons of Thunder'.

Saint James is the patron saint of Spain and, according to legend, his remains are held in Santiago de Compostela in Galicia. The traditional pilgrimage, to the grave of Saint James, is known as the 'Way of St. James' and has been one of the most popular pilgrimage for Christians from the Early Middle Ages onwards. James the Apostle is remembered in the Church of England with a Festival on 25 July.

## Saint James CoE Primary School

The church of St James was built in 1838 at the top of Church Hill in the south of the parish of West End with the National School, built to accommodate 192 children, being built in the same year. The first school building was built on the north side of what was Botley Road (now West End High Street). It was enlarged in 1866 when an extra room was added.

In September 1904, the children moved to a new school several hundred yards east on the south side of the High Street. The old National School building became the Old Parish Hall. In 1871 Mrs Harriet Haselfoot built a school for younger children in Moorgreen Road, which continued until 1894 when it became the National School's infants department.

To house a growing population of children in West End, a new St James School was built in the 1970s and the National School building became the Hilldene Centre (now used as a community centre where adult classes and activities are held).

In 2015, Saint James Church of England Primary School, accommodated a three form intake in Reception, for the first time. By the time this cohort had reached Year 6, the school had expanded to three classes in every year group with twenty-one classes in total. Building of a new seven-classroom extension was completed in 2017.

Top right; Saint James (c. 1612–1613) by Peter Paul Rubens Bottom right; top image - Saint James school (c. 2022) bottom image - former Saint James school building (now the Hilldene Centre)



## SECTION 1—LRC

Our vision starts with our Christian Values, which are crucial in underpinning all that we do. Our Christian Values are understood by both children and adults and can be articulated in a Christian context. They are displayed in all classrooms and in prominent positions around the school. Achievement and inclusivity for all drives our school improvement and development priorities at both strategic and operational levels. Our vision is intrinsically linked to the Church of England's Vision for Education; 'Deeply Christian, Serving the Common Good' through its adherence to our Christian Values and its inclusive nature.

Our Christian Values of Learning with Love, Reflecting with Respect and Caring with Courage are exemplified by statements which are used to guide children towards the behaviours that will maintain and consolidate a loving, respectful and courageous school community that is confident to take risks and embrace challenge.

At Saint James Primary School we advocate a positive behaviour system, acknowledging and rewarding pupils in a multitude of ways. However, when the children specifically exhibit behaviours that reflect the values of Learning with Love, Reflecting with Respect and Caring with Courage there is a cumulative and aspirational award system. This recognises behaviours, both related to learning and interpersonal relationships and acknowledges them over a sustained period of time. Children took ownership over this, by participating in a competition to draw a picture to illustrate the bible story that we have associated with each value.

LRC (Love, Respect and Courage) points will be accumulated and recorded using a modified version of the ClassDojo interactive web-based platform. Each child will be able to earn points based on notable examples of showing our Christian values in both their learning and interpersonal behaviours. These points build cumulatively to enable them to earn incremental certificates and, ultimately, a prestigious enamel badge. Any LRC points earned will also contribute towards a class reward which then enables children to receive praise and gratitude from their classmates. Although the system physically allows us to remove LRC points, we will not remove points or award negative points. Sanctions / consequences will be given through different means (see section on Restorative Justice).

An LRC Certificate will be awarded for every 50 points that a child collects, with an enamel badge being awarded to a child once they have accrued 150 points. Points are not easily available and less significant behaviours can be awarded through the Smiley faces / Planets reward system which operates in conjunction . It is likely that not every child will receive a badge by the end of the year, this is absolutely fine. LRC points are effective because they are special and desirable. We celebrate the award of certificates and badges during Collective Worship on a Friday.

LRC points will also operate as a 'marbles-in-a-jar-style' cumulative award for the whole class. When the class total reaches 30 points x number of children in the class, the whole class can receive an agreed reward (e.g 30 points x 32 children = 960 points)



## Behaviour Systems

### A Restorative Approach

Whilst our behaviour system is rooted in positive reinforcement and praise, inevitably there will be times when inappropriate behaviour needs to be addressed. In these cases, Saint James Primary School advocates a restorative approach.

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

To be effective, restorative approaches must be in place across the school. Therefore, all pupils and staff (including non-teaching staff) at Saint James Primary School have been trained in what acting restoratively means and how they can use this approach.

### The Planets / Smiley faces

In addition to, as well as being reinforced through, Restorative Practise, there are visual and cumulative behaviour systems within each classroom. In Key Stage 1, if a child shows good behaviour (either learning behaviours, attitude or in interactions with others) their name will be moved up to the 'happy' face. To compound the foci on good behaviour a positive comment is made, with direct reference to the behaviour that has allowed them to move up.

In contrast to this, when a Key Stage 1 child behaves inappropriately their name is moved down to the 'sad' face. The child will be made aware of the behaviour that has necessitated this move. Their name is removed after the session

During the course of the day, the teacher, or a member of support staff, will then try and reward the child with praise and return their name to the 'happy' face, providing there is a shift in the appropriateness of behaviour.

In KS2, a system of imaginary planets is used to achieve the same outcome. Although this operates in an identical way, there are additional increments for children to achieve before they reach the pinnacle; Paradise Park. Every child begins a new day on Earth (the only 'real' planet) and can progress to 'Scintillating City' and 'Paradise Park' respectively. If a child exhibits examples of poor behaviour, in either their learning or pastorally, they will be asked to move their name down. In the first instance this will be to 'Rocky Ridge' and then, should the behaviour continue or another unfavourable behaviour occur, to 'Desolation'.

The underpinning ethos of both the planets and the faces is positivity and, throughout the day, children have opportunity to move themselves back up, if they've moved down.

### Restorative questions

#### The harmed person

What happened?  
What did you think / feel?  
Who else has been affected / how?  
What was the hardest thing for you?  
What do you think needs to happen to make it right?



### Restorative questions

#### The wrongdoer

What happened?  
What were you thinking?  
How were you feeling?  
Who has been affected by this?  
What do you need to do to things better?



## Children's Christian Values Team

At Saint James Primary School we have a Children's Christian Values Team which comprises of a representative from each class. Members are voted for by their respective classes; emphasis and consideration is given during the voting process of whether the candidate will effectively represent the views, beliefs and opinions of their class in the Christian Values Team forum.



The team is led by a dedicated member of staff, but may be attended by either the head teacher, a member of the Senior Leadership team, a governor, the school chaplain or another invited guest depending on the focus.

The Children Christian Values Team's main aim is to consider how well, as a school, we are 'living out' our Christian Vision and Values. This focus may include consideration of Courageous Advocacy and how Saint James Primary School can make a positive impact and change on our local and wider community. The team may address issues related to the environment and current topical issues as well as discussing and implementing ideas for fundraising, debating charities and causes to support and even participating in the interview process for new staff.

Christian values Team members feedback to their classes and bring queries and suggestions to the meeting from their peers. This gives the opportunity for every child in the school to have their voice heard.

## Collective Worship

At Saint James Primary School we have an act of Collective Worship each day. This is a time to be still and reflect on the chosen theme, as well as to pray and praise God. Collective Worship usually happens after registration in the morning; we have chosen this time because we feel this is when the children are more focussed and the cognitive load is less than at the end of the day. It is also effective at 'setting the tone' for the day and introducing a theme or idea to reflect upon for the remainder of their day (both at home and at school). We usually gather together as a whole school for Collective Worship.

Whole school Collective Worship is either led by a member of staff, the school chaplain or vicar from St James church or an invited guest. Weekly worship follows the cycle below;

| Day       | Time                                       | Form of worship             | Led by                             |
|-----------|--|-----------------------------|------------------------------------|
| Monday    | 9.00am                                     | Introduction of theme       | Senior Leadership Team             |
| Tuesday   | 9.00am                                     | Bible story linked to theme | Saint James staff                  |
| Wednesday | 9.00am                                     | Songs of praise / Psalms    | Musical director – St James church |
| Thursday  | 9.00am Lower School<br>9.30am Upper School | Values                      | School chaplain or vicar           |
| Friday    | 9.00am                                     | Recap of theme              | Saint James staff                  |

## A daily act of Collective Worship

Collective Worship at Saint James Primary School focusses on a weekly theme around which the worships are based. Themes for the week can be drawn from national days and weeks of observance and importance, dates and celebrations in the Christian calendar and Christian values. For each theme there is a linked bible story which often helps children to reflect and understand the theme better.

The weekly theme, along with the associated bible story is included in the weekly newsletter, to enable and provoke further discussion at home.

The central attributes of Collective Worship at Saint James Primary School can be summarised succinctly and effectively by following the fourfold structure of **Gathering, Engaging, Responding** and **Sending**.

- Gathering - Making special and significant this part of the day through appropriate symbol and ceremony
- Engaging - Using the best available techniques to stimulate interest in the content
- Responding - Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways
- Sending - Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship

## Child-led Collective Worship

Child Led Collective Worship has been developed over the last few years at Saint James Primary School. To relieve any potential anxiety that might occur as a consequence of this, we have restricted the leading of Collective Worship to children in Key Stage 2 with the expectation that it is only delivered to their year group. However, children in all year groups participate regularly in adult-led worship and those who have delivered confidently to their year group will be invited to lead Collective Worship alongside the school chaplain during the course of the year.

The school chaplain meets with the children in each year group a fortnight before they are due to lead it, to discuss the story with them and consider ways that it could be presented and delivered. Ultimately, this decision is up to them.

The effectiveness of each Child-led Collective Worship, including how well it is explained, delivered and received, is monitored by the class teacher and feedback to the children alongside the school chaplain.



## Class Spirituality Spaces

There is a Spirituality Space positioned prominently in every classroom at Saint James Primary School. Although there is some freedom given to each class' suggestions for additional content there are a number of key components that are consistent in every class. In each Spirituality Space you will find;

- **A copy of the Barnabas Schools' Bible.** This version of the bible has text that is written at a level that can be read by many and comprehended by almost all.
- **A prayer book that has been compiled by the children.** The children can compose their own prayers for the class prayer book which can then be shared with the whole class at a moment of reflection or shared worship. Prayers may be based on a topical theme or time of year or could be more personal to individual children and direct reflect their current experiences.
- **A candle in a scallop shell holder.** The children are aware that the scallop shell is a symbol of Saint James and can explain why. The shell acts as a holder for the tea light, so it can be carried to acts of Collective Worship.
- **Prayer Pebbles.** Each class has a selection of **yellow**, **white** and **green** glass pebbles which are symbolic for prayers of **thank you**, **please** and **sorry**. If children wish to share a prayer that reflects any of these sentiments, they may quietly pick up one in the respective colour and place it in the bowl on the worship table at the front of Collective Worship.
- **A cloth in the appropriate colour to match the liturgical calendar.** The small table in each classes' Spiritual Space is always covered in a coloured cloth. The colour of this cloth always matches that on the worship table in the hall and is informed by the colours of the liturgical year.

In addition to Spiritual Spaces in each classroom, there are several prayer trees around the school which can be contributed to by all children. Children may write a prayer to stick on the prayer tree and these may be shared during Collective Worship on a Friday.

## Charities supported by Saint James Primary School

As a Christian school, we feel it is our duty to show care and support for others both locally, nationally and globally. We actively encourage pupil voice and our choice of charities to support has been informed directly by both the Children's Christian Values Team and the proactivity, conviction and beliefs of individual pupils. During the past few academic years, we have supported;



In addition to the aforementioned charities we have also raised money to support refugees from Afghanistan that have temporarily relocated locally and have donated to the relief fund for those impacted by the conflict in Ukraine.

## Daily Prayers

At Saint James Primary School we say prayers of thanks and praise each day. Whilst this may include prayers composed by the children, or prayers linked to the specific Collective Worship theme, there are a selection of prayers that are said by all children at key points in the school day.

### In the classroom before Collective Worship

Dear Lord,

We light this candle to remind us that you are the light of the world. As we come together now to pray and to praise, may your light remove all darkness from our hearts and minds.

Amen.

### To end Collective Worship

The Lord's Prayer,

Our Father, who art in heaven,  
Hallowed be thy name.

Thy Kingdom come.

Thy will be done, on earth as it is in heaven.

Give us this day our daily bread.

And forgive us our trespasses,

As we forgive those who trespass against us.

And lead us not into temptation, but deliver us from evil.

For thine is the kingdom, the power and the glory,  
for ever and ever.

Amen.

### The end of the day

Dear Lord,

Hear us as we offer our prayer...

At Saint James we ask for Courage to be true to ourselves and to stand up for what is right.

Help us to show Respect to others and to your creation, and to Love everyone as you love us.

Bless us and be with us today and forever, in Jesus name we pray.

Amen.

### At the beginning of Collective Worship

Dear Lord,

We light three candles to remind us of;  
God the father the generous giver,  
God the son, who gave his life for the world and  
God the holy spirit, who inspires us to give cheerfully.

Amen

### Before lunch

Key Stage 1,

Thank you for the food we eat  
Thank you for the world so sweet  
Thank you for the birds that sing  
Thank you God for everything

Amen.

Key Stage 2,

In a world where so many are hungry,  
may we eat our food with humble hearts:  
Bless this food and drink we pray,  
and all who eat with us today.

Amen.



## SECTION 2 - PEDAGOGY

### Differentiation

At Saint James Primary School, we believe that every child is entitled to have provision that allows them to make the best progress possible, whatever their academic ability and attainment. This means that, where appropriate, children will be given tasks and activities which either support or extend them appropriately.

### What does effective differentiation look like at Saint James Primary School?

- AFL (Assessment for Learning) is used consistently, identifying children who need support and those who are already competent.
- Planning, teaching and task design is consistently informed by AFL, teachers are mindful of children's barriers to learning and tailor tasks and sequences of learning as appropriate.
- Support staff are utilised effectively, under the direction of the class teacher, to teach specific and identified groups of children. The class teacher and member of support staff will plan to support a number of groups during a session. This may include supporting or extending children, modelling and setting further tasks to be completed independently and reviewing and assessing tasks already completed.
- Although, in most cases, all children will be working within the classroom there will be minimal reliance on whole class teaching. This is because we recognise that it is almost impossible to meet the needs of every child in the class with the same generic input.
- Flexible groupings, that are constantly reassessed, ensure that children are not given a 'ceiling' to what they are able to achieve and any misconceptions are swiftly identified and addressed.
- All children are encouraged to be as independent as possible during lessons and are signposted to any resources that can help them to achieve this. Resources are easily accessible to the children and children can identify which of these might best support them with their learning.
- All staff have high expectations of all pupils.
- Class teachers and support staff are aware of children's IEP targets and make provision for this in lessons. This might be through equipment, structures and support given.
- Concrete resources and manipulatives are used where appropriate.
- ICT is used effectively to support in all areas of the curriculum.

### Flexible Grouping

There is great transiency between groups in each class with these being informed by regular AFL. Children are moved to different groups according to their needs, especially within Maths and English. Pupils are moved, if the class teacher feels they would benefit from greater support or the opportunity to be challenged further. This flexible grouping allows us to target the children who need additional support to ensure that their learning is successful, while also identifying those children who can deepen their understanding independently. Specific groups may be guided by the class teacher or member of support staff, they may also work independently.

## Growth Mindset

We encourage all members of the Saint James Primary School community to have a Growth Mindset. By exhibiting a Growth Mindset, we believe that our most basic abilities can be developed through dedication, resilience and hard work; talent and academic ability are just the starting point. In adopting this positive mindset a love of learning can be developed alongside resilience and perseverance which are essential attributes for navigating life's problems. We truly believe that all children can learn and succeed.

In classes, we have adopted the 'Learning Pit' analogy to help children to develop an understanding that real learning involves facing challenges with resilience, using a range of strategies to climb out of the 'pit'. We aim to develop positive learning attitudes so that children are enthusiastic, hard-working, persistent learners.



## Learning Environments

At Saint James Primary School we pride ourselves in providing a high quality environment to support our children's learning. We believe that a well considered environment can work effectively in supporting and reinforcing the children's learning. To support our children in their learning, around the school you might expect to find;

- Displays and working walls representing current learning. From methods in Maths to sentence structures in English, the environment can be used as a visual reminder
- Class, corridor and hall displays that celebrate children's learning and achievements
- Corridor and hall displays which reflect the Christian ethos of Saint James Primary School, including display related to global neighbours (especially links to Rwanda) and courageous advocacy projects.
- A Spiritual Space in each classroom to allow space for reflection and praise within each classroom.



## Interventions

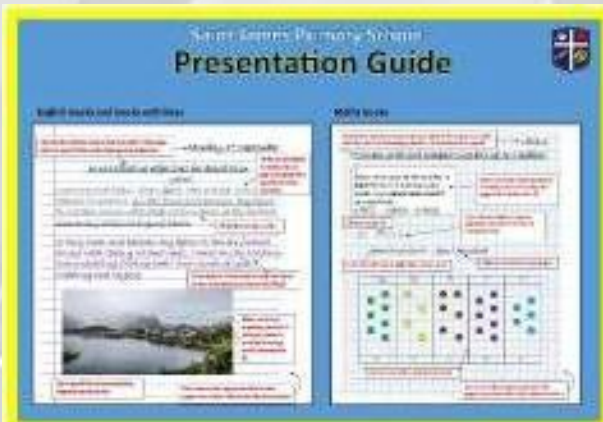
We recognise that, at times, pupils need to 'fill gaps' or 'catch-up' so they can access age-related learning. Like the majority of schools in the country, this became more pronounced following the return to school post Covid-19 lockdown. Historically this has posed a problem two-fold; both in identifying the precise gap and then identifying an appropriate intervention to 'plug' it.

At Saint James Primary School, we have invested in an offering from Rising Stars which provides termly assessments for the children to complete and an online tool that interprets these assessments. Working alongside this is the sister programme of matched interventions, 'Shine'.

The Mark programme interprets the data collated from the children's assessments and identifies the precise Shine intervention needed to 'plug' holes in every child's learning.

As well as the initial financial outlay for this impressive programme, Saint James Primary School has proven its commitment to providing the best possible opportunity for all by investing in more staff hours to deliver these interventions. Shine interventions and assessments are available for both Maths and English.

## Presentation Matters



At Saint James Primary School, we have an ethos of high expectation and encourage the children to take pride in the presentation of their work at all times. To ensure that no child is disadvantaged in this by a lack of equipment, the school provides the appropriate stationery needed to present work neatly and accurately.

There is a Saint James Primary School Presentation Guide displayed in each classroom which details a set of non-negotiable expectations. Clarification is given of how to present work in both English and Maths books.

## Purple Polishing Pen

We encourage pupils to use their purple polishing pens for a variety of reasons: correcting work, editing and improving their own compositions, and writing notes or aide memoires to assist them in the future learning.

Aligned with Growth Mindsets, children need to be able to reflect positively on their learning, be receptive to constructive criticism and open to improvement.

To use a Purple Polishing Pen effectively, children need to know what to do to improve their work and be exposed to a WAGOLL (What A Good One Looks Like) to inform their understanding.

We expect to see extensive use of purple polishing in both Maths and English books. The use of purple polishing does not conflict with guidance in the presentation guide.

## SECTION 3 - ENGLISH

### Text-led Curriculum

At Saint James Primary School, we believe a high-quality education in English will teach our children to speak and write fluently, preparing them for their role in society. Experience and enjoyment of literature plays a key role in such development, with reading enabling children to both acquire knowledge and build on what they already know, across the curriculum. The diversity of texts chosen across the school, lead to a text-rich English Curriculum.

To enhance the children's learning we study texts where they are able to draw links and make comparisons between settings, themes and protagonists (e.g. Oliver and Fagin in *Oliver Twist* and Charlie and Mr Wonka in *Charlie and the Chocolate Factory*). We deliberately make effort to 'read around the world', choosing quality texts from different countries and cultures to experience the richness of diversity. Effort is also made to show inclusivity, selecting books with protagonists of different gender and with different family structures and composition. We work in year teams to choose texts with age-appropriate grammar, vocabulary and punctuation that will extend pupils to achieving Age Related Expectations and beyond. We also ensure that there is a comprehensive balance of text types, both in the texts studied and writing outcomes.



At Saint James Primary School, we use the HIAS model for writing with the following structure;



### Displays and working walls

In English, we use working walls and displays to include a balance of support structures, reminders and a celebration of children's work. Whilst there is no requirement to model the whole learning journey, as part of a working wall some teachers may choose to do this. Other teachers may choose to collectively compose a PAF (Purpose, Audience, Form) grid to consider and consequently remind pupils of the text structure, language and grammatical features and intended style, purpose and audience of their focus piece of writing.

In addition, there is also a Spelling display in each classroom, as well as a display for Reading. These displays may include reminders of spelling rules and patterns, high frequency spelling words and reading strategies drawn from the domains in Hampshire reading documentation

All Spelling walls across Year R and both key stages include a Read, Write, Inc inspired phonics display.

## Flexible Groupings

We use AFL (Assessment for learning) tasks, as well as ongoing assessment, to determine children's grouping in English (both writing and reading). These groupings are flexible and change dependent on the needs of the children. As a consequence, this may impact on the task design, differentiation and level of support that is given.

## Teaching reading

At Saint James Primary School, Reading is taught discretely in separate Guided Reading sessions to ensure comprehensive coverage and a skills-based focus. Children experience a variety of age-appropriate texts, enabling them to achieve success in the following domains;

- Reading words (decoding)
- Discussing themes and conventions
- Clarifying the meaning of words and texts
- Monitoring and Summarising passages
- Selecting and Retrieving information
- Inferring and deducing
- Commenting upon language and features used within a text



To ensure children receive a balanced learning diet of the reading skills they need, we focus on the 6 reading domains as part of the National Curriculum for Reading. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading and not the mechanics (e.g. decoding and fluency).



We aim to make Reading sessions engaging and stimulating as possible with a diversity of task design that challenges pupils to think and engage with the text.

Although there is still a place for recall-style questions, in providing tasks where there is a low demand for difficulty, but a high level of complexity, we are giving opportunity for all children to access questions that require children to draw on prior knowledge, compare, contrast and think at a higher level.

Activities could include;

- Reading aloud to the teacher or LSA within the class setting
- Reading with a paired reading volunteer, trained by the SENCo
- Answering text retrieval questions
- Summarising part or parts of the text
- Writing a review of the book
- Telling others about the good and bad elements of a text
- Writing a profile of one of the characters in a story. Describing what they look like and their personality
- Describing the setting in a story
- Rewriting the opening or ending
- Making a glossary of 'tricky' words and using a dictionary to find their meaning
- Making a fact file about a topic from the book
- Writing a new blurb for the book
- Timed reading assessments

Teachers assess children's reading age through completing the Salford Reading test at the beginning of each year. Children take home reading scheme books, until they are judged to be 'free' readers. Progression through the reading scheme is tracked by class teachers.

All children can access online eBooks for Read, Write, Inc from the Oxford Owl library using their personal log-in. These supplement any books (scheme or otherwise) brought home from school. Children may also access ebooks and audiobooks on SORA using their own credentials (please check with your child's class teacher, if you do not have these log-ins).

Children in each year group are challenged to read forty books prescribed by the class teacher. These books differ in each year group and have been chosen to represent a range of genres, themes and interests, encouraging children to read a broader range of books. Once a child has completed ten books they receive a reading 'star' badge in recognition.



### **Use of Lexia**

At Saint James Primary School, we have invested in Lexia, reading skills software that supports primary schools in providing differentiated instruction for all pupils: regardless of ability.

Lexia's research-proven model provides an explicit, structured, systematic, and personalised learning approach to the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. It also includes spelling and grammar (SPAG) practise and instruction.

Lexia targets skill gaps as they emerge, creating individualised learning pathways for each child through scaffolded activities.

We provide log-ins to children who we feel will benefit from this program and they are able to access this as a consistent provision both in school and at home.

## Our School Library and books

At Saint James Primary School the library is at the heart of the school, both metaphorically and physically. Open plan and recently redesigned, our library is a quiet, calm space for children to come to choose from a wide variety of books. Staff may choose to book the library for whole class sessions, to teach library-based skills, or it may be used simply for children to manage borrowing their own books.

Our library is managed by the Librosoft software package, a program that is reliable and intuitive and allows children to manage their own borrowing. Children are issued with codes which enable them to borrow books using the library computer and scanner.

We have a wide-range of books in the library to suit all ages, reading abilities and interest levels of the student body in our school. Some of these books are owned by the school and some have been borrowed from Hampshire Schools' Library Service. Books from the library service are updated yearly and are chosen by the school. Many may be chosen to support the teaching of the curriculum and specific topics covered.

Children can visit the school library to borrow up to two books at any one time.

## Reading Scheme

Our school has a dedicated reading scheme which children follow until the point they are considered to be 'free' readers. After an initial assessment, they are allocated a coloured coded level to select books from. Organising books using this gradient of challenge enables us to select texts that cater for a range of attainment. With this structure, and with a range of fiction and non-fiction titles, we can offer children a rich and varied experience of successful text reading.

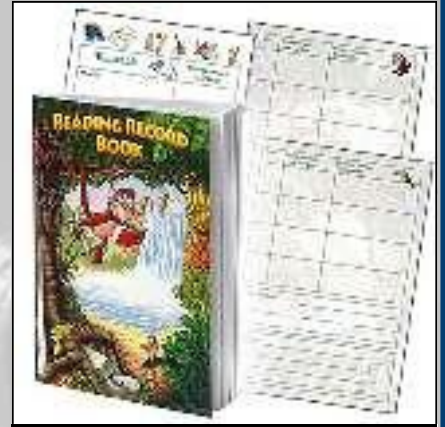
The chart below gives an indication of progression across the book bands along with how they link to the Read, Write, Inc scheme for phonics.

| Book Band        | Age Related Expectations |   |   |   |   |   | PM Benchmark | RWI Phonics   |
|------------------|--------------------------|---|---|---|---|---|--------------|---|
|                  | 0                        | 1 | 2 | 3 | 4 | 5 |              |   |
| ILAC             |                          |   |   |   |   |   |              |   |
| PINK Band 1      |                          |   |   |   |   |   | 1, 2         | Set 1 sounds  |
| RED Band 2       |                          |   |   |   |   |   | 3, 4, 5      |   |
| YELLOW Band 3    |                          |   |   |   |   |   | 6, 7, 8      | Set 2 sounds  |
| BLUE Band 4      |                          |   |   |   |   |   | 9, 10, 11    |   |
| GREEN Band 5     |                          |   |   |   |   |   | 12, 13, 14   | Set 3 sounds  |
| ORANGE Band 6    |                          |   |   |   |   |   | 15, 16       |   |
| TURQUOISE Band 7 |                          |   |   |   |   |   | 17, 18       | National Curriculum<br>Grammar, Spelling<br>and Punctuation |
| PURPLE Band 8    |                          |   |   |   |   |   | 19, 20       |   |
| GOLD Band 9      |                          |   |   |   |   |   | 21, 22       | National Curriculum<br>Grammar, Spelling<br>and Punctuation |
| WHITE Band 10    |                          |   |   |   |   |   | 23, 24       |   |
| LIME Band 11     |                          |   |   |   |   |   | 25, 26       |   |

|   |
|---|
| Light Grey = below age-related expectations |
| Dark Grey = within age-related expectations |
| Black = exceeding age-related expectations  |

## Reading Records

At Saint James Primary School, every child is issued with a Reading Record at the start of the academic year (in Key Stage 1, this may be referred to as a 'Monkey book' due to the colourful picture of a monkey on the front cover). The purpose of this is to document the child's weekly reading (either to an adult or independently). Recording reading during the week is explicitly named as one of the homework expectations.



There is an expectation that children read at least five times per week and record this in their record book. An adult should sign this to acknowledge that it had happened. Reading records are checked weekly by the teacher or LSA and children are praised and rewarded for reading at least five times. If a child (usually only in lower Key Stage 1) is unable to read any text independently, paired reading with an adult at home or even listening to and following a story is permissible as an entry to their 'log'.

Reading Records will consequently contain a record of a child's progression and journey through the reading scheme and beyond, containing comments from parents and staff.

## Read, Write, Inc

Saint James Primary school shows fidelity to the Read, Write, Inc scheme for synthetic phonics, to ensure the best possible provision for teaching our children to read.

Read, Write, Inc starts when children first arrive at Saint James in Year R. Usually children complete the scheme in Key Stage 1 but some children continue with the scheme into Key Stage 2 as well. Each week children bring home three books, until they finish the scheme.

### Book 1 – An eBook via Oxford Owl

We have invested in RWI eBooks. These are sent home via the Oxford Owl website, for parents to read with their child. Class teachers will set the correct book children to read weekly. Children will have already read this book in school so should show some familiarity with the text. Reading this book is about developing speed and fluency in reading.



### Book 2 – A 'book bag' book

Children will also receive a hard copy of a reading scheme book to share at home. This may be a reading scheme book that broadly matches the phonics the child is learning in school or a Read, Write, Inc Book Bag Book.

Some of these books are from a range of schemes and have been re-organised by the school to match the Read, Write, Inc progression in phonics. Each child will have chosen their own book. Sometimes there may be the odd sound or word that a child needs support with, as parents read alongside them.



In addition to this, we have now also invested in Read, Write, Inc. Book Bag Books. Children may bring these home every week or some weeks. These match the book the children have been reading in school and gives them opportunity for extra practise.

### Book 3 – A Reading for Pleasure Book

Finally, each child will bring a book they have chosen to read at home, purely for pleasure. This book is usually above the level that they can read independently, by themselves, but it is expected that parents can enjoy sharing it together.

Children can also access a wide selection of ebooks and audio books from SORA an online reading app.

Reading is integral for children's success across the curriculum and is a priority in school. We believe that every child can and will learn to read and that parents are integral to that journey. Just like any skill, reading improves and gets easier the more you practise. Practising together at home is a vital part of children becoming a reader.

#### Organisation

Within school there is an allocated time each day when all children in Key stage 1 participate in their Read, Write, Inc phonics sessions. After initial assessments, children are grouped according to need and these groups may comprise of children from different classes. All teachers and LSAs have completed extensive Read, Write, Inc training and are responsible for leading a group. Regular assessments, ensure that these groupings remain flexible and that all children are receiving the diet of phonics that they need.

#### Handwriting, Spelling and Grammar

At Saint James Primary School, Handwriting and Spelling are taught explicitly during discrete sessions whereas grammar is taught in the context of English lessons. It is our expectation that children apply what they have learned across all areas of the curriculum.

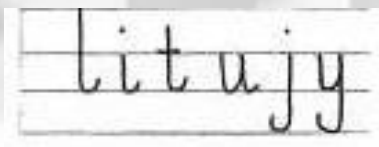
#### Handwriting

Our expectation is that children's handwriting is joined, legible and fluent.

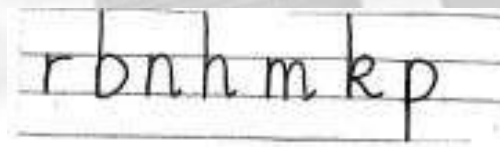
At Saint James Primary School, we use the PenPals Scheme. This scheme uses a 'simple modern style' with some break letters initially. It is a fully comprehensive scheme, designed to meet National Curriculum requirements. The scheme gives detailed advice on handwriting sessions for every age group up to and including Year 6.

Children must be taught individual letters first so that they see them as individual units, before learning to join.

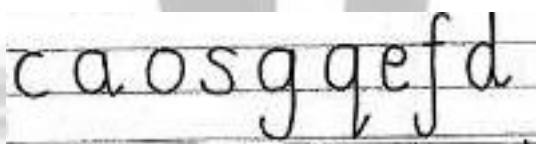
#### Long Ladder Letters



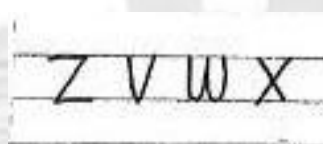
#### One-armed robot letters



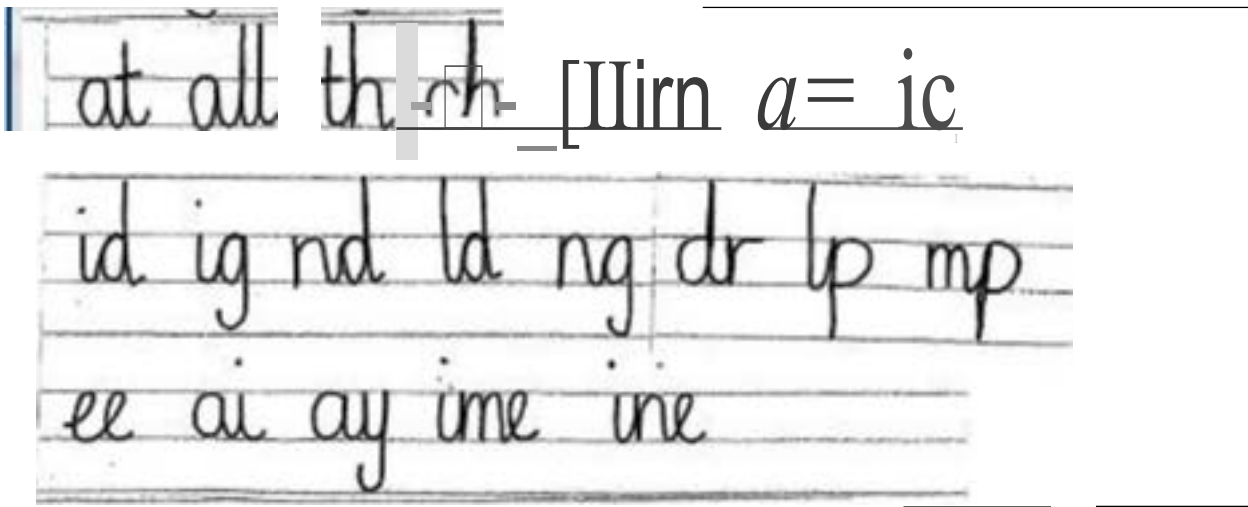
#### Curly Caterpillar Letters



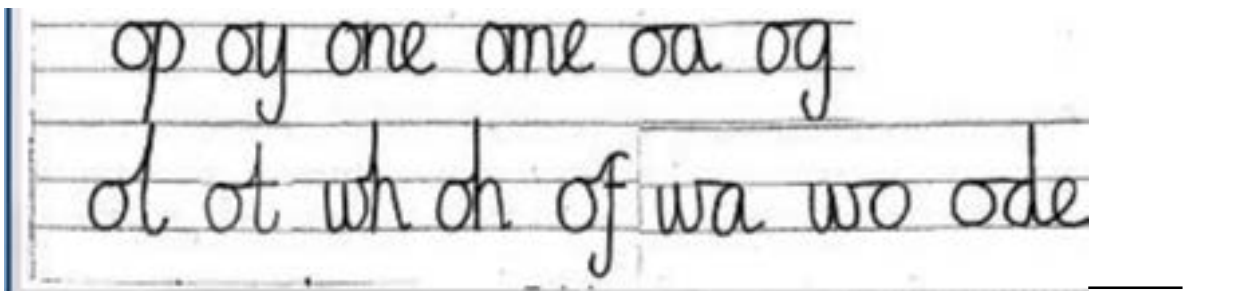
#### Zig Zag Monster Letters



Diagonal joins

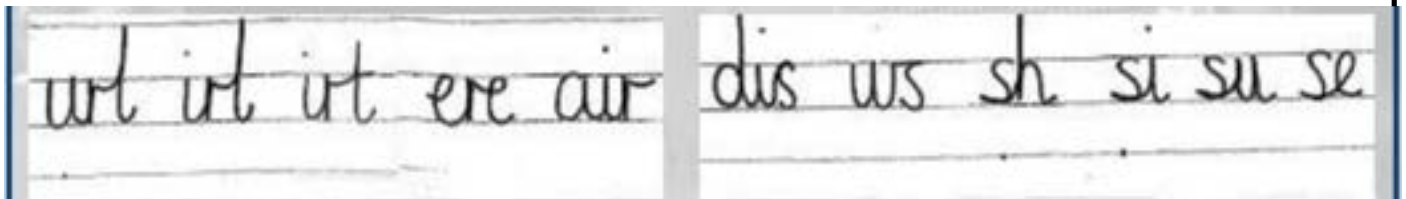


Horizontal joins

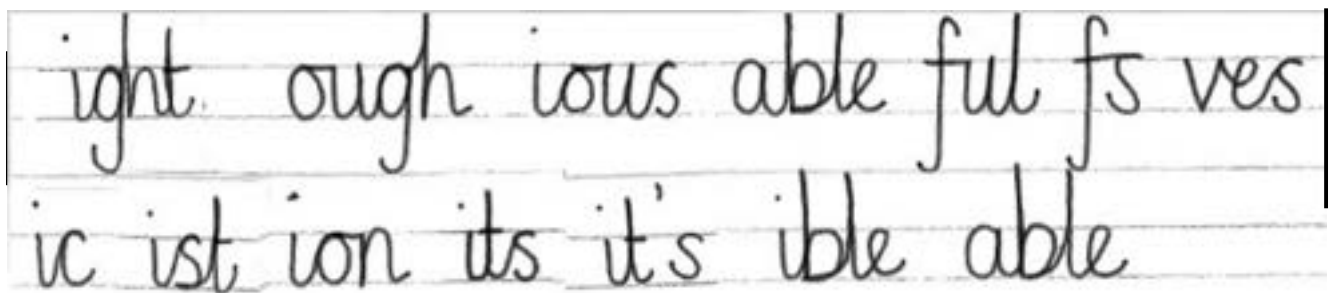


Joining r

Joining s



Trickier Letter Combinations

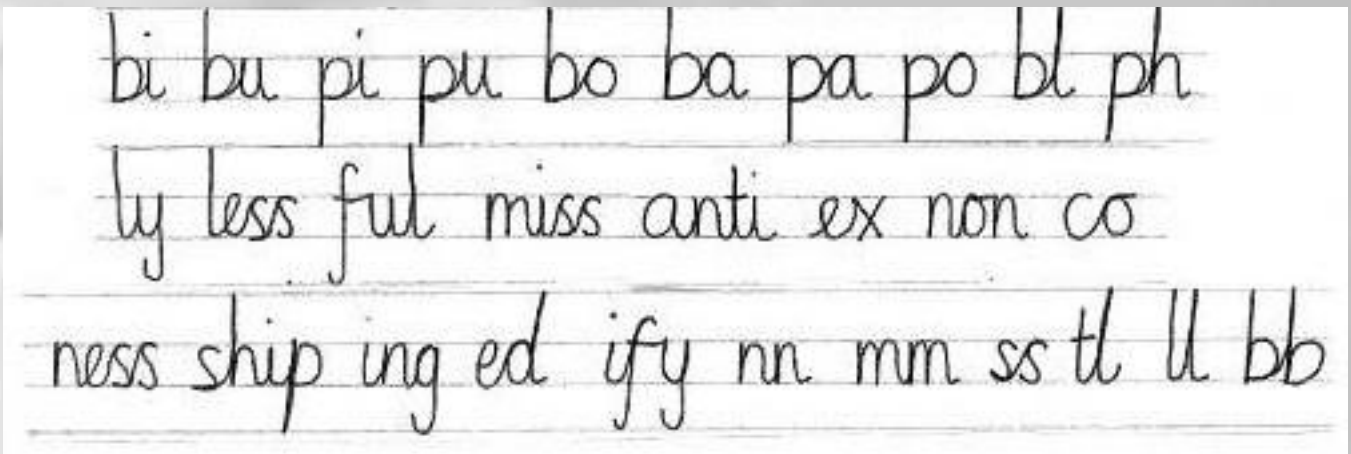


£0L=e;a:

s,sif-



## Trickier Letter Combinations (continued)



### Put them in a word!

To reinforce joins and encourage children to practise, we ask them to consider:

- What words contain those letter combinations?
- Are there any on your year group's spelling list? Practise those words.
- Try putting those words in a sentence. How many words can you use in one sentence?



### Evaluate!

To help children identify their successes and next steps, they should look at:

- Their joins
- The size of their letters
- The spacing
- How they've laid it out

What have they done well? What are they going to try again?

When trying to ensure that children are ready to write, we ensure that these basic, logistical requirements are conducive;

- Seating and posture
- Chair and table are at a comfortable height
- Table supports the forearm so that it rests lightly on the surface and is parallel to the floor
- Children are sitting up straight without slouching
- Height of the chair should enable thighs to be horizontal and feet to be flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

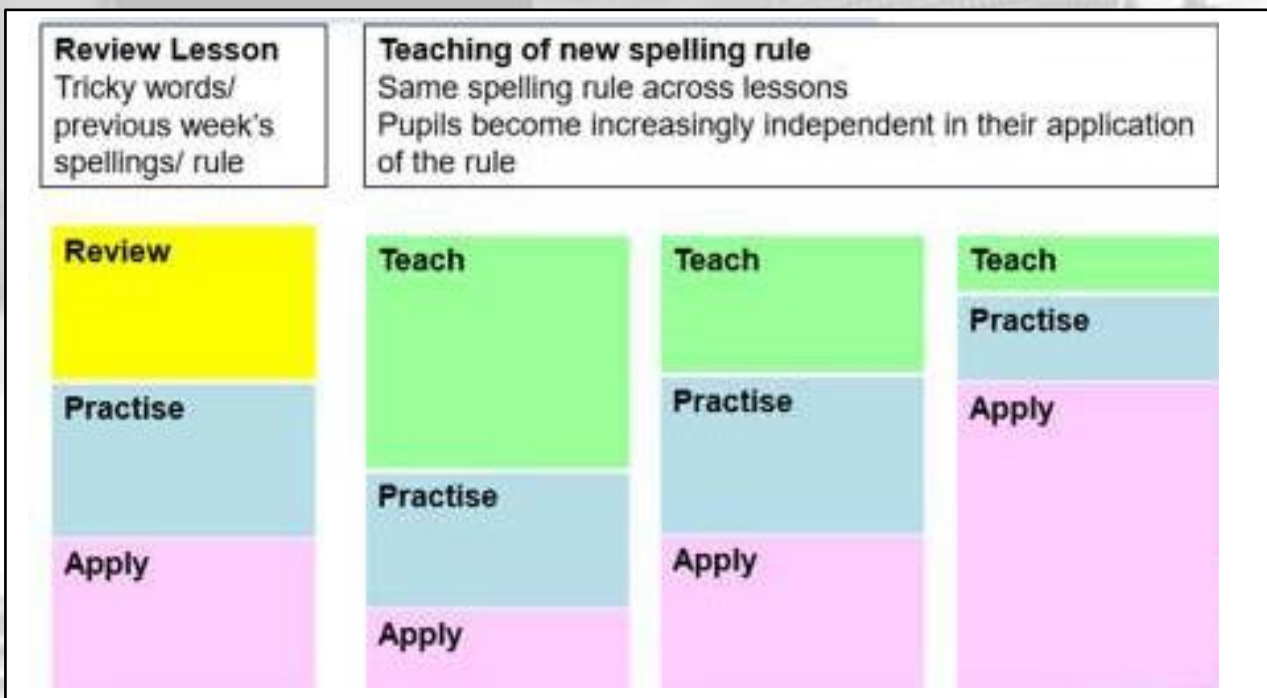
When children are struggling with pen or pencil grip, we initiate 'hand gym' interventions to strengthen and improve their grip.



Children in Key Stage 1 write using a sharp pencil. When children reach Key Stage 2, they can achieve a pen license, at the discretion of their class teacher, for meeting handwriting expectations. When they have achieved a pen license the children may use a handwriting pen with blue ink (not a biro).

### Spelling

We recognise that spelling is a learned skill and not an innate ability and therefore needs to be taught. We do this through explicit Spelling lessons. At Saint James Primary School we have numerous resources that we can use to support the planning of spelling sessions including Spelling Shed and Non Nonsense Spelling. However, we follow the HIAS model for Spelling which includes a focus on spelling rules and a gradual shift during the week from the balance of teaching, practising and applying;



We provide parents with the National Curriculum Spelling Lists for Years 1 & 2, 3 & 4 and 5 & 6 to ensure they are aware of the age-related expectations for Spelling.

Within written compositions, teachers use their discretion when deciding which misspelled words to highlight. Usually teachers will identify misspelled words but give children the opportunity to edit their work and find the correct spelling. They are taught strategies to do this independently, including using dictionary skills. In Upper Key Stage 2, to develop their independence, we encourage children to identify and correct their own spellings using a variety of strategies and resources. So as to not interrupt the flow of their writing, children are encouraged to attempt words they are unsure the spelling of, putting a mark next to them and returning to check the spelling when their piece of writing is complete.



### Grammar and Punctuation

Research shows that, for grammar and punctuation to be best understood and used correctly, it should be taught within a context and not discretely. Consequently, we teach grammar and punctuation within our text-rich English curriculum, although with explicit focus.

We teach rules in accordance with Hampshire's guidance; pupils are taught the appropriate terminology and concepts for their year group and are expected to apply them correctly to examples of real language, such as their own writing and books they have read. The children will start to learn about some of the differences between standard and non-standard English and begin to apply what they have learned (e.g. in writing dialogue for characters).

Assessment of grammar and punctuation throughout the school is conducted through teacher assessment of extended writing. In addition, in Upper Key Stage 2, children use past test papers and SATs style questions to promote familiarisation with age-related expectations.

Spelling and Grammar combine to give children a score in their Key Stage 2 English Grammar, Punctuation and Spelling SATs. Therefore practise of these papers, and a monitoring of the scores combined, is conducted and scrutinized at key points from the end of Year 5 and throughout Year 6.



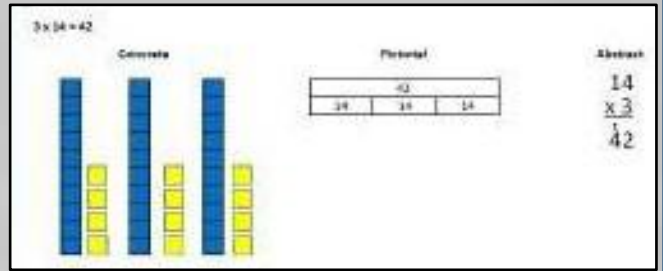
## SECTION 4 - Maths

### Concrete, Pictorial and Abstract (CPA)

At Saint James Primary School, we believe that, in order for children to gain a deep and true mathematical understanding, it is important they have the opportunity to model calculations using equipment. Children can also support and evidence

their understanding through the drawing of pictures and images. This can again deepen their understanding through exposure to a visual representation of the problem or number sentence. It is only when pupils have a coherent understanding, free from misconceptions, that they should progress to using a more formal, abstract method. It will not be uncommon to see children still using apparatus to reinforce concepts, even in Year 6. Throughout Saint James Primary school, we are establishing an ethos where children do not perceive that concrete materials are only used by lower attaining pupils.

Every classroom is generously resourced with a wide range of practical Maths apparatus. Children are initially directed to the equipment they might use, but eventually are expected to become independent in choosing appropriate apparatus to support their learning and understanding of Mathematical concepts.



Some of the key apparatus we use through the school include;

- Dienes apparatus
- Numicon
- Place Value Counters
- Cuisenaire Rods
- Bead Strings
- Multi-link
- Place Value Cards
- Counting objects

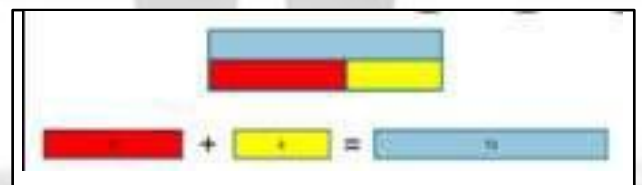
### Key models and images

In order to represent problems pictorially, at Saint James Primary School we have selected some common models and images that we use throughout the school to allow for consistency. These may be chosen for specific reasons, dependent on the problem or calculation presented.

These include;

#### Bar models

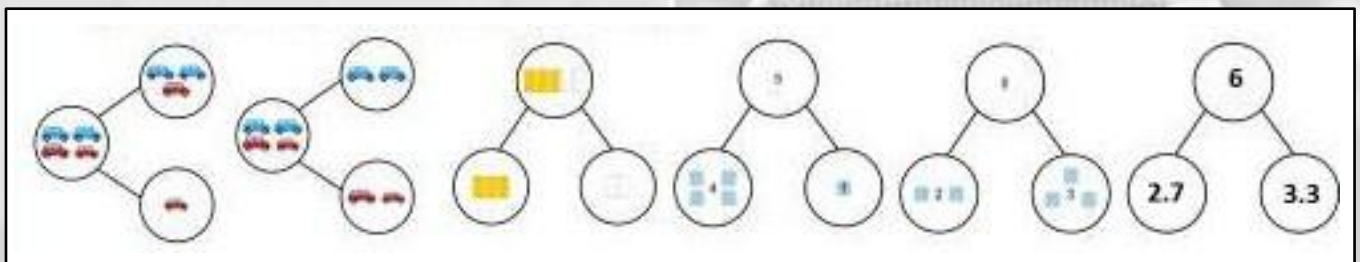
The bar model is a versatile model that pupils will experience in different contexts, and for different applications, throughout their Mathematics learning at Saint James Primary School. It is useful in providing a visual representation of a number sentence or problem, enabling children to better understand what is required of them.



## The Part / Whole model

The concept of partitioning underpins many areas and aspects of Mathematics, this is where the use of the part / whole model becomes a relevant and important model. Whilst considering the use of the part / whole model, it is important to recognise that;

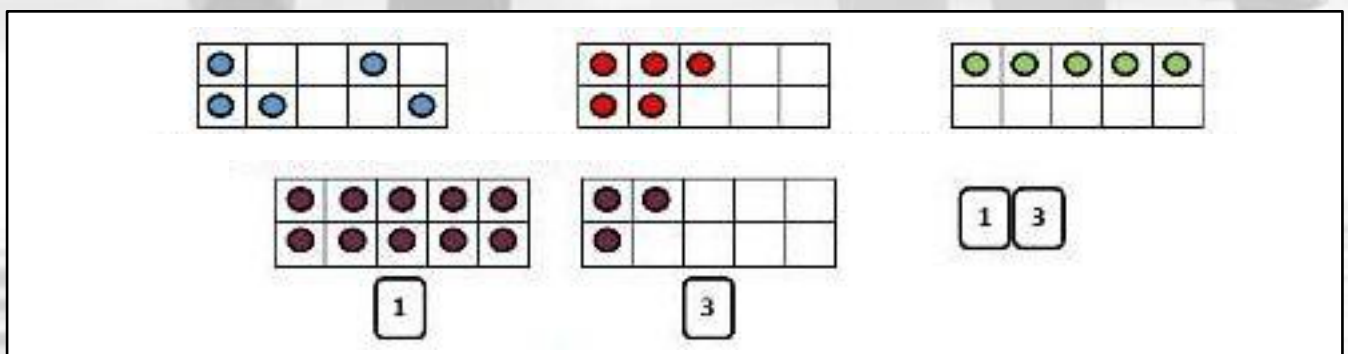
- a 'whole' can be represented by one object; if some of the whole object is missing, it is not the 'whole'.
- a whole object can be split into two or more parts in many different ways. The parts might look different; each part will be smaller than the whole, and the parts can be combined to make the whole.
- a 'whole' can be represented by a group of discrete objects. If some of the objects in the group are missing, it is not the whole group – it is part of the whole group.
- a whole group of objects can be composed of two or more parts and this can be represented using a part / whole 'cherry' diagram. The group can be split in many different ways. The parts might look different; each part will be smaller than the whole group and the parts can be combined to make the whole group.



## The Tens frame

Once a basic number sense has developed for numbers up to ten, a strong 'sense of ten' needs to be developed as a foundation for both place value and mental calculations. Tens frames are two-by-five rectangular frames into which counters are placed to illustrate numbers less than or equal to ten, and are therefore very useful devices for developing number sense within the context of ten. Various arrangements of counters on the ten frames can be used to prompt different mental images of numbers and different mental strategies for manipulating these numbers, all in association with the numbers' relationship to ten.

Children can usually 'read' two-digit numbers long before they understand the effect the placement of each digit has on its numerical value. For example, a child might be able to correctly read 62 as sixty-two and 26 as twenty-six, and even know which number is larger, without understanding why the numbers are of differing values. Tens frames can provide a first step into understanding two-digit numbers simply by the introduction of a second frame. Placing the second frame to the right of the first frame, and later introducing numeral cards, will further assist the development of place-value understanding.



## Fluency, Reasoning and Problem Solving

In order for children to become secure, competent and confident mathematicians, we recognise that task design needs to include a fine balance of Fluency, Reasoning and Problem Solving challenges. The curriculum in Maths is one which extends understanding, not by pushing children on to studying the following year's objectives but that focuses on a breadth of understanding, showing multi-representations of problems and solving calculations within the context of challenging Reasoning and Problem solving tasks.

### What is Fluency in Maths?

The basics of mathematical fluency, as defined by the Key Stage 1 and Key Stage 2 National Curriculum for Maths, involves knowing key mathematical facts and being able to recall them quickly and accurately.

However true fluency in primary school Maths, means being able to apply the same skill to multiple contexts and being able to choose the most appropriate method for a particular task.

Fluency in Maths lessons means we teach the content using a range of representations, to ensure that all pupils understand and have sufficient time to practise what is taught.



### What is Reasoning in Maths?

At Saint James Primary School, we believe that Reasoning in Maths is the process of applying logical thinking to a situation to derive the correct problem solving strategy for a given question, and using this method to develop and describe a solution.

Simply put, Mathematical Reasoning is the bridge between Fluency and Problem Solving. It allows children to use the former to accurately carry out the latter.

In Key Stage 2, children use the framework of PEE (Point, Evidence, Explain) to help them structure their written answers to Reasoning problems. However, there is also ample opportunity given to verbal Reasoning and the chance to discuss approaches and solutions to Reasoning problems with their peers.



### What is Problem Solving in Maths?

Problem solving is not necessarily just about answering word problems in Maths. If a child already has a readily available method to solve this sort of problem, Problem Solving has not occurred. Problem solving in Maths is finding a way to apply knowledge and skills you have to answer unfamiliar types of problems.



### Maths Learning Journeys

In every Maths learning journey there should be a balance of Fluency, Reasoning and Problem Solving tasks. This should not leave Reasoning and Problem Solving to later in the journey, but rather intersperse these tasks throughout the journey.

Problem Solving and Reasoning should be part of every child's learning journey and not just the remit of those working at Greater Depth.

## White Rose

At Saint James Primary School, we use White Rose Maths as the central spine to our Maths curriculum. The White Rose approach helps children develop their conceptual understanding of Mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development.



The nature of the task design and questioning dovetails well with the Fluency, Reasoning and Problem Solving approach, as well as drawing heavily on pictorial images endorsed by the school.

As well as being heavily influenced by tasks drawn and adapted from White Rose, we also use a variety of different sources to supplement our task design (especially for Reasoning and Problem Solving). These include the online resources; NRICH, NCETM, 'I see reasoning' and Connect 4, as well as published resources purchased by the school; Dip and Pick, Can you Convince Me? We may also use questions drawn from past SATs papers using the resource, Testbase.

## A Stepped Approach

To allow for differentiated learning journeys, which truly cater for children's needs, we apply a stepped approach. These progressive journeys, building on Mathematical knowledge, application and conceptual understanding, allow children to begin them at a relevant point, dependent on their current level of understanding and competence.

The steps in each journey are a balance of Fluency, Reasoning and Problem solving tasks, giving opportunity for children to consolidate, extend and apply their understanding in a variety of contexts. Children are constantly assessed using AFL ('Pink' pre-assessment tasks) to determine their starting points.

## Calculation Strategy booklet

To ensure continuity in Maths teaching and strategies used at Saint James Primary School, we have produced a Mathematics Calculation Strategies booklet. This includes a progression in the strategies for teaching all four number operations, ranging from concrete to abstract.

Also included is information about the agreed models and images we use and the variety of concrete apparatus available. There is further advice how these can be used effectively to support and model learning. In addition, there is a glossary of key terms and key vocabulary used.



You should have been presented with a copy, when your child started Saint James Primary School, if you need a copy of this booklet please speak to your child's class teacher.

## Multiplication Tables Check

At the end of Year 4, pupils complete the Multiplication Tables Check, a national Key Stage 2 assessment devised to ensure that times tables knowledge is at the expected level. The Multiplication Tables Check is statutory for primary schools. In this online test, pupils are asked 25 questions on times tables from 2 to 12. For each question they have 6 seconds to answer and in between the questions there is a 3-second rest. All questions are generated randomly.

To support children with the learning of their times tables we teach daily Mental Maths sessions, as well as including Mental Maths as a focus in many early morning tasks. All children in Key Stage 2 have a log-in for Times Tables Rockstars and are expected to complete this as weekly homework to further support their learning of times tables.



## SECTION 5 - Science

As a Church of England Primary School, at Saint James we learn about how Faith and Science can be mutually dependent and complimentary. We learn that there have been a lot of famous scientists, over time, who were Christian (as well as those from other faiths).

Essentially, we recognise that often in Science we:

- Observe
- Compare
- Connect
- Question
- Discover

In our faith we often do the same.

### Child-led Enquiry

#### Planning and collecting data

At Saint James Primary School, we use scientific enquiry and investigation to give opportunities for independent learning. We engage children through an exciting 'hook' to the topic (if relevant) and high quality questioning. We recognise that children often really want to enthusiastically participate, if they don't already know the answer. An enquiry question where children can already make a good supposition to the answer negates the high levels of genuine enthusiasm that investigative Science can bring, along with the perceived need to work scientifically.

When planning investigations we use the terms 'reliability' and 'fair-testing', considering what we are going to:

- Keep the same
- Change
- Measure and observe

Children record their planning alongside any relevant graphs and diagrams. They represent their results in tables, diagrams and graphs, which they use to support them with writing a conclusion. We recognise that a graph may not always be necessary, as a labelled diagram may be more effective at revealing what the children think might happen. The children record and reveal their thinking at different stages of the investigation, making informed predictions.



#### Writing a conclusion

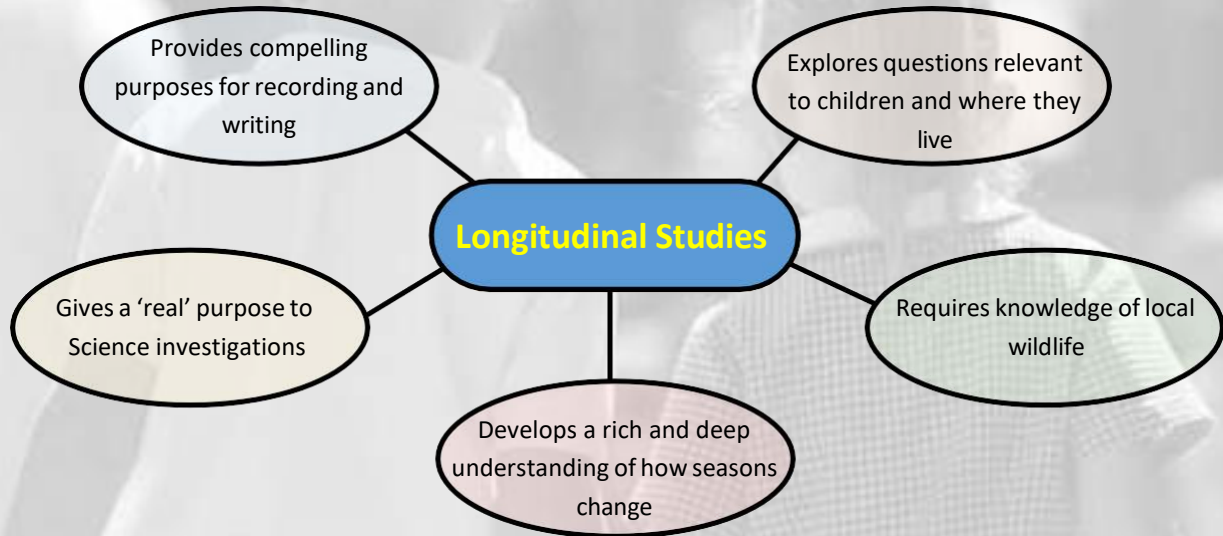
Children write a sentence stem or starter, such as 'We have found out...' to structure their conclusion. They explain how they know this from their data and consider:

- Did they change what they were doing / had planned to do? Why?
- What can they tell from the data? What have they learned
- How reliable were their results?

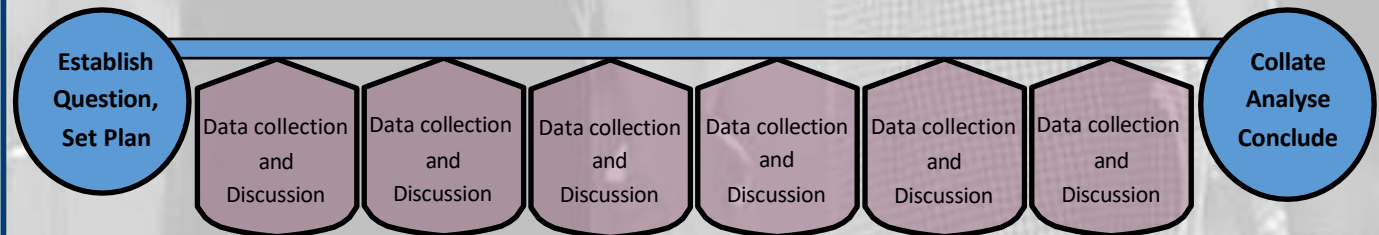
## Longitudinal Study

Throughout the National Curriculum for Science, there is reference to children investigating their own questions about the environment, learning the names of, and being able to identify, common plants and animals and learning how the seasons change and how this impacts on the local and wider environment.

At Saint James Primary School, we are blessed with extensive school grounds, including a variety of different habitats and environments. This includes a dedicated environmental area that includes a wildlife hide and pond. By investigating questions about our local environment, that requires enquiry over the course of several seasons, we can achieve all of these.



To begin with, the children develop a question and plan an enquiry to answer it. Observations and measurements are taken over a period of time (weeks, terms or years) and analysed periodically to lead to a final conclusion.



## Risk Assessments

In Science, a key element of our work is safety. However, this does not mean creating a completely risk-free environment for children. At Saint James Primary School, we believe our key principle should be to: *'Teach children how to be safe, rather than being safe for the children.'*

The following statements set out the considerations that teachers must legally make, when carrying out a risk assessment. Before exposing children to hazards, teachers must use their professional judgement to ensure that:

- the work involving hazards is sufficiently necessary to justify the risks involved
- potential risks have been recognised, assessed and minimised
- children understand the risks and have been given clear instructions about proper procedures for dealing with hazards
- children are aware of the appropriate action to take in the event of an emergency
- appropriate actions are followed by teachers and children

When risks are significant, the necessary actions must be recorded on the planning.

### Step 1. What are the hazards?

Teachers and year teams use the *CLEAPPs HazCards* to identify the hazards in a given situation. They also liaise with the Science subject leader or a member of the Senior Leadership Team, to seek clarification, if needed.

### Step 2. How can the activity be carried out so that high risks are minimised?

Teachers consider a range of different factors when answering this question. In working out the safest way to carry out an activity, they will consider:

- the number of children involved
- the number of children who can safely work in the space available for the activity
- the age and maturity of the children
- the specific physical, emotional and behavioural needs to the children
- the level of supervision available
- the provision of suitable resources, facilities and protective measures given the nature of the activity (e.g. sinks, sand trays, gloves)
- the quantities and particular materials that will be used
- the voltage used when working with electricity

### Step 3. Actively involving children in risk assessment

Teachers model this process for the children and increasingly involve them in the process. When presenting children with a new context, teachers will need to inform them of the specific hazards associated with that context. However, in familiar contexts, teachers should ask children to identify the hazards. Useful questions used include:

- *What can we do to avoid any problems?*
- *What rules shall we all work to?*
- *What equipment might we need to use? (e.g. goggles, gloves)*
- *What shall we do, if something does go wrong?*

After the activity children should consider:

- *How useful / effective were our rules in reducing the risk?*



## SECTION 6 - RELIGIOUS EDUCATION

### Purpose and Entitlement

At Saint James Primary School, the purpose of Religious Education (RE) is to enable pupils to become tolerant and respectful members of the community and in the wider world, whilst supporting the development of children's values and their spiritual, moral, social and cultural understanding. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

At our school, RE is taught in line with the Hampshire Agreed Syllabus (Living Difference) as well as taking into consideration the Statement of Entitlement for Church Schools. Christianity, therefore, forms the majority study in RE as understanding Christianity as a living religion is the foundation of Religious Education in church schools.

### RE lessons

RE lessons are taught as a blocked unit each half term, equating to a total of 60 hours per academic year. Within this teaching allocation at least two thirds of the content will be allocated to an exploration of the Christian faith and the concepts, beliefs, teaching and practises that lie at its heart.

The remaining one third of subject content allows our children to study other world religions during their time at Saint James Primary School. The children in Key Stage 1 will spend two units of RE learning about Sikhism each year, Lower Key Stage 2 will spend an equivalent amount of time studying Judaism whilst Upper Key Stage 2 will spend two units of work focussing on Islam. These religions have been chosen to enable children to make links with Christian beliefs across Abrahamic and Dharmic faiths. It also gives opportunity for the children to gain a greater insight into these faiths. Often misunderstood in the western world, the religions can be portrayed negatively in the media and undoubtedly this can influence young minds.



### Understanding Christianity Core Concepts

The Core Concepts explored in the Understanding Christianity approach, as part of the 'big story' of Christianity are illustrated on the 'Big Frieze' poster located in the school. Each concept is taught in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to ensure cohesive understanding and progression.

Core Concepts are;

**God** - the creator of the universe and father of humanity

**Creation** - the creation of the universe and human life

**Fall** - the idea of sin and rebellion and the separation between God and humans

**People of God** - the story of God's plan to reverse the impact of the fall and save humanity

**Incarnation** - the presentation of Jesus as the saviour who will offer ways for humans to be at one with God again

**Gospel** - Jesus' life and teaching share what it is like to be in a relationship with God

**Salvation** - Jesus' death and resurrection effect the rescue and salvation of humans

**Kingdom of God** - the idea of the 'ideal' for human life in the world

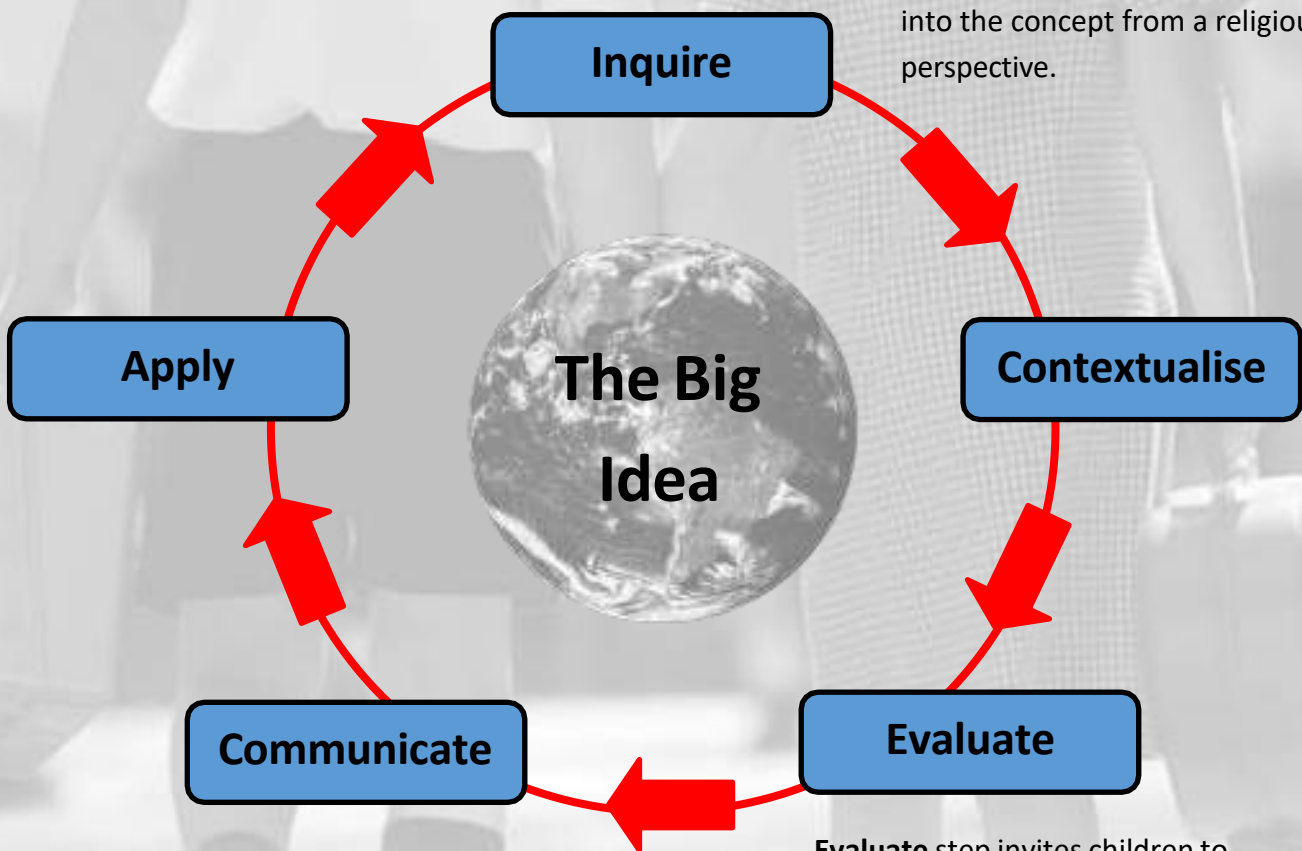
## The Big Frieze



### Cycle of Enquiry

The Living Difference approach to enquiry in RE initially involves teachers encouraging children to first explore and share their own experience of particular concepts, before inquiring into related religions as well as non-religious ways of living. The Cycle of Inquiry, found in the front of every child's RE book, is used as both a tool for planning and a learning journey for children. Each unit is split into five key steps;

**Inquire** and **Contextualise** steps allow children to attend in a more intellectual but open-minded way as pupils investigate and inquire into the concept from a religious perspective.



**Communicate** and **Apply** steps allow children to attend to something new by communicating the concept to them and inviting them to apply it to their own lives.

**Evaluate** step invites children to discern and weigh up the importance of the big idea (concept) for the person in the context chosen and then ask 'Could this matter to me?'

## SECTION 7 - COMPUTING

### Virtual Learning Environment

Our children have access to a high quality virtual learning environment, Seesaw, that they are able to use in school and to access their home learning. All home learning tasks are set and submitted via Seesaw unless a prior arrangement has been made with the class teacher. This platform will also enable us to facilitate any home learning provision, should we need to return to another period of national lockdown or isolation due to Covid 19. Teachers are also able to provide written or verbal feedback to children's home learning tasks via Seesaw.

The provision and availability of school laptops and ipads enables Seesaw to be used in school to record learning outcomes, through the use of photos and videos as well as text, and as a way of accessing shared learning resources.

### Resources

ICT provision at Saint James Primary School enables pupils to have regular access to laptops and ipads to support their learning. There are multiple banks of laptops and ipads, stored in portable trolleys, that can be booked and moved to individual classrooms (trolleys must only be moved by an adult). In addition to these, there is a dedicated computer suite with enough seating and laptops to accommodate a whole class.

### Passwords

The children all have passwords to access the computers in school. This has been simplified for the younger children to correspond with a combination of three, easy to remember, images. To ensure the children's esafety, they also have passwords to access their Seesaw, Oxford Owls, Purple Mash, Lexia, SORA and TimesTable Rockstar accounts (where applicable). The IT technician securely stores and manages the passwords for all of the children's accounts that are generated in school.

### E-safety

At Saint James Primary School, we consider the welfare and safety of pupils of paramount importance. This includes their safety online. We have joined with National Online Safety to help us stay up to date with current trends and to offer free help and support for parents and carers.

We are proud at achieving the status of a National Online Safety certified school and recognise this a shared achievement of children, staff and parents. Staff and children took the time to complete online safety courses and lessons and, as this is an accreditation that needs to involve the whole school community, we have sought involvement from our parents to help us become a certified school.

Each year we cover issues related to online safety through both Computing and PSHE sessions. This is taught at an age appropriate level to each cohort of children.



## **Saving work**

All children's work is saved onto the school cloud-based system. This is in an area accessible to everyone in school named, 'Student Resource Pool'. It allows class teachers to be able to view children's work more easily than looking in their individual folders. Resources that the teacher wants the children to access are also saved here. In addition, all users have their own area in which to save work named 'My documents'.

## **When can my child use the technology ?**

All laptop and ipad trolleys can be borrowed by specific classes and year groups, depending on availability. There are weekly timetables for each trolley displayed prominently in the ICT suite. Sessions are signed up for on these with priority given on a first-come, first-served basis unless there is an over-riding external factor (such as the use of ipads for practise and facilitation of the Year 4 Multiplication Tables Check).

## **When technology lets you down**

Inevitably, at some point there will be a glitch or frustrating issue which prevents the use of technology as we intend. Often this maybe a simple oversight or a quick-fix that can be solved by a member of staff. However, if it remains an issue, we are in the fortunate position to have a highly competent IT technician who works at Saint James Primary School each day. Most problems can be solved this way, although she is unable to perform miracles!

## **Awe and wonder through the use of IT**

As well as proving to be an excellent resource to facilitate learning, technology is also used at Saint James Primary School to enable us to reflect upon the wonderful creation that God has given us. This is modelled clearly through the live stream to the bird box located in the Spiritual garden. Our resident blue tit family regularly takes occupation before laying eggs and eventually raising a family. We are able to follow the journey, from egg to first flight, through the inobtrusive webcam in the mounted bird box. A link to the live feed is provided on the school website, when they are in residence.




## SECTION 8 - CURRICULUM







### Vision

*At Saint James we accept challenges, take risks and work to make positive changes in ourselves and our community. Focussing on building resilience and compassionate relationships allows everyone to flourish. Using our Christian values to guide us, we develop skills to navigate rough seas and transform our world.*

***'Be strong and courageous and do it!'*** 1 Chronicles 28:20

At Saint James Church of England Primary School, we encourage children to consider the purpose of their learning by giving guidance as to why we learn each subject. This is explored at the start of term and revisited regularly throughout the year. Our curriculum is underpinned by our values and driven by our vision, developing a motivation for learning which is selfless and for the good of others rather than with selfish intent.

|   |  |
|---|--|
| <p><b>We learn English...</b></p>      | <p>To help us communicate effectively and work with others respecting that they may have different points of view. To develop a love of and confidence with reading so we can keep learning after we have left school and have the courage to do the things we need to do in God's world. It develops creativity, imagination and is a way of expressing ourselves.</p>  |
| <p><b>We learn Maths...</b></p>      | <p>To develop our problem-solving skills and enable us to estimate, calculate and have the courage to look for solutions. As we continue to grow, we will need to use Maths every day - it will help us to navigate through life. In scenarios such as when we; have bills to pay, choose to cook a meal for others, need to organise our time and have charity donations to make, Maths will be essential to show our love in God's world.</p>                      |
| <p><b>We learn Science...</b></p>    | <p>To help us appreciate and respect the wonderful creation that God has given us and to understand God's world so that we can look after it better. To develop our scientific skills so that in future we might have the courage to be able to help others to invent things that will save lives and make a positive difference in the world.</p>   |
| <p><b>We learn RE...</b></p>         | <p>To courageously think beyond ourselves and respectfully consider opinions and beliefs that may be different to our own and foster love and respect of others in our local community in the wider world. This will then make us more respectful and loving members of any community we become a part of in our lives.</p>  |
| <p><b>We learn DT...</b></p>         | <p>To design and make our own imaginative products to solve problems in our local and global community, developing a respect of the wider world around us. To take risks and have the courage to learn to adapt our designs if mistakes are made. To become reflective learners through the effective evaluation of our own designs, in addition to evaluating past and present design and technology to understand the significance of this on our daily lives.</p> |
| <p><b>We learn History...</b></p>    | <p>To encourage a thirst for enquiry, helping us to become more independent and inquisitive thinkers. Through exploring the past, we can learn from the good (and not so good) in others. Learning from mistakes and injustice in the past will help us develop respect for differences in historical cultures.</p>  |
| <p><b>We learn Geography...</b></p>  | <p>To help us to develop a greater understanding and curiosity of the diverse world created by God, To help us to love and respect our local community and to become courageous global citizens, who understand our place in the world.</p>  |

|   |   |
|---|---|
| <p><b>We learn Art...</b></p>        | <p>To inspire and stimulate our imaginations and develop our creative expression through exciting opportunities. These experiences deepen our love, understanding and appreciation of our communities and the world around us. Respecting diverse cultures helps us understand, interpret their expressions, and influence us to care with courage and positively transform God's world through art.</p>  |
| <p><b>We learn Music...</b></p>      | <p>To foster an enthusiasm and love for music that will continue as we navigate on our journey throughout life, learning new skills that will help us to express our ideas and understand our feelings through music. To take risks exploring new instruments and to build self-confidence by challenging ourselves through performing, composing, listening and appraising. To build a rich and diverse understanding of musical heritage and traditions in a variety of cultures.</p> |
| <p><b>We learn PE...</b></p>         | <p>To help us to lead healthy and active lifestyles and to identify skills that we are good at and improve skills that we might find hard. To be courageous and resilient when winning and losing and develop leadership and team-work skills in order to help and be respectful towards others.</p>  |
| <p><b>We learn Computing...</b></p>  | <p>To develop the technological skills we need to navigate through God's world. To support us communicate effectively in the online community through love, respect and courage. To prepare us with the skills we need for the future such as problem solving, trust and resilience.</p>  |
| <p><b>We learn French...</b></p>    | <p>To help us care for our world as languages are part of creation. Through language, we can describe, understand and evaluate our world and its wonders. To use language to praise God and to help us to love and respect the wider community and other cultures so that we gain insights into God himself.</p>  |
| <p><b>We learn PSHE...</b></p>     | <p>To help us understand, love and respect about ourselves and the world around us. To understand the impacts of positive and negative relationships that will guide us throughout life and have the courage to stand up for what is right. To learn our rights and responsibilities as citizens of different local and global communities and have the courage to seek support when we need it.</p>  |

We are committed to providing a broad and balanced curriculum that enables our children to experience a wide variety of learning opportunities in order to enrich their understanding of our world. We aim to give opportunity for children to discover their own strengths and what they are capable of by taking risks in their learning and pushing themselves outside of their comfort-zone. This is articulated in our school vision which permeates all aspects of curriculum and school life. In keeping with our Church of England ethos, links with spirituality are carefully considered at the planning stage and made explicit to children during their lessons.

### **Curriculum Organisation**

There is an overarching theme that is the principle driver behind the learning every half-term in each year group. This may be influenced by their current topic in Geography, History or Science or be driven by a pertinent issue that invokes courageous advocacy. Linked to each of these themes is a thought-provoking enquiry question, a link to one of our Christian values and a bible quote chosen for its relevance. We recognise that not all areas of the curriculum can be linked meaningfully to these overarching topics and would not wish to engender tenuous links that are not relevant or pertinent to the learning.

# Intent, Implementation, Impact

## Our curriculum intent

Our curriculum will encourage children and staff to accept challenges and take risks beyond our comfort zones to steer a positive change in our community.

## How do we implement it?

Curriculum design; At Saint James, we have created a skills based curriculum. Our curriculum is designed around the key skills children need to learn in all subjects and key learning behaviours we believe are essential to becoming a life-long learner, such as growth mind-set and perseverance. We strive for our curriculum to be future-proof, allowing children to develop the required skills to thrive in jobs that don't even exist yet. We have plotted key knowledge and skills that need to be covered in each topic throughout the year. Teachers then make links and connections to form exciting topics that allow opportunities for the children to develop these skills. In our curriculum, we give children opportunities to take risks, engage in enrichment opportunities and to explore the wider curriculum.

### Take Risks!

We accept challenges, take risks and work to make positive change in ourselves and our community. Using our Christian values to guide us, we develop skills to navigate rough seas and transform our world.

### Enrichment

At least once every half-term, children get to engage in an experience that is over and above normal school life and allows them to extend their learning by partaking in an exciting opportunity.

### Wider Curriculum

Through our task design, we encourage children to become courageous advocates, being an active member of our community and by seeing themselves as a global citizen. We have good links with schools in Rwanda, after our Head teacher visited in 2020, and try to link our learning to Rwanda wherever possible.



***'Be strong and courageous and do it.'*** 1 Chronicles 28:20

## What is the impact?

Our teaching aims are to inspire our learners to aspire to:

**‘Together build a better, inclusive world with Love, Respect and Courage.’**



Learning with

**LOVE**

Reflecting with

**RESPECT**

Caring with

**COURAGE**

Develop our independence.

Love learning together.

Be resilient and determined learners.

Be reflective and emerge wiser from our mistakes.

Use self-regulation to make good choices

See the good in ourselves and others.

Take risks to bring about positive change.

Show compassion to those in need.

Respect and look after our environment.



## Curriculum Enrichment and Educational Visits

We currently provide an engaging variety of educational visits to enrich learning across the curriculum. These diverse opportunities range from Geography fieldtrips to Testwood lakes to supplementing the DT curriculum by designing and building theme park rides at Paultons Park.

However, guided by our values, we also partake in visits to enrich and support our local community such as singing carols to the residents of Sunnycroft Residential Care Home and laying a wreath in commemoration of the residents of West End who have died serving our country.

Our links to St James church are very important to us, our school chaplain is also Associate Priest at the church and Collective Worship is regularly led by either our chaplain or the vicar from St James. We are also privileged to have regular opportunities to practise our songs for worship with the church's musical director. The children love the opportunity to visit the church with different key stages and year groups attending services for the principle festivals in the liturgical calendar.

At Saint James Primary School, we are a strong advocate for residential visits and the many benefits that children gain from these experiences. We have a long history of taking pupils on residential visits with centres in Stubbington, Calshot and Conover Hall being used historically. From the academic year 2022/2023 onwards, we have used Little Canada Adventure Centre in Ryde on the Isle of Wight.

Whilst recognising the many learning and enrichment opportunities that can be taken from educational visits, we are aware that for some families the cost of these trips can be prohibitive. At Saint James Primary School, we believe no child should have to miss out on these opportunities for financial reasons and would always ask that parents contact the school to see if support can be given.

Sometimes, we identify that the best way to enhance the curriculum is through 'hook' and enrichment days in school. These may include bringing providers into school, such as the Space 'Wonderdome' and Miller's Farm. It could also include borrowing resources from Hampshire wardrobe and the History Curriculum centre or utilising our own grounds, such as the environmental area for 'Stone Age Day'.

### Risk Assessment

Whenever an activity is outside of usual classroom practise (either in school or at a different location) it is always thoroughly risk assessed in line with Hampshire guidance. This could include using risk assessments provided by external providers as well as those created by school staff. Proposals for all external visits are submitted in advance to Hampshire, via EVOLVE, for approval. The planning and risk assessing of educational visits is monitored by the school's Educational Visits Coordinator (EVC).



## Homework

At Saint James Church of England Primary School, we feel passionately that the most significant thing parents can do to support your child's learning is to share books with them on a regular basis. By this we mean reading to your child, listening to your child read and talking about what you are reading. As adults, we are all reading role models – there is lots of evidence that children seeing their parents read is a powerful factor in encouraging them to read more frequently.

Becoming a confident reader able to understand a range of texts is hugely important – it allows a child to grow in confidence and to access all areas of the curriculum.

Your child should spend short periods of time (15-20 minutes) each day reading, talking about their reading or listening to an adult read. Each child has a reading record and we ask that you record any reading activities in the home – your child will be rewarded with LRC points for this.

The Oxford Owl reading website is a fantastic resource for guiding parents on how they can support their child's reading.

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/>



The children also have logins for SORA where they can access E-books and Audio books for free.

<https://soraapp.com/welcome>



Lots of evidence exists which states that weekly homework tasks (e.g. a maths worksheet) set in the primary years have minimal effect in raising standards. This, however, changes as pupils move through secondary school.

Therefore, at Saint James Primary School, we will not set formal weekly homework tasks. However, in addition to regular reading (which will include the Lexia programme for selected children), there will be weekly phonics or spelling activities, and weekly maths activities on either Times Tables Rockstars (KS2) or Numbots (KS1). Children will receive LRC points for completing these activities. Later on in the academic year, children in Year 6 may be given some formal homework. We think this is important as it encourages them to become organised and independent before they head to secondary school.

We hope that our homework will ensure children focus on securing the key building blocks in learning, while protecting valuable, quality time as a family. Parents can enrich their child's learning at home by playing games with them, cooking, building lego, going for a nature walk, gardening, handling money, being creative, singing and dancing... the only limit is their imagination.

### Homework Expectations

|                           | Key Stage 1  | Key Stage 2  |
|---------------------------|--|--|
| <b>Reading</b>            | Read 5 x per week, recorded in Reading records and signed each week by an adult (some children will be set tasks on Lexia) | Read 5 x per week, recorded in Reading records and signed each week by an adult (some children will be set tasks on Lexia) |
| <b>Spelling / Phonics</b> | Spelling or phonics activities set by the class teacher (this could be on Spelling shed)                                   | Spelling or phonics activities set by the class teacher (this could be on Spelling shed)                                   |
| <b>Maths</b>              | Differentiated activity set on Numbots   | Differentiated activity set on Times Table Rockstars   |

## Modern Foreign Languages

We learn French, as our chosen modern foreign language, at Saint James Primary School.

Although we draw from a variety of resources, our main learning is driven by the published and online resource Kapow Primary. The whole school overview includes a clear progression of skills and knowledge including;

- Language comprehension: Listening and reading
- Language production: Speaking and writing
- Language-learning strategies
- Intercultural understanding

We also take advantage of the unique phonics videos that the scheme provides, to ensure that our children have the required language skills to enable them to transfer successfully to Secondary School.



## PSHE

At Saint James Primary School, PSHE is taught weekly and follows a long term plan based on SCARF units of work (Safety, Caring, Achievement, Resilience, Friendship). SCARF's whole school approach promotes positive behaviour, mental health, wellbeing, resilience and achievement and integrates with great learning every day.

Alongside the SCARF units, we recognise and participate in national and international initiatives such as Anti-bullying week, World Mental Health Day and Black History Week. We also focus on issues that directly relate to children at Saint James Primary School and have learned about conditions such as dwarfism and alopecia.

## PE Curriculum



Saint James Primary School uses the external provider, *Learning through Sport*, to teach P.E and Games sessions each week. This ensures high quality provision and coaching, whilst supplementing the additional P.E session taught weekly by the class teacher.

In addition to the child centred approach in P.E, which aims to give every child the physical literacy, emotional and thinking skills to achieve in P.E sport and life, we also aim to raise the profile and participation in sport through the use of young play leaders.

Our Year 5 and 6 play leaders have completed a module (created by the Youth Sport Trust) that has enabled them to develop the leadership skills and behaviours to champion and facilitate sport and physical activity in school, whilst also giving them the knowledge to drive for positive change. These children will be working alongside lunchtime supervisors to encourage sport and games at lunchtimes; making this time a positive experience for all pupils.

### **Extra-curricular clubs**

Children are able to further their interests and skills beyond curricular lessons through a wide range of clubs. Many of these do not incur a cost and are therefore accessible to all. Inclusivity was a key driver when considering which clubs to offer and we feel there is now a diversity of clubs on offer that cater for all tastes.

For children to extend their creativity there are clubs that include Art and Design, Construction, Knitting and Lego whereas those with a penchant for sport can choose between football, netball and ballet. Any children who want to explore their spirituality can choose from Christian mindfulness, Calming Yoga and Mindfulness colouring.

The majority of clubs are free, however some are offered by external providers, such as guitar and keyboard lessons, drama, karate and some sports clubs.

### **School Sports Competitions**

Children from Saint James Primary School often compete in inter-school competitions including football, netball, dodgeball and kwik cricket. Our teams are often successful in local competitions and are frequently complimented for their excellent sportsmanship as well as their sporting prowess. Children's achievements are recognised and celebrated in Collective Worship and the weekly newsletter.



## SECTION 9 - INCLUSION

### Pupil Premium

#### What is Pupil Premium?

Pupil Premium funding is additional financial support given to schools to improve the attainment of their disadvantaged pupils. Nationally, evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers.

Funding is provided to support some of the vulnerable groups of children in school.

- Children eligible for Free School Meals (FSM) at any time in the past six years
- Children who are in care
- Children who are adopted

In addition, Service Premium funding is provided to promote the emotional wellbeing of children whose parents are in the armed forces, or have been so in the last three years.

#### Why is Pupil Premium funding necessary?

Although a generalisation, nationally, when compared to their peers, disadvantaged children on average;

- Have less home support for their learning
- Have weaker language and communication skills
- Are more likely to have significant difficulties in basic literacy and numeracy skills
- Experience more frequent behaviour difficulties
- Are less likely to believe they can control events that affect them

*More than one in four young people from poor backgrounds feel that 'people like them don't succeed in life'. 7 Key truths about Social Mobility (Report by the All Party Parliamentary Group on Social Mobility)*

Statistically, the gap can be large: children eligible for Pupil Premium funding can be significantly behind other children who are not in this group. In many cases, the enforced national 'lockdown' in 2020 and 2021 compounded this difference. Pupil Premium funding should be used to close the progress and attainment gap for the vulnerable groups.

#### How is Pupil Premium funding used at Saint James Primary School?

At Saint James Primary School, we are continuously looking at ways to improve our provision for disadvantaged pupils. This may be through the participation in county run courses, working groups and case studies for Pupil Premium leadership, as well as keeping abreast of current theory and research.

The money is used to provide targeted support and equal access to all educational opportunities, for children who are at risk of not making expected progress, and to close the progress and attainment gap. Each year Saint James Primary School publishes a strategy statement, on our website, which details our use of funding to support these children.



The priorities for use of this funding will inevitably vary from year to year, however the following strategy statements provide a synopsis of some of the ways the funding has been used in recent years:

- ELSA provision for individuals and groups including professional development and training for ELSA
- Provision of a Family Support Worker offering advice and support to families
- Targeted professional development for staff in identifying and closing gaps in Maths and English
- Staff professional development in supporting disadvantaged pupils
- Pupils conferencing to identify gaps, barriers to learning and misconceptions
- Implementation of a new Behaviour and Rewards system and associated whole staff training
- Staff cover for Pupil Progress Meetings to identify the needs and provision in place for disadvantaged children
- Purchase of diagnostic assessments and linked targeted interventions (Rising Stars PUMA and PIRA)
- Oral language interventions and additional phonic sessions
- Financial support, in individual cases, with school trips, uniform and breakfast club

## **Inclusion Resources and Emotional Support**

We have a range of resources and provision to ensure inclusivity for all members of our school and wider community. These include;

### **Family Support Worker**

At Saint James Primary School we are in the privileged position to be able to offer families support via our Family Support Worker who offers impartial support, advice and guidance. Our Family Support Worker offers a school-based service that provides free support with:

- Parenting concerns
- School transitions
- School attendance
- Healthy lifestyle
- Confidence building
- Mental wellbeing
- Relationship breakdown
- Accessing local services
- Behaviour management
- E-Safety
- Bereavement
- School holiday activities



## **ELSA**

Our ELSA provision covers the entire week; supporting children to understand and control their own emotions, whilst also respecting the feelings of those around them.

If teaching staff feel that a child needs to see our ELSA, they complete and submit a referral form. The ELSA will then plan a provision to meet the needs of the child, this may be through 1:1 ELSA sessions or a social skills group. This provision may be a one-off session or need to be a series of sessions, dependent on the child's need. Children may also communicate directly with the ELSA via a communication boxes (located outside the Ark and in the Camino). There is also scope for parents to speak directly to the ELSA, as she can be found outside the front of the school from 8.30 - 9.00 am, most mornings during the week.

Our ELSA is able to plan and deliver individual support programmes over an agreed block of time. On a regular basis; training, supervision and advice is given from Educational Psychologists.

Parents are informed and give permission for ELSA intervention to take place and will be contacted by the ELSA when considered necessary.

## **School Chaplain**

We are fortunate to have the support of our school chaplain on two days of the week. Our chaplain has excellent interpersonal skills and makes herself available and accessible to all the children. A compassionate listening ear, our chaplain will listen to the children's worries, fears and hopes and can provide comfort and spiritual guidance in response to their issues.

Our chaplain encourages the children to live out their faith in their daily living; developing positive relationships with and beyond the school community.

## **The Spiritual Garden**

Our Spiritual Garden offers children a safe, calming space to reflect, pray and explore their spirituality. Features such as running water, wooden seating and planting chosen for scent and colour make the Spiritual Garden a calming place for children to visit. With a bird box positioned in the Spiritual Garden, there is opportunity to revel in the natural wonder of God's world, when the blue tits are in residence. Due to the nature of this location, it is sometimes used for ELSA sessions and prayer spaces.



## **The labyrinth**

Constructed in memory of both a child and a member from Saint James Primary School who sadly lost their lives to cancer, the labyrinth provides a place for children to come and reflect. As many children try to come to terms with grief, initially as a collective for a member of their school but also over time for personal grief, the labyrinth provides a place of quiet reflection. With colourful, hand-painted scallop shells, a bright, multi-coloured fence, and a reflective, stainless steel sphere at its centre, it is truly a child-centred space for reflection.

## The Ark

Our SENCo, ELSA and Family Support Worker are all based in the Ark, although they can often be found working in different areas of the school. With direction from the SENCo, there are a number of resources that teachers can be access from the Ark to support children in their class. These include;

- A range of handwriting support pens, pencils and pencil grips
- Dyslexia resources; coloured overlays and a dyslexia-friendly library
- Resources to support development of fine-motor skills
- A range of games, programmes and books
- Sensory resources including fidget toys and ear defenders
- A range of emotional literacy resources, including books which address themes that children may be experiencing (e.g. parental separation, death of a grandparent)
- Numerous assessments for the SENCo to access to establish a clearer picture of children's learning needs (e.g. DEST, Sandwell)

## Accessible Toilets

There are two accessible toilets which children, staff and visitors can use. One is situated at the back of the hall and one is located in the corridor from the main building that leads out to the Camino.

## Access to the building

Saint James Primary School is a single storey building, there are no stairs or steps to negotiate and all areas of the school can be accessed in a wheelchair.

## Accessible Parking

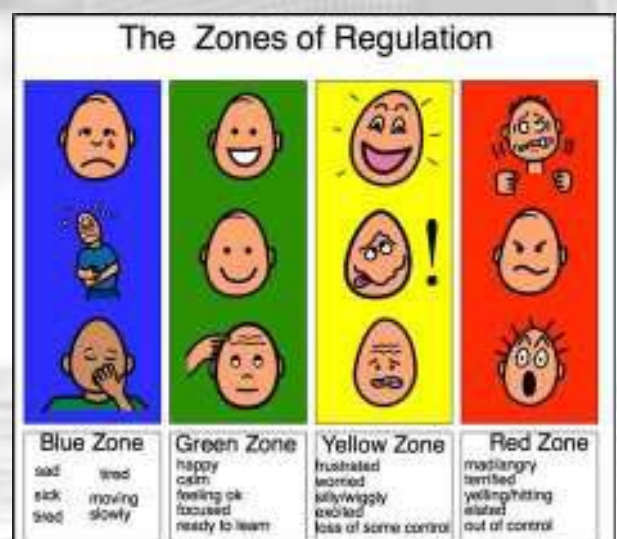
There are two designated parking bays at the front of the school that are exclusively for the use of parents or children with limited mobility. Due to the number of our families that need to use this provision, permits need to be applied for so that a time can be allocated for the use of these bays.

## Zones of Regulation

At Saint James Primary School, we use the Zones of Regulation framework as an approach to support children to identify and articulate the way they feel. Children are encouraged to identify their emotions through this cognitive approach and communicate this to adults in their classroom through placing their name next to the appropriate emotion. It also supports them in being self-reflective.

There are four Zones of Regulation and at each stage there are a variety of strategies that children can use to help them recognise and control their emotions, manage their impulses and sensory needs and develop skills to problem-solve when they face challenge or conflict.

By addressing underlying emotional and sensory deficits, children can develop independence in regulating their own emotions and sensory difficulties.

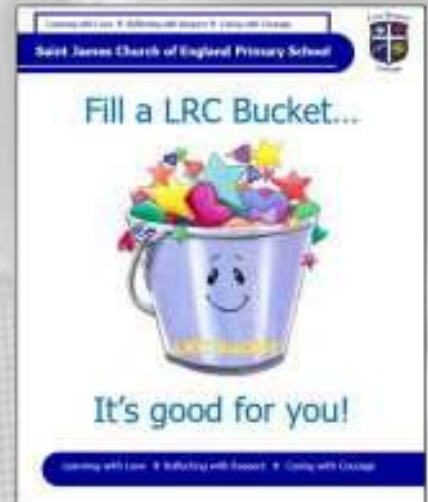


Whichever feeling is identified by the child, staff then support them to access strategies to regulate themselves. This might include sensory and physical activities (e.g. self-massage and breathing) as well as opportunities to talk about any concerns. The children build their own metaphorical toolkit to enable them to independently regulate their own emotions and behaviour; developing social and emotional skills, such as identifying the impact of their behaviour on those around them. Each class has developed their own 'Zones of Regulation' display, detailing the zones for staff and children to refer to throughout the day.

### **Filling a bucket**

At Saint James Primary School, we use the analogy of a bucket to help teach strategies to enhance and sustain our mental health. Using the story, 'Have you filled a bucket today?' by Carol McCloud, we explore the idea of bucket 'fillers' and 'dippers'. According to this hypothesis, each person has a bucket and a dipper, and with positivity, you fill your bucket and the buckets of others, but with negativity you deplete others' buckets as well as your own.

Each class has a copy of the story and refers to it regularly to exemplify undesirable behaviour and in restorative justice conversations



### **LSA deployment**

Learning Support Assistants are valued members of our school team; forming cohesive and effective partnerships with class teachers to provide the best possible provision for our children. Some LSAs have the responsibility of working 1:1 with a child on an EHCP, some deliver specialist interventions (such as SALT) and the majority are attached to a specific year group. Therefore there are some generic role responsibilities as well as some specific responsibilities dependent on the exact role. These include;

- Support in lessons, specifically English and Maths sessions
- Liaison with class teachers
- Providing feedback marking in class, under the guidance of the class teacher
- Identifying children needing further interventions
- Teaching different groups within the class, as directed by the class teacher
- Ensuring they have read teachers' planning in advance of each lesson
- Feeding back to the teacher at the end of each lesson (either verbally or through annotations)
- Attending INSET days and relevant CPD sessions

In addition to these generic responsibilities, LSAs may be asked to;

- Support children with EHCPs in class, either 1:1 or in small groups as appropriate
- Deliver individual Physiotherapy and Speech and Language therapy sessions, as appropriate
- Liaise with outside agencies, including therapists and Specialist Teacher Advisors
- Liaise with parents via home / school communication books (if appropriate)
- Partake in Annual Reviews for pupils with EHCPs

## SECTION 10 - ASSESSMENT

### AFL

Assessment for learning (AFL) is intrinsic to all learning at Saint James Primary School; we place high value in our children being able to identify aspects of their learning that could be improved and then being able to make appropriate amendments. It is also important that children are able to identify their successes and why they were successful. Some of the strategies we use to facilitate AFL are listed below;

**Learning objectives:** Learning objectives are always shared with the children and clearly displayed. Teaching and support staff refer regularly to these during the lesson, including referring explicitly to them during any plenary. Children write the learning objective, as a title to every piece of work they complete (with the exception of children in lower Key Stage 1 who stick a pre-typed learning objective into their book).

**Success Criteria:** Children are made aware of what they need to do to be successful, this could be as a verbal 'Success Criteria', or a written gauge completed as a shared composition between the class teacher and pupils (such as the PAF grid in English).



**Learning Dialogue:** Learning-centred dialogue between teacher and pupil, LSA and pupil and between peers (either 1:1 or in groups) is a powerful strategy for shaping AFL.

**Questioning:** Targeted questioning (including well-considered 'open' questioning) can be important when determining a pupil's or group of pupils' depth of understanding and eliminating misconceptions.

**Verbal feedback:** Timely verbal feedback, given at the point of learning, can be instrumental in reshaping a child's understanding and eliminating misconceptions. Evidence of verbal feedback may not be recorded in books although the impact of it is often evident when observing how competence and understanding of a task has developed.

**Written feedback:** There is no necessity for every piece of work to have written feedback from the teacher, however there should be evidence of some form of feedback. This is often clear when learning and understanding shows clear progression. Written feedback should be meaningful and make a difference to the learning; comments should be specific to the individual and make a positive impact on the learning.

**Response to feedback:** Children use 'purple polishing pens' to correct mistakes and edit and improve their work. This may be initiated by feedback from a member of staff, a peer or their own self-evaluation.

**Pink and Green tasks:** Before each unit of work (and often during the course of a unit of work) children complete a 'Pink' pre-assessment task to determine their current level of understanding. This then informs their 'starting point' for the 'learning journey'. 'Pink' tasks are often completed up to a week before the learning takes place, as planning may need to be adapted and task design altered.

Once children have completed their 'learning journey' they will complete a 'Green' post-assessment task to determine their new level of competence and understanding.

**Flexible groupings:** At Saint James Primary School, we do not believe that any child's learning should be 'capped' and that assumptions should not be made about their level of understanding or potential. For that reason, we operate flexible groupings, particularly in Maths and English sessions. Guided by each child's performance in pre-assessment tasks, we compile groups based on comparative need. These groupings remain flexible and may change daily dependent on continuous formative assessment. The needs of the children in the group may determine their starting point for the 'learning journey', their task design or the level of support from either the teacher or LSA.

**Deployment of LSA:** On very few occasions do we think it likely that every child in the class will have the same needs and benefit from exactly the same whole class input. Consequently, we aim to minimise the amount of whole class teaching to maximise the potential for learning and progress. For this to be successful we often utilise LSAs as a second teacher (guided by the class teacher). During the course of a session both the teacher and LSA may plan to work with a number of focus groups (either to extend or support the learning).

**Interventions:** There are occasions when children are not able to access the next stage of their learning, or have not gained sufficient understanding in their current learning to be competent and confident. When this is the case, interventions may need to occur. On some occasions, it may be prudent to facilitate an intervention group across all classes in the year group but as much as possible we aim to keep any interventions within the children's own classroom. When planning any interventions we are mindful that children do not always miss the same lesson (thus becoming further behind in another area of learning) and that they do not miss a favourite lesson where they often experience successes.

Our school has invested in the Rising Stars PUMA and PIRA assessments for Maths and English, respectively. After the children have completed the end of term assessment (linked to the curriculum coverage for that term) the program identifies which interventions are needed for individual pupils (if any) to enable them to close the gap. Children needing the same interventions are often grouped together to complete these.



## Feedback Guidance

At Saint James Primary School, it is our intention that effective feedback enables children to receive a diet of learning that consistently enables them to make good progress. We recognise that feedback is an essential part of planning and ensure we are mindful of our Christian values of Love, Respect and Courage when giving feedback, both verbally and in writing.

Feedback practise at Saint James Primary School;

- acknowledges all work; providing praise and encouragement to value work and raise self esteem
- provides constructive advice and offers clear strategies for improving learning
- promotes continuous and focused communication with the pupil
- is regular, frequent and of a high standard
- is based upon the teacher and pupil having shared the learning objective and assessment criteria
- plays an integral part in classroom learning
- recognises strengths and identifies weaknesses
- enables a teacher to assess the child's learning against the learning objective
- enables a teacher to move the child forward in learning
- corrects mistakes, addresses mis-understandings and offers encouragement
- provides assessment information and informs future planning
- provides on-going opportunity for self-assessment
- is consistent throughout the school

We recognise that a written response is not always the most effective form of feedback. There is a place for written feedback, if children are given opportunity to respond to it. However, sometimes it is more effective to feedback verbally (either to groups or individuals) at the point of learning. It is important that feedback is realistic and manageable and wherever possible happens alongside the child or group of children. It should be constructive and relevant to the learning objective and the child's current personal targets and abilities. For this reason, not all spelling, grammar and punctuation errors are marked in every piece of writing (however they will be noted for future planning and teaching opportunities). Teachers use their discretion and professional judgement when deciding how many corrections to mark.

Feedback prompts may be given when advising the next steps for a child. Children will need time to respond to these and improve their work as a result of the feedback. Prompts may take the form of;

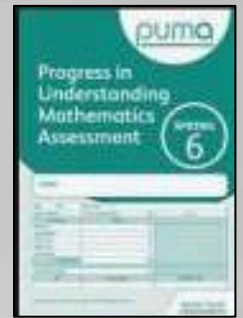
- **A reminder prompt** - a simple reminder to the child of what to improve in their writing (e.g. describe how you felt; use more effective adjectives).
- **A scaffold prompt** – an effective way to develop learning for those children who need more guidance and structure in their feedback.
- **An example prompt** – a way to scaffold ideas for all children, especially those of lower attainment. E.g. 'He is a good friend because he never says unkind things about me.'

## Formative and summative assessments and tests

To support teacher assessments we regularly use a variety of published assessments to inform our judgements. However, data from these tests alone should not be the sole base of evidence for our decisions.

At Saint James Primary School we have invested in the Rising Stars PUMA and PIRA assessments for Maths and Reading. These are completed termly by all children and give comprehensive analysis for formative assessment, as well as providing specific programs of intervention to close gaps. We can also use the results from these assessments to inform formative judgements.

Particularly in Year 6, we use past SATs papers to help inform our in-year judgements, before the children complete their end of key stage assessments.



## Reporting to Parents

### Parents' Consultation Evening

Reporting to parents is done formally, three times each academic year. During the first and second term this is done verbally during Parents' Consultation Evenings and takes place in the school hall or via virtual meetings.

During the course of the meetings, teachers report on attainment and progress in core subjects as well as aptitude and attitude across the curriculum. Teachers explicitly inform parents, if their child is exceeding, attaining and not yet attaining Age Related Expectations. They will also advise how to support their child at home and what their child needs to work on next to make progress. Often handouts to support home-learning will also be given, these may be differentiated for appropriateness to the child but will be consistent across teachers in the year group.

Along with discussions around academic progress, there will be pastoral conversations related to friendships, attitude and learning behaviours.

### Annual Reports

Annual reports are written and given to parents during the Summer term. Reports for children in years where there is no national testing (Year R, 1, 3, 4 and 5) report teacher assessment against Age Related Expectations for Writing, Maths and Reading whereas reports for children in Years 6 include assessment data taken from their SATs scores. Year 4 children will have a record of their performance in the National Multiplication Test included and reports for pupils in Year 1 will also contain their scores in the National phonics screening check.

Comments are made on children's performance against key statements for the foundation subjects and a personal statement that specifically relates to their personal attitude, aptitude and development as an LRC (Love, Respect and Courage) learner.

Parents of children in Year 6 will receive a print-out of their child's SATs results, as well as information that shows how the school's outcomes are placed against other schools, nationally.

Opportunity is given for parents to discuss the end of year report with their child's class teacher, if they wish.





**‘Be strong and courageous and do it!’** 1 Chronicles 28:20