

Key Stage 1 Policy

Policy Number: B2				
Version	Date Issued	Prepared By	Approved By	Comments
1	July 2012	SMT	SMT	Included in Staff Handbook
2	July 2014	KS1	SMT	Included in Staff Handbook
3	July 2016	SMT	SMT	Separate policy created

The Key Stage 1 (KS 1) curriculum for Years 1 and 2 (5, 6 and 7 year olds) is carefully planned to build on prior knowledge and skills learnt in the Early Years Foundation stage (EYFS). The education we offer to our children in Key Stage 1 is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment for learning

Teaching and learning in Key Stage 1 underpins all future learning by providing a broad and balanced curriculum and opportunities to support, promote and develop children's:

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Social, Moral, Spiritual and Cultural skills
- Attention skills and persistence
- Speaking and listening skills
- Language and communication
- Reading and writing
- Mathematical skills including problem solving, reasoning and number skills
- Science and investigative skills
- Knowledge, skills and understanding specific to History, Geography, Design Technology and Computing.
- Creative development including Art and Design and Music
- Physical Development

Teaching and learning

We believe that teaching and learning is successful when the following is in place:

- A strong partnership between staff and parents, so that our children feel secure in school, develop a sense of well-being and achievement and are supported at home.
- The understanding that staff know how children develop and learn, and how this affects their teaching.
- A high expectation of what all pupils can achieve, ensuring that pupils take pride in their work.

- Teacher's deep knowledge and understanding of the subjects they teach and understanding of the ways pupils think about subject content.
- Subject content which is introduced progressively.
- Well planned lessons and well organised resources which maximise use of time.
- The use of a variety of teaching styles and a range of approaches to support the different ways children learn.
- Adequate time for pupils to practice skills and embed knowledge and understanding.
- Teachers check pupil's understanding systematically throughout lessons and give clearly directed, timely support.
- Teaching that helps children to make connections in their learning, actively leading them forward, as well as helping them to reflect on what they have already learnt.
- Effective use of questioning to assess understanding, encourage deep thinking and move learning on. Using differentiated questions for individuals and expecting a variety of appropriate responses to both open and closed questions.
- Teachers' ability to identify pupil's misconceptions and ensure they are corrected.
- Support staff are deployed effectively to maximise their impact on pupil learning.
- Identifying and supporting pupils who are falling behind and enabling them to catch up.
- Feedback which children can understand and act upon to improve their work.
- Opportunities for children to take part in activities that build on and extend their own interests.
- Opportunities for independent learning and pupils feeling ownership of their learning.
- Activities to learn outside the classroom.
- Opportunities to apply basic skills across the curriculum
- Homework is currently set to Reading eggs and Mathletics only.

Inclusion in Key Stage 1

In our school we believe that all our children matter and have the right to learn. We give our children every opportunity to achieve their best. We do this by taking account of the children's range of life experiences when planning for their learning.

In Key Stage 1 we set realistic and challenging expectations that meet the needs of our children, so that most will achieve the age related expectations at the end of each year. Some children will progress beyond this point. We achieve this by planning to meet the needs of all children both as a group and individuals in the class.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.

- Monitoring children's progress and taking action to provide support as necessary. This involves for example involving support and other outside agencies as appropriate.

The Key Stage 1 Curriculum

Our curriculum is based on and meets the requirements of the National Curriculum in England and this forms the core knowledge, skills and understanding that pupils need to acquire by the end of the Key Stage.

We value the input from all members of our school's community. Ideas and feedback will be listened to and where appropriate, responded to.

Learning in Key Stage 1 takes place within the context of topics per subject. These may run the same theme through subjects or individual subjects may have their own theme. These are chosen to appeal to pupils and build on their interests. Each day the children have English and Mathematics lessons and we teach them to apply the skills learnt in these core subjects across the curriculum. Maths and English use Hamilton Trust as the basis of the planning. Information technology is used to support learning in all areas of the curriculum.

The curriculum is linked to whole school events and festivals through the year such as learning about Songkran, Wai Kru Day and Loy Krathong. Learning may also arise from participation in a school production or preparation for a special event and the curriculum may be enriched by an educational visit, visiting artist or theatre production. Wherever possible pupils learn from first-hand experience, working outdoors as well as in the classroom. Classes take one field trip per term minimum. We aim to capitalise on the opportunities that arise from our beautiful rural setting, for example gardening, looking after animals in the school grounds and taking walks in the local area.

Planning

Long term planning sets out the curriculum (based on the requirements of the National Curriculum) each half term in Year 1 and 2. Planning ensures that all subjects and aspects of learning are covered regularly, that there is progression from Year 1 to Year 2. It is important that pupils are well prepared for end of Key Stage assessments and the next key stage. This is directed by Hamilton Trust but can be adapted.

Medium term planning is completed half termly and sets out the intended learning outcomes and activities in each subject within topics or themes.

Short term planning is completed each week by the teacher. Planning is shared with the Thai Teachers during meetings so they are able to contribute ideas and effective support. Planning will be adapted and re shaped through the week depending on assessment information gathered. For example, children may need to move on more quickly or need further reinforcement. Short term planning should include the following

- The expected Learning Outcomes for the lesson/series of lessons
- The specific Learning Objectives and Success Criteria for the lesson
- How learning is adapted for pupils with SEN, EAL, and more able learners

- Key questions and vocabulary
- Deployment of Teaching Assistants

Assessment

We believe that assessment is integral to high quality teaching and learning. It helps us to ensure that teaching meets individual pupil's needs and to check that they are making expected progress.

Purposes of Assessment

The main purpose of assessment is to help teachers and pupils plan their next steps in learning through ongoing formative assessment of what pupils can do in different areas of their learning.

This information is also used to inform planning so that teaching and learning is well matched to pupil's abilities. The outcomes of assessments are used to check teaching standards and drive improvement. External tests and assessments help us to compare our performance with other schools

The Assessment process

Our criteria for assessment are derived from the requirements of the National curriculum and what pupils are expected to achieve by the end of Key Stage 1. These have been arranged into a hierarchy of what children are expected to have mastered by the end of Year 1 and then Year 2.

Pupils are continually assessed by the class teacher using formats from Hamilton Trust, plenaries and end of week activities that sum up the learning.

Assessment judgements are backed up by observations, records of work and some formal testing depending on the class teacher.

Parents receive an end of term report for all 3 terms. The progress report contains qualitative information about what their child has achieved. Next steps are shared with parents so that they can support learning in the form of a SMART target.

Marking and Feedback

See marking and feedback policy (Policies B4, B5 and B6). Whilst individual teachers will input their personality, the uniformity of feedback allows the children a clear understanding of achievements and targets.

Comments are related to the Learning Objective/s for the lesson/task expressed to pupils as WALT (We Are Learning To) or LI (Learning Intention) or LO (Learning Objective). Children should know if they have been successful in their learning.

If a child has not met the Learning Objective then a next step comment or suggestion for development is given.

If a child has exceeded the Learning Objective an extension question or comment may be used where appropriate.

At this stage children will begin to review their own work highlighting positives and possible areas for improvement.

Peer review is developed throughout the Key Stage.

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

Encouraging parents to be actively involved in the life of the school

Inviting all parents to a meeting during the term before their child starts Key Stage 1 to meet the teacher and find out more about the Year 1 curriculum

Offering parents termly opportunities to talk about their child's progress and sharing targets for learning

Encouraging parents to talk to the child's teacher immediately if there are any concerns

Sharing curriculum information, including a termly overview with parents via the welcome to start of term letter.

Providing parents with a report on their child's attainment at the end of the school year