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POLICY AGREEMENTS

International Preparatory School

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POLICY AGREEMENTS

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ACADEMIC POLICIES



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ENGLISH

Writing Policy

At IPS we believe that learning is Inspiring, Positive and Stimulating.

Aims

Writing is an essential tool in the learning process. At IPS pupils write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills we can equip our pupils to use writing across the range of curricular activities in which they are involved.

Our aim is that our pupils will develop the ability to write effectively in various forms according to purpose and audience.

In our teaching of writing at IPS, we aim for all pupils to:

- Enjoy experimenting with language and writing for pleasure
- Speak and listen with confidence in order to develop effective writing
- Write appropriately for specific, real or imaginary audiences
- Write for a variety of purposes
- Make reading and writing closely connected and mutually supportive
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- Achieve independent writing of a high quality
- Be able to reflect upon their own writing

Planning for writing at IPS will be based upon the *Statutory Framework for Early Years Foundation Stage* and *Development Matters* documents in EYFS and the *English Programmes of Study: Key stages 1 and 2*.

Early Years Foundation Stage

In EYFS 'writing' falls under In the Specific Area of Learning entitled **Literacy**. Within this area, Children explore Reading (Early learning Goal 9) and Writing (Early Learning Goal 10).

ELG 10: Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

In EYFS pupils will be given the opportunity to, and encouraged to:

- Ascribe meanings to marks that they see in different places



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- Give meaning to marks they make as they draw, write and paint
- Begin to break the flow of speech into words
- Continue a rhyming string
- Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels, captions
- Attempt to write short sentences in meaningful contexts

Key Stage 1

Shared Writing

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated. This is followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. The teacher may also demonstrate writing in a particular genre.

Shared writing will teach pupils how to:

- Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts
- Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- Develop specific word level skills of spelling, handwriting and punctuation
- Refine writing to make it clearer and better suited to its audience and purpose
- Develop technical terms and vocabulary for understanding and discussing writing
- Publish and present written texts for others to read and use

Guided Writing

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or LSA may scribe for specific pupils or support pupil's writing independently or in pairs. They may focus on:

- Planning a piece of writing
- Supporting work in progress
- Evaluating and improving writing

Independent Writing

Pupils will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing.



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Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout EYFS and KS1 on daily systematic phonics teaching (based on the 'Letters and Sounds' programme). This gives pupils the strong and essential foundation upon which all their future development as writers will be built.

Key Stage 2

Shared Writing

Through shared writing the teacher will model the writing process with the pupils. This may include:

- Demonstrating planning strategies (e.g. brainstorming, mind maps, writing frames)
- Using a familiar text as a starting point for writing
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation
- Experimenting with language and exploring different language choices
- Modelling higher level sentence constructions (e.g. connectives, complex sentences)
- Drafting
- Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets)

Guided Writing

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing
- Modelling how to create individual writing targets or comment constructively on another writer's work
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing

Spelling Punctuation and Grammar (SPaG)

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they are encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.

The *English Programmes of Study: key stages 1 and 2* (2014) document, details the statutory requirements for each year group.



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Spelling

Through the carefully planned and progressive teaching of spelling, we aim:

- To encourage pupils to become confident and competent spellers
- To teach pupils spelling strategies relevant to their developmental stage (e.g. including encouragement of phonetically plausible attempts at spelling)
- To help pupils to understand that there are spelling patterns and rules which can be learnt

Through regular, focused teaching of spelling, pupils will be taught to:

- Identify sounds in spoken words (phonological awareness)
- Recognise the common spellings for each phoneme (phoneme/ grapheme correspondence)
- Blend phonemes into words for reading
- Segment words into phonemes for spelling
- Acquire a knowledge of high frequency 'tricky' words
- Investigate and learn spelling conventions and rules
- Attempt a spelling before checking with the teacher
- Identify misspelt words in their own writing and learn to spell these words
- Develop and use independent spelling strategies
- Use a variety of dictionaries and thesauruses to support their work

In the Early Years Foundation Stage, pupils are encouraged to make their own marks as the beginning of learning to write and spell. As they progress, they may have their ideas for writing scribed by an adult and they may occasionally copy this writing. As they begin to learn initial letter sounds, they start to use this knowledge in their emergent writing. Gradually they learn to identify and record final and medial sounds. Throughout the EYFS and KS1, systematic daily phonics teaching takes place to ensure that children develop a secure grounding in phonics knowledge upon which their future progress in spelling will be based. This teaching is based on the 'Letters and Sounds' programme and may be supplemented by other small group or 1-1 interventions for children who require additional support.

In KS2, whilst many pupils will have acquired strong phonics skills, others will need continued, intensive 1-1 phonics support. These interventions are vital to ensure that all pupils acquire these crucial building blocks and do not have their writing progress held back.

Handwriting

Aims of Handwriting:

- To understand that each letter has only one correct formation and orientation
- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent and legible handwriting



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A pupil who begins their educational career at IPS will learn the handwriting style as prescribed by Jolly Phonics in Reception or by Collins Primary focus handwriting workbooks from Year 1 upwards. Each class will display appropriate styles for pupils to refer to, and pupils will have access to copies of the style to use in their personal work. Weekly handwriting practise focuses on correct letter formation and pencil grip. Cursive handwriting will be taught from term 1 of Year 2 onwards. When a pupil joins IPS from another school and has already mastered a handwriting style, they shall be encouraged to develop their own style. Pupils should become aware of a variety of handwriting styles and printed words around them. Additional handwriting activities can be sent home for pupils requiring extra practice. Learning support is available for pupils who require individual help.

Literacy and Information Communication Technology

ICT is used as an integral part of our English teaching and learning. We believe that:

- A balanced writing curriculum will include opportunities for pupils to read and write using ICT as well as written texts.
- Word processing is a valuable tool to enable pupils to redraft, revise and present their work

Differentiation

We offer every pupil access to the English curriculum at the appropriate level.

Differentiation in writing can occur by outcome, task or through support. Pupil's individual writing targets also provide a key source of differentiation, allowing pupils to focus on their own key next steps as developing writers.

We ensure that pupils who experience difficulties with any aspect of writing are identified quickly and additional support provided. If necessary, they will be placed on the learning support register and an Individual Education Plan (IEP) will be written containing specific targets. Support strategies and materials are introduced according to individual needs across the school. More able pupils will be identified and enabled to progress at a level appropriate to their ability.

(Please refer to Learning Support Policy)

Equal Opportunities

At IPS, we celebrate diversity through recognising our pupil's skills and knowledge and by the study of material from a variety of cultures. Texts used will represent all cultures in a positive light and will show both genders in a range of roles. The interests of both boys and girls will be taken into account when selecting materials to support the development of writing.

We recognise that pupils for whom English is an additional language may have specific and important needs that must be addressed, including access to bilingual resources.

Assessment for Learning

The purpose of assessment for learning (AfL) is to ensure that pupils are involved in their own progress and are motivated to improve their work. At all stages, pupils will be encouraged to reflect on their progress and whether they have met set targets. They will



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be involved in supportive peer assessment, such as 'Two Stars and a Wish' as well as in self-assessment.

- In the EYFS, the child and the teacher read the work together.
- In KS1, much effective marking takes place in the presence of the child so that it is interactive.
- In KS2, some discussion will take place with the child about their writing and effective sentences/paragraphs may be shared and discussed in the plenary session. However, work will usually be marked without the child present. The marking of children's writing will be targeted and focused.

IPS 'Big Write' assessment grids

Ongoing:

Each year group from Year 1 upwards will have half termly 'Big Write' sessions to collect evidence of pupils' ability and progress.

Formal Assessment:

Teachers keep individual notes, tracking sheets and records.

In EYFS, each pupil's writing progress is recorded and tracked using the Development Matters age band statements and the EYFS profile.

Years 1 – 6 will use **IPS 'Big Write' assessment grids (see Annex 6)**. Children will be assessed 5 times per year.

Pupils' work may be moderated and used to set targets for next steps in learning.

A termly writing Tracking Sheet (**Annex 7**) will be completed by the class teacher, to place the pupils within one of five categories: Cause For Concern, Emerging, Expected, Exceeding or Exceptional Ability.

At the end of each academic year a sample of pupils' **independent writing** will be photocopied for inclusion in the class file (usually only one final piece reflecting end of year ability).

Pupils who are under-achieving or under-performing are identified; appropriate intervention is put in place by the Deputy Head / SENCO and Learning Support team.

Spelling, Punctuation and Grammar

As well as the teacher's knowledge of pupils' responses to work taught in class, and ongoing marking of pupils' work, the following formal assessments take place:

Year 1: Spelling, punctuation and grammar will be assessed using the children's Big Writes, which are completed every half term. HeadStart assessment tests will be administered towards the end of Term 3 to track a pupil's ability and progress in SPaG. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Year 1 pupils have a phonics screening assessment towards the end of Term 3. This is repeated in Year 2 for those pupils that do not pass or were not present in Year 1. The



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Year 1 Phonics Screening Record (**Annex 5**) is used to record the results of this assessment.

Year 2-6: HeadStart assessment tests will be administered towards the end of each term to track a pupil's ability and progress in spelling, punctuation and grammar. Test results will always be used in conjunction with the teacher's knowledge of each pupil's ability shown in class throughout the year.

At the end of KS2 (Year 6) pupils will be formally assessed in spelling and grammar using the GL progress tests (GL Education: <https://gl-education.com/>). Tests will be completed and sent to the UK for marking and verification.

A SPaG Tracking Sheet (**Annex 9**) and spreadsheet (**Annex 12**) will be completed by the class teacher, to place the pupils within one of five categories: Cause For Concern, Emerging, Expected, Exceeding or Exceptional Ability.

Reporting to Parents

Two reports are written each year for every pupil. The first is a Mid-Year report, sent out to parents before the spring half term holiday (Carnival break). The second, more detailed report is sent out towards the end of the academic year. Writing is reported on in each report.

A National Curriculum attainment (teacher assessment) in Writing, together with GL test results for Year Six pupils, is mailed to parents once the GL test results arrive from formal marking in the UK, usually early during the summer holidays.

Resources

Each class has its own stock of materials, and resources can be shared across each Key Stage.

Each class has a range of supplementary resources available appropriate to the age group, including Interactive Whiteboards.

A SPaG display with appropriate coverage for each year group is displayed in every classroom from Year 1.

Teaching and Learning

The teaching of writing at IPS follows:

- The Early Years Foundation Stage Framework
- The English National Curriculum Programmes of Study: Key stages 1 and 2
- The Letters and Sounds Programme

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Reading Policy

At IPS we believe that learning is Inspiring, Positive and Stimulating.

Aims

Pupils at IPS will become aware that reading is a skill for life. They are encouraged to become confident, independent and enthusiastic readers. They will be given the opportunity to read a range of texts with understanding, whilst developing an appreciation for a variety of texts and literary styles from around the world.

Reading is seen as a cross curricular activity and is developed in other subjects. IPS has a “print rich environment”, with plenty of notices, signs, posters, displays and books which encourage the pupils to read as often as possible.

Our aim is to ensure the highest standards of reading for every pupil by providing them with the skills necessary to:

- Be able to use a range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their own mistakes
- Know and understand a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot
- Be able to understand and use a range of non-fiction texts
- Have suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Develop their powers of imagination, creativity and critical awareness

Early Years Foundation Stage

In EYFS ‘reading’ falls under the Specific Area of Learning entitled **Literacy**. Within this area, Children explore Reading (Early learning Goal 9) and Writing (Early Learning Goal 10).

ELG 9: Reading:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

In EYFS pupils will be given the opportunity to, and encouraged to:

- Enjoy rhyming and rhythmic activities
- Show awareness of rhyme and alliteration
- Recognise rhythm in spoken words
- Listen to and join in with stories and poems, one-to-one and also in small groups
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories
- Begin to be aware of the way stories are structured
- Suggest how the story might end



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- Listen to stories with increasing attention and recall
- Describe main story settings, events and principal characters
- Show interest in illustrations and print both in books and in the environment
- Recognise familiar words and signs such as own name and advertising logos
- Look at books independently
- Handle books carefully
- Know information can be relayed in the form of print
- Hold books the correct way up and turn pages
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Continue a rhyming string
- Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together and know which letters represent some of them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Begin to read words and simple sentences
- Use vocabulary and forms of speech that are increasingly influenced by their experience of books
- Enjoy an increasing range of books
- Know that information can be retrieved from books and computers

Key Stage One

In addition to the above, pupils will be given the opportunity to, and encouraged to:

- Read appropriate texts with developing fluency, accuracy and understanding
- Use different strategies to establish meaning in text
- Express opinions about events and ideas in books

Key Stage Two

In addition to the above, pupils will be given the opportunity to, and encouraged to:

- Read a range of texts fluently, accurately and independently
- Show understanding of significant ideas, themes, events and characters in a range of texts
- Be able to locate and select relevant information from a variety of sources
- Refer to the text when explaining their views and ideas
- Be given time within the class for uninterrupted, sustained, silent reading (USSR)
- Be given the opportunity to read their peers' written work which is prominently displayed around the school

Teaching and Learning

Phonics Progression

Throughout EYFS, reading skills will be developed according to guidance given by the Early Learning Goals outlined in the Early Years Foundation Stage Framework and Development Matters documents. Opportunities will be given for reading in role-play and group or individual literacy-based activities. The teaching of phonics will follow a combination of the 'Letters and Sounds' and 'Jolly Phonics' programmes.



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Pupils progress through the six phases of 'Letters and sounds' throughout the Foundation Stage and Key Stage One, and into Year Three, if required. There will be frequent overlap, repetition and practise across year groups depending on the class/pupil needs and bearing in mind that some pupils might 'lose' skills during school holidays (especially if no English is spoken at home). Gifted and talented pupils will progress to higher levels than their year group expectations.

Guided Reading and Reading Tasks

Guided Reading is where pupils put into practice their developing reading skills and understanding in a structured situation. Small groups of pupils, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies. Texts are selected to match the reading ability of the group; challenging but not so difficult as to disrupt the flow of reading.

Key Stage One

- Reading schemes are started in Reception when pupils are ready and are followed through Key Stage 1. Each pupil progresses through the reading schemes at his/her own pace.

Key Stage Two

- In Key Stage 2, teachers will plan for class-based comprehension texts for study with the majority of the class (*those children new to English in KS2 who can't access the class text will have different work provided for them that meets their needs*).
- Teachers guide pupils with their book choices to ensure that they are suitably matched to the pupil's reading ability. Structured schemes (e.g. Ginn reading books, Bug Club online books) as well as library books are available to pupils. The ultimate aim is that pupils become independent readers and are able to make suitable book choices without an adult's intervention (usually in Upper Key Stage two).
- Pupils read to a teacher / teacher assistant at least once a week, although pupils on the SEN register may be heard more often. This will be outlined on a child's IEP.
- Teachers monitor progress and provide verbal guidance for learning, and encouragement to work on reading targets
- Pupils record, in their Reading Diary, what they have read, the dates they read and have it signed by their parents. The teacher then checks these weekly.
- Parents are encouraged to read on a regular basis with their children.

Reading schemes available to teachers are: Oxford Phonics 'Project X' pink level, Oxford Reading Tree 'Floppy Phonics, Oxford Reading Tree Treetops, Collins 'Big Cat' series, Bug Club and Ginn Reading.

Another free resource is available to teachers and parents: www.oxfordowl.co.uk. These e-books can be used as a whole class 'Big e-book' or with small groups and individuals.

Formative Assessment

Formative assessment is mostly carried out:



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- By teachers using reading and written response comprehension tasks
- By teachers listening to pupils read in a 1:1 and in group context
- Through individual / small group discussions in shared reading and guided reading
- By tracking progress in Letters and Sounds

Summative Assessment

As well as the teacher's knowledge of pupils' responses when reading in class and responding to comprehension tasks, there will be regular formal assessments using progress tests materials (see below). The timeline for these is as follows:

Year 1: A HeadStart assessment will be administered towards the end of term 3 to track a pupil's ability and progress in Reading. However, if a pupil demonstrates a high level of reading comprehension ability, the test can be administered earlier in the year. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Year 2: A HeadStart assessment tests will be administered towards the end of each term to track a pupil's ability and progress in Reading. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Years 3 to 6: HeadStart assessment tests will be administered towards the end of each term to track a pupil's ability and progress in Reading. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

At the end of KS2 (Year 6) pupils will be formally assessed in reading using the GL progress tests (GL Education: <https://gl-education.com/>). Tests will be completed and sent to the UK for marking and verification. All pupils with a formal Learning Support Assessment (e.g. Educational Psychologist report etc.) will be provided with relevant support where necessary.

From Reception and throughout Key Stage One, pupils are assessed and tracked against the Letters and Sounds Phases which underpin and help them develop their phonological awareness. The Phonics Tracker (**Annex 3**) is used to record pupils' progress.

A termly Reading Tracking Sheet for word reading (**Annex 4a**) and comprehension (**Annex 4b**) and spreadsheets (**Annex 11**) will be completed by the class teacher, to place the pupils within one of five categories: Cause For Concern, Emerging, Expected, Exceeding or Exceptional Ability.

Pupils who are under-achieving or under-performing, as well as those who are gifted and talented, are identified; an IEP is written and appropriate intervention is put in place by the Deputy Head / SENCO and Learning Support team.

Year 1 pupils have a phonics screening assessment towards the end of Term 3. This is repeated in Year 2 for those pupils that do not pass or were not present in Year 1. The Year 1 Phonics Screening Record (**Annex 5**) is used to record the results of this assessment.



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In Years 1 and 2 (and any subsequent year group in which SEN or EAL pupils will benefit) the Ginn Reading and Comprehension scheme is used to support early readers. The End of Year Reading Record (**Annex 2**) is completed to inform the next teacher which level / book the pupil has reached.

Recording and Reporting

Records of progress in reading are kept for each pupil on tracking grids.

** Children's progress is tracked and recorded once a term according to 2014 National Curriculum Programme of Study standards. This information is for internal purposes. Termly meetings between KS1 and KS2 class teachers and the Headteacher / Deputy Head are held to discuss reading progress of pupils.*

Two reports are written each year for every pupil. The first is an interim/progress report, sent out to parents before the spring half term holiday (Carnival break). The second, more detailed report is sent out towards the end of the academic year. **Reading** is reported on in each report.

The End of Year Report templates are year group appropriate and are differentiated by subject content and expectation. **Reading** is broken down by specific skills and is therefore more detailed.

GL test results in **Reading** for Year Six pupils are mailed to parents once they arrive from formal marking in the UK, usually early during the summer holidays.

ICT

The use of ICT supports the teaching and learning of reading skills through the use of IWB, CD ROMs, iPads, reading software and websites. As stated above, pupils across the school are encouraged to access the Oxford Owl Reading site where they can read hundreds of online books (at all levels) free of charge, and Bug Club, where books of the appropriate band or level are allocated by the class teacher. These books are sometimes used within the classroom as a whole class text on the IWB.

Learning Support

Pupils identified with special educational needs (including EAL) will be given appropriately differentiated work, offering both support and extension. IEPs will be drawn up by the class teacher and Learning Support teacher, where appropriate. To develop their reading skills, pupils will be given the opportunity to read to teachers and/or support staff in small groups or on an individual basis, regularly.

Library

In **EYFS** and **Key Stage 1**, each class is allocated a weekly timetabled slot in the Library, when they can choose one book at a time to take home. Pupils in Year 1 and 2 can also borrow one Portuguese book. The book can be read by the parents to their child or by the child independently.

In **Key Stage 2**, pupils are able to borrow two English books and one Portuguese book at a time. Each class is allocated a weekly timetabled slot in the Library; however KS2 pupils can change their books at any time throughout the week.

Parents are encouraged to visit the Library with their children to choose and change books.



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Home-School Reading

We encourage parents to frequently share books with their children at home, reading both to and with their children.

Pupils in Reception and Key Stage 1 take home class-based reading books weekly. Some of these books might already have been read in class with the teachers and practise at home is encouraged. Other books might be unread texts but will be of an appropriate level for the pupil. A home/school reading record will accompany the books sent home in order that teachers and parents can write short comments about the pupil's reading. Library lending supplements the borrowing of class-based books as well as the allocation of two Bug Club books a week..

Pupils in Key Stage 2 are given a Reading Diary. This should be maintained by the class teachers and pupils. Pupils are encouraged to read at school and at home on a regular basis. The reading record is a valuable way for home and school to communicate. Pupils share their completed reading diary with the teacher on Fridays.

Pupils and parents are encouraged to read texts of the home language as well as in English.

Reading Workshops

IPS invites authors, poets and storytellers from all around the world to visit the school and run workshops for the pupils. Visitors have included Morgan Blackrose, Ian Bland, Mark Lowery, Richard Tulloch, Niall de Burca, Jeremy Strong, Curtis Jobling and representatives from the Roald Dahl Museum.

Resources

A range of good quality books are made available in every classroom, as well as in the school library. These include:

- Guided reading texts
- Ginn Reading scheme
- Interactive white board activities
- Jolly Phonics
- Letters and sounds
- Phonics Play website
- Headstart
- Bug Club

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Spoken Language

At IPS we believe that learning is Inspiring, Positive and Stimulating

Aims

At IPS we recognise and believe that spoken language is a necessary basic skill permeating all aspects of school life. We also recognise and promote the fact that pupils and their families will bring a variety of languages and variations of English to our school community, all of which are valued and encouraged.

Spoken language is actively promoted as an essential element of all lessons at IPS. Opportunities are given for pupils to talk with and listen to their teachers and peers, through discussions across the curriculum.

Planning for spoken language at IPS will be based upon the *Early Years Foundation Stage Framework* and *Development Matters* document in EYFS and the *English Programmes of Study: Key Stages 1 and 2*.

Early Years Foundation Stage

In EYFS 'Spoken language' falls under the Prime Area of Learning entitled **Communication and Language**. Within this area, Children explore Listening and Attention (Early learning Goal 1), Understanding (Early learning Goal 2) and Speaking (Early Learning Goal 3).

In EYFS, pupils will be given the opportunity to, and encouraged to:

- Listen attentively in a range of situations
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
- Give their attention to what others say and respond appropriately
- Follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events
- Express themselves effectively, showing awareness of listeners' needs
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- Develop their own narratives and explanations by connecting ideas or events.

Years 1- 6

Pupils are taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments



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- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

The above content is taught at a level appropriate to the age of the pupils. Pupils build on the oral language skills that have been taught in preceding years. Pupils are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils are taught how to take turns and when and how to participate constructively in conversations and debates.

Big Talk

Children from Year 1-6 are given the opportunity to talk about their ideas for their Big Write before they begin their creative writing.

Assessment, Recording and Reporting

We recognise that spoken language is right at the very core of a class teacher's assessment of pupils and their abilities. Teacher assessment is ongoing and pupils' ability in spoken language is reported to parents under the subject heading of Communication and Language in EYFS and *English* in KS1 and KS2 in the Mid Year and End of Year reports.

English as an Additional Language (EAL)

As an international school, we recognise and promote the fact that there will be many pupils for whom English is an additional language. EAL lessons are provided to support pupils at the beginning of their career at IPS to help with the acquisition of English, and speaking and listening are the first essential skills to be taught during such support lessons.

(Please refer to the EAL policy for further information).

Learning Support (SEN)

Every teacher makes provision in class for pupils to develop their skills in speaking and listening. If 'in school' intervention is required to help a child with spoken language, an IEP will be drawn up between the class teacher and the Learning Support teacher and action will be taken.



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If a pupil experiences specific difficulties with speech, language or auditory development, teachers, SENCO and the Headteacher will liaise with the parents and possible external support will be sought if applicable.

(Please refer to the SEN policy for further information).

Homework

We encourage pupils and their parents to speak together about school experiences and to share an interest in the world around them.

Sometimes pupils will be expected to prepare oral presentations around a theme/topic.

ICT and Resources

A range of resources support the teaching and development of Spoken Language at IPS, including recording equipment (audio and visual), iPads, CDs and DVDs and Interactive Whiteboards.

Performance

Drama, shows and performances are highly valued at IPS. Throughout the year, pupils are given the opportunity to perform in assemblies and larger scale productions for peers, parents and teachers. Such performances provide excellent opportunities for pupils to develop their speaking and listening skills and include music, improvisation and the use of scripted plays.

Nov 2020



POLICY AGREEMENTS

MATHEMATICS POLICY

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds for our pupils to explore.

Aims of Mathematics

- Provide a relevant, challenging and enjoyable mathematics curriculum for all pupils;
- Promote mathematics as an essential element of communication, which allows pupils to describe, illustrate, interpret, predict and explain;
- Provoke an appreciation of the relationships in mathematics and that mathematics is not an arbitrary collection of disconnected items;
- Show pupils the fascination of mathematics and promote a way of doing mathematics which harnesses their imagination, initiative and flexibility of mind;
- Build pupils' confidence in mathematics by creating an 'I can do this' culture in the classroom;
- Encourage pupils to solve problems, to reason, to think logically, to work systematically and to show a respect for accuracy, clarity and meaning;
- Encourage pupils to work both independently and co-operatively;
- Ensure that all pupils become fluent in the fundamentals of mathematics

The distinctive contribution of mathematics

Mathematics equips pupils with a uniquely powerful set of tools to understand the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

Mathematics is important in everyday life and in most forms of employment, science and technology, medicine, the economy, the environment, the arts, and in public decision making. Today the subject transcends cultural boundaries and its importance is universally recognised.

Mathematics is a creative discipline that can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

As Mathematics is necessary in everything we construct, everything we calculate and almost every problem which we have to solve in our daily lives, wherever possible we try and use a cross curricular or contextual approach to Mathematics learning. We aim to develop pupils' knowledge, skills and understanding in mathematics by using it in practical activities, to solve relevant and meaningful problems, and to explore the patterns and relationships on which mathematical concepts depend.



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We do this through careful planning and preparation, ensuring that throughout the school, pupils are given the opportunity for:

- practical activities, role play and mathematical board games
- the development of mental and oral strategies with an emphasis on speed recall of number bonds and multiplication tables
- the development of mathematical vocabulary and problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating (e.g. mental, pencil and paper and using a calculator)
- developing an understanding of mathematics through a process of enquiry and experiment
- regular use of ICT games to reinforce, develop and enthuse learning

Spoken language

The National Curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Teaching and Learning

The requirements of teaching and learning for Mathematics at IPS are laid out in the National Curriculum in England's Programmes of Study 2014 and the Mathematics section of the EYFS framework (2014).

Programmes of Study:

EYFS: Number / Shape, Space & Measures

Year 1: Number / Measurement / Geometry

Years 2 - 5: Number / Measurement / Geometry / Statistics

Year 6: Number / Ratio & Proportion / Algebra / Measurement / Geometry / Statistics

Teachers ensure that an appropriate balance between mental maths, problem solving and calculating work is covered each week. Pupils are asked to explain their methods and to estimate and check for reasonableness. Differing approaches are discussed and there is a strong emphasis on the development of mathematical vocabulary (please see Calculation Policy). Key words are identified in planning and displayed and referred to regularly.



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All pupils are expected to participate actively in oral activities, and are supported and encouraged to do so.

Short term weekly/daily planning follows a set format but with individualisation, as appropriate for different teachers and groups of pupils, but include:

- Learning intentions/objectives
- Key questions/learning points
- Key vocabulary/development
- Teacher-led and independent activities which ensure opportunities to:
 - *prompt thinking
 - *facilitate learning through making connections and reasoning
 - *develop thinking through investigation
 - *manipulate experience, see and represent
 - *plenary activities

Foundation Stage

In EYFS 'Maths' falls under in the Specific Area of Learning entitled **Mathematics**. Pupils explore Numbers (Early Learning Goal 11) and Shape, Space and Measure (Early Learning Goal 12).

ELG 11: Numbers

Pupils count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12: Shape, Space and Measure

Pupils use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Key Stage One

The principal focus of mathematics teaching in Key Stage One is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including those with practical resources (e.g. concrete objects and measuring tools).

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage One.



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Lower Key Stage Two – Years 3 and 4

The principal focus of mathematics teaching in lower Key Stage Two is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including those with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication tables and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage Two – Years 5 and 6

The principal focus of mathematics teaching in upper Key Stage Two is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Class Organisation

From Year 1, all pupils will have a dedicated daily mathematics lesson at least 5 days per week. Within these lessons there will be a balance between whole-class work, group teaching and individual practice.



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Resources

- National Curriculum in England: Mathematics programmes of study
- Abacus Maths (KS1 & KS2)
- Centrally shared resources/apparatus

Assessment and Recording

As well as the teacher's knowledge of pupils' responses to work taught in class, and ongoing marking of pupils' work, there will be regular formal assessments using the Abacus Assessment Test materials. The timeline for these is as follows:

Year 1: The Abacus Progress Checks will be administered towards the end of each half-term to track a pupil's ability and progress in Mathematics. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Years 2 to 6: The Abacus Arithmetic and Problem Solving and Reasoning tests will be administered towards the end of each half-term to track a pupil's ability and progress in Mathematics. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Year 6: In Year 6, GL a mathematics test occurs at the end of the academic year.

A termly Maths Tracking Sheet (**Annex 8**) will be completed termly by the class teacher, to place the pupils within one of five categories: Cause for Concern, Emerging, Expected, Exceeding, or Exceptional Ability.

Pupils who are under-achieving, as well as those who are of 'Exceptional Ability', are identified; appropriate intervention is put in place by the Deputy Head / SENCO and Learning Support Team.

Reporting

Two reports are written each year for every child. The first is an interim/progress report, sent out to parents before the spring half term holiday (Carnival break). The second, more detailed report is sent out towards the end of the academic year.

Class teachers and specialist teachers all contribute to each report where appropriate. A 'key' to explain a child's ability within each area of learning is used in each report, differing between Foundation Stage and Key Stages One & Two (*linked closely with teacher assessment policy*).

Reports are completed by teachers on the school's website database platform, set up for teachers only to access. The End of Year Report templates are year group appropriate and are differentiated by subject content and expectation. English and **Mathematics** are broken down by specific skills and are therefore more detailed.

The purpose of reports is to give a clear indication of a child's achievement in all areas of the curriculum, as well as of their personal and social development. Up to three main



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targets are stated in each report which highlights main focus points for the next academic period.

GL test results in **Mathematics** for Year Six pupils are mailed to parents once they have been formally marked in the UK, and returned - usually early during the summer holidays.

SEN and EAL

How we cater for pupils who are more able

For the majority of the week, pupils who are more able at mathematics will be taught with their own class and extended through differentiated group work and extra challenges. When working with the whole class, teachers will direct questions towards the more able (at their ability level) to maintain their involvement. There may be occasions when a group of pupils are withdrawn from class for extension work with another adult.

Pupils with special educational needs and individual education plans

Within the mathematics lesson, teachers aim to provide activities to support pupils who find mathematics difficult. Pupils with SEN are taught within the mathematics lesson and are given appropriate support.

Where applicable, pupils' IEPs incorporate suitable objectives from the Renewed Numeracy Framework and teachers keep these objectives in mind when planning work. When considered appropriate, pupils can be withdrawn from class to work alongside the SEN teacher or assistant.

EAL

The Mathematics lesson is appropriate for all pupils, including those whose first language is not English. Teachers will involve all pupils through differentiation.

Pupils records of their work

It is important to record aspects of mathematical investigations. Pupils are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

Pupils are also encouraged to use mental strategies.

All pupils are encouraged to work neatly and to take pride in their work. Pupils' note taking and jottings are also important evidence for the teacher.

Marking



Pupils' work will be marked regularly in order for teachers to make on-going assessment of each child's progress in Mathematics. This also provides regular feedback for the child



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and enables them to identify their own strengths and weaknesses, and targets for improvement.

Agreed symbols for the marking of Mathematics include the following:

	Small tick – correct
X	Small cross – incorrect
©	Used to denote that a correction needs to made, or has been made
?	Are you sure about this? Please explain this to me I don't understand This does not make sense
	Particularly good work / good ideas

Homework

Nursery & Reception

Parents are encouraged to play counting and number awareness games with their pupils in order to strengthen their knowledge.

Key Stage One

Homework supports an awareness of Mathematics. Activities are sent home weekly with an expected work time of 10-15 minutes.

Key Stage Two

Homework supports Mathematics learning. Activities are sent home weekly with an expected work time of 15-20 minutes in Year 3 and 4, 20-25 minutes in Year 5, and 25-30 minutes in Year 6.

ICT

ICT will be used in various ways to support teaching and motivate pupils' learning. ICT will involve the computer, calculator, and audio-visual aids.

Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure.

April 2019



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SCIENCE POLICY

At IPS we believe that learning is Inspiring, Positive and Stimulating.

Scientific learning at IPS will develop pupils' enjoyment and interest in Science and an appreciation of its contribution to all aspects of everyday life. It will also build on pupils' curiosity and sense of awe of the natural world.

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

(DfE 2013)

The teaching of Science at IPS will develop in children the necessary knowledge, skills and understanding to meet the requirements of the National Curriculum and the Early Learning Goals of the EYFS, 'Understanding the World'.

We offer our pupils a broad and balanced Science curriculum which will allow all pupils to build on previous experiences and develop wider concepts or ideas.

Science will be taught through an investigative 'hands on' approach in order that pupils will understand concepts based on first hand experience, as far as possible.

Specific Aims

Early Years Foundation Stage

In EYFS, Science falls under the Specific Area of Learning entitled 'Understanding the World'. In this area, children explore People and Communities (Early learning Goal 13), The World (Early Learning Goal 14) and Technology (Early Learning Goal 15).

In EYFS, pupils will be encouraged, supported, taught and given the opportunity to:

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.



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- Talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Look closely at similarities, differences, patterns and change.

Key Stage One

In addition to the above, pupils will be encouraged, supported, taught and given the opportunity to:

- Be curious about the things they observe, explore and experience, and ask questions about living things, materials and physical phenomena.
- Work safely together to collect evidence to help them answer questions and to link this to simple scientific ideas.
- Evaluate evidence and consider whether tests or comparisons are fair.
- Use reference materials to find out more about scientific ideas.
- Share ideas and communicate them using scientific language, drawings, charts and tables, with the help of ICT if it is appropriate.

Key Stage Two

In addition to the above, pupils will be encouraged, supported, taught and given the opportunity to:

- Think creatively about a wider range of living things, materials and physical phenomena.
- Make links between ideas and explain things using simple models and theories, even those things they cannot directly experience.
- Apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health.
- Think about the effects of scientific and technological developments on the environment and in other contexts.
- Carry out more systematic investigations, working alone and with others, safely.
- Develop skills of predicting, asking questions, making inferences, concluding and evaluating, based on evidence and understanding, and use these skills in investigative work.
- Use a range of reference sources in their work.
- Talk about their work and its significance, using a wide range of scientific language.
- Use conventional diagrams, charts, graphs and ICT to communicate their ideas.
- Use mathematical skills in context and understand why this is useful and helpful.

Teaching and Learning

Science is a core subject of the National Curriculum and pupils learn through regular science-based activities across the Key Stages, appropriate to their age. Sufficient time to deliver the curriculum is set aside on weekly timetables and can be flexible depending on the “weight” of each specific unit. In KS1 and KS2 we aim to allocate between an hour and an hour and a half accordingly.



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Teachers will plan for Science with reference to the National Curriculum skills, addressing the key objectives and following the recommended development and progression. Nursery and Reception pupils will work towards the Early Learning Goals in the EYFS, leading towards National Curriculum objectives. Science can be linked where appropriate and relevant to cross-curricular themes through the agreed curriculum planning format. However, there may often be the need for separate planning and teaching of Science discreetly in 'stand-alone' units, thereby ensuring that all necessary concepts, skills and knowledge are fully addressed.

Our Science curriculum consists of three main areas of study: 'Life Processes and Living Things' (Biology), 'Materials and Their Properties' (Chemistry), and 'Physical Processes' (Physics). Integrated into these three areas is the development of pupils' skills of scientific enquiry (Working Scientifically).

Safe Practice

Teachers must adhere to the school's Health and Safety policy and all safety issues must be taken into account when planning Science activities.

Pupils are taught to take care of all equipment and to use it safely and appropriately. Teachers **MUST** reinforce safe practices at all times.

Assessment, Recording and Reporting

Assessment for learning is continuous throughout the planning, teaching and learning cycle. The methods used are:

- ❖ Observing children at work, individually, in pairs, in groups, and in classes.
- ❖ Questioning, talking and listening to children.

From Year 2 upwards, Science is assessed formally at the end of each unit using the Headstart Science assessments.

Classroom teachers track pupil progress using Annex 13 (refer to Assessment policy) following each formal Headstart Science assessment. This is hosted in the Shared Google Drive / Tracking.

ICT

ICT is used where appropriate to support the teaching and learning of Science. Pupils use ICT in Science to:

- Locate and research information (internet).
- Record findings (using text, data and tables).
- Gain confidence in using calculators, digital cameras and computers.



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SEN and EAL

Wherever possible, we aim to fully include SEN and EAL pupils in all Science lessons. They will be supported where necessary through differentiated tasks and learning outcomes.

Please refer to the SEN and EAL policies.

Homework

There is no regularly set homework for Science, although topic-based activities might occasionally be required.

July 2021.



POLICY AGREEMENTS

HISTORY POLICY

At IPS we believe that learning is Inspiring, Positive and Stimulating.

History and Geography are taught as part of a creative and cross curricular approach to our curriculum. Both subjects can be combined as part of 'Humanities' to complement each other and the curriculum content as a whole.

Aims

At IPS we believe that the study of History (encompassing national, European and global / international wherever relevant) will provoke curiosity about the past and how it influences the present. Pupils will develop a chronological framework for their knowledge of significant events and people from the past. They see the diversity of human experience, find evidence, evaluate and reach their own conclusions.

In our teaching of History at IPS, we aim for all pupils to acquire and apply knowledge, skills and understanding in five main areas:

- **Chronological Understanding** – To develop a sense of chronology, teaching children to place events, people and changes into correct periods of time.
- **Knowledge and understanding of events, people and changes in the past** - To develop knowledge and understanding of events, people and changes in the past, identifying, describing, explaining and making links between them.
- **Historical interpretation** - To recognise that the past is represented and interpreted in different ways and to give reasons for this. Pupils will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- **Historical enquiry** - To ask and answer questions about the past and to select relevant information from a variety of sources. Pupils will be taught historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- **Organisation and communication** - To select from their knowledge of history and communicate it in a variety of ways.
- **Vocabulary** – To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Teaching and Learning

We base the teaching of History on the National Curriculum of England, adapted to the local, national and international resources available to us in order to bring relevance to our pupils, whilst promoting cross-curricular links.



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Early Years Foundation Stage (EYFS)

History is taught in EYFS as an integral part of the topic work through child-initiated and adult-led activities. Children work towards the Early Learning Goal 'Understanding of the World' by finding out about past and present events in their own lives, and in those of their families. Planned activities, aiming to attract children's interest and curiosity, are based on first-hand experiences, observation, discussion, prediction, problem solving and decision making.

Key Stage One

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- Changes within living memory
- Events beyond living memory
- Lives and contributions of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

All of the above will be taught within local, national and international contexts.

Key Stage Two

Pupils will continue to develop a chronologically secure knowledge and understanding of local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils will understand how our knowledge of the past is constructed from a range of sources.

ICT

IT and Digital Literacy are incorporated into History lessons where appropriate in order to support and enhance children's learning. This might include:

- Locating and researching information
- Recording findings (using text, data and tables)
- Making presentations using a variety of digital media.



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Equal Opportunities and Inclusion

All pupils have equal opportunity to access History lessons. Learning and teaching are differentiated to enable all learners to succeed and to be supported where necessary.

In recognising and celebrating the diversity of our school community, pupils will be given opportunities to study local and global history. Wherever possible, content and resources used will be selected to represent a variety of cultures in a balanced and sensitive manner, taking into account bias and prejudice.

July 2021



POLICY AGREEMENTS

GEOGRAPHY POLICY

At IPS we believe that learning is Inspiring, Positive and Stimulating.

History and Geography are taught as part of a creative and cross curricular approach to our curriculum. Both subjects can be combined as part of 'Humanities' to complement each other and the curriculum content as a whole.

'Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' (i)

Aims

At IPS, we believe that the study of Geography provokes questions and gives answers that help children make sense of their surroundings and the wider world. They develop knowledge of places and environments, locally and throughout the world. Geography inspires them to think about their own place in the world, their values, their rights and their responsibilities to other people and the environment.

In our teaching of Geography at IPS, we aim for all children to:

- Develop skills, attitudes and understanding of the importance of environmental sustainability related to global issues as well as to our school's unique features
- Develop a knowledge and understanding of the places in which they live, of other people and places, and how they inter-relate and connect
- Develop an understanding of the significance of location, of the relationship between people and the environment, and the causes and consequences of change
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Develop the skills needed to carry out geographical studies, including geographical enquiry, use of geographical vocabulary, map-work and fieldwork. Skills will include:
 - collecting, analysing and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicating geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Foster an interest in, and awareness of, the world around them. This includes a developing appreciation of various cultures.



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Teaching and Learning

We base the teaching of Geography on the National Curriculum of England, adapted to the local, national and international resources available to us in order to bring relevance to our pupils, whilst promoting cross-curricular links.

Early Years Foundation Stage (EYFS)

Geography is taught in EYFS as an integral part of the topic work through child-initiated and adult-led activities. Children work towards the Early Learning Goal 'Understanding of the World' by finding out about their own immediate environment and how environments might vary from one another. Planned activities aim to attract children's interest and curiosity through imaginative and enjoyable first-hand experiences.

Key Stage One.

Pupils will develop knowledge about their locality and the wider world. They will understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their awareness of location.

Pupils will be taught:

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name and locate the children's cities and countries of origin.

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of Cascais, and of a small area in a contrasting non-European country.

Human and physical geography

- To identify seasonal and daily weather patterns in the Cascais and surrounding area, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- To use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



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Geographical skills and fieldwork

- To use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Key Stage Two.

Pupils extend their knowledge and understanding beyond the local area to include Europe and the wider world. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils are taught:

Locational knowledge

- To locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To name and locate regions and cities of Portugal (including the Azores and Madeira), identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

To describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity



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including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use the eight points of a compass, four and six-figure grid references and symbols and keys on maps to build their knowledge of Portugal and the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

ICT

IT and Digital Literacy are incorporated into Geography lessons where appropriate in order to support and enhance children's learning. This might include:

- Locating and researching information
- Recording findings (using text, data and tables)
- Making presentations using a variety of digital media.

Equal Opportunities and Inclusion

All pupils have equal opportunity to access Geography lessons. Learning and teaching are differentiated to enable all learners to succeed and to be supported where necessary.

In recognising and celebrating the diversity of our school community, pupils will be given opportunities to study local and global human and physical geography. Wherever possible, resources used will be selected to represent a variety of cultures in a positive light.

July 2021



POLICY AGREEMENTS

DESIGN AND TECHNOLOGY POLICY

At IPS, we believe that Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Aims

The curriculum for Design and Technology aims to ensure that all pupils:

- Develop creative, technical and practical skills needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test ideas and products, and the work of others.

Teaching and Learning

We base our Design and Technology teaching on the National Curriculum of England, using relevant resources and promoting cross-curricular links.

Early Years Foundation Stage (EYFS)

In EYFS 'Design and Technology' falls under the Specific Areas of Learning entitled 'Physical Development' and 'Expressive Arts and Design'. In these areas children learn about moving and handling (Early learning Goal 4), exploring and using media and materials (Early Learning Goal 16) and being imaginative (Early Learning Goal 17).

Moving and Handling (ELG 4):

Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively.

In EYFS children will:

- Show increasing control when manipulating an object
- Use simple tools to effect changes to materials
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Exploring and Using Media and Materials (ELG 16):

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

In EYFS children will:

- Explore colour and how colours can be changed
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects



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- Begin to be interested in and describe the texture of things
- Use various construction materials
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Join construction pieces together to build and balance
- Realise tools can be used for a purpose
- Explore what happens when they mix colours
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapt work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are using.

Being imaginative (ELG 17):

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.

In EYFS children will:

- Develop preferences for forms of expression
- Use available resources to create props
- Capture experiences and responses with a range of media and materials
- Create simple representations of events, people and objects
- Chooses particular colours to use for a purpose.

Key Stage One

Through a variety of creative and practical activities and contexts, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria



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Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.

Key Stage Two

Through a variety of creative and practical activities and contexts, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing and making, pupils should be taught to:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)
- Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)
- Apply their understanding of computing to program, monitor and control their products (covered in Computing lessons).



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Reporting

Parents are informed twice a year of their child's progress in the Mid Year and End of Year reports.

EAL & Learning Support

Teachers should plan lessons which are inclusive and supportive for all learners. This will be achieved through appropriate differentiation according to a pupil's needs and abilities within the curriculum, in a classroom environment which supports, encourages and celebrates individual achievements.

Homework

Design and Technology lessons will from time to time encourage children to extend their learning beyond the classroom. Although no regular homework is given in this area, when appropriate, teachers will encourage children to research ideas and practise design and technology skills out of school. Pupils may be encouraged to bring materials and objects from home in preparation for lessons. They may also be set challenges to design and make models to bring in to school.

Development

Managers, class teachers and subject leaders will continue to monitor and develop educational initiatives within the teaching of Design and Technology, as relevant to the needs of our curriculum.

Assessment and reporting

Records of pupils planning and evaluation, as well as teachers' observations, inform assessment for reports.

Flexibility in assessment is essential if it is to be meaningful. Assessment undertaken with the children involves active analysis of process, content and performance. Assessment encourages them to progress through identifying areas of success and areas in need of improvement. All work is constantly assessed verbally by the teacher, offering positive feedback and suggestions for future developments.

Peer assessment is encouraged and valued.

Nov 2020



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PERSONAL SOCIAL and HEALTH EDUCATION (PSHE) POLICY

At IPS, personal, social, health and economic education (PSHE) enables our children to become healthy, independent and responsible members of society. Pupils' personal, social and emotional development is supported by our school ethos. All members of the school community are valued and encouraged, positive relationships are seen as important, and there is a safe and secure school environment which is conducive to teaching and learning. Through the planned provision for PSHE development, our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society within a stimulating local and international environment.

We base our teaching on the PSHE Education Programme of Study (2017), which is non-statutory guidance for schools.

This programme of study is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Teaching and learning styles

We use a range of teaching and learning styles, involving the children in activities such as assemblies, discussions, circle-time, role-play, games, investigations and problem-solving challenges. We encourage the children to take part in a range of practical activities that promote active citizenship (e.g. Student Council, charity fundraising, the planning of school special events such as assemblies, recycling and tree planting). We enable pupils to agree classroom behaviours as well as take ownership for the school's Golden Rules to ensure safety, optimal learning and a harmonious school community. Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and representatives from a variety of faiths, whom we invite into the school to talk about their role in creating a positive and supportive local community. During their school life, we encourage children to take on different roles of responsibility.



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Our school promotes using a range of teaching and learning styles such as:

- Group work – a key opportunity to practise social development
- Active learning —reflecting, learning and applying (*link to Learning Powers / Elli Skills and Class Dojo*)
- Working independently – reflecting on personal needs and goals
- The use of the outdoor environment as a resource
- Wider community – purposeful activities that promote aiding the environment

PSHE curriculum planning

A whole-school approach will be used to implement PSHE. We teach PSHE in a variety of ways and the objectives are covered through many areas of the school's curriculum, including assemblies. Attitudes and expectations of behaviour are promoted by all adults in the school by reminding children of the Golden Rules and by modelling these as adults.

We also develop PSHE through activities and whole-school events. All children in KS2 participate in an annual residential trip where there is a particular focus on developing pupils' self esteem by giving them opportunities to encourage leadership skills, social skills, co-operative skills, confidence and positive relationships with others.

Early Years Foundation Stage (EYFS)

In EYFS, 'PSHE' falls under the Prime Area of Learning entitled 'Personal, Social and Emotional Development (PSED)'. In this area, children learn about self-confidence and self-awareness (Early learning Goal 6) Managing Feelings and Behaviour (Early learning Goal 7) and Making Relationships (Early Learning Goal 8).

In this area of the curriculum, teachers are committed to the development of children's social and emotional skills, children's self-esteem and their health and wellbeing. At IPS, we also focus on developing the children's responsibilities towards themselves, others in school, and the local and global community.

PSED (Personal, Social and Emotional Development) is regarded to be an integral aspect of the Early Years curriculum. It is therefore taught discretely, during circle time sessions and class discussions, and within the other areas of learning, where children are continually encouraged to further develop their independence, social and teamwork skills.

Assessment of PSED is an ongoing process in the EYFS. Staff will observe children, both formally and informally, which will enable them to record achievements and set further targets for each child.

Key Stages 1 and 2

During Key Stages 1 and 2, learners gradually build on the skills, values, and understanding they have started to acquire and develop during the EYFS. PSHE offers learning experiences which reflect the increasing physical and social awareness learners need as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.



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Core Theme 1: Health and wellbeing

Pupils are taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

Core Theme 2: Relationships

Pupils are taught:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils are taught:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

Inclusion

At IPS, teachers provide learning opportunities matched to the individual needs of all children, including those with developing skills in English. We create effective learning environments which provide for pupils who need additional support.



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ICT

All children are taught about the safe use of the internet and a variety of digital devices. In KS2, children agree upon acceptable use of digital resources; these agreements are signed by each pupil and kept in the Class File.

Assessment and Recording

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising their self-esteem. Teachers assess children's work in PSHE through observing and listening to children during lessons. Teachers use assessment-based and reactive planning so that lessons consistently meet children's needs. Using self and peer assessment, children are involved in understanding their own learning and next steps.

Reporting

Achievements of pupils in PSHE are reported to parents in Mid-Year and in the End-of-Year reports under the following headings:

EYFS

Children's achievements are reported under the prime area of learning, Personal, Social and Emotional Development (PSED).

KS1 & KS2

Your child's personal and social development

- Behaves well in the classroom
- Behaves well outside of the classroom environment
- Mixes well with other children
- Sensitive to others' feelings
- Manages and expresses own feelings well

Resources (including ICT)

As a guide, IPS follows the 'Dimensions' PSHE Scheme of work. Other online resources are also utilised, these include access to Twinkl and Class Dojo, amongst others. A range of relevant paper literature is hosted in the Library as well as classrooms. Resources are hosted in year group planning folders and the PSHE folder on the school Shared Area. A range of soft toys also support the teaching of PSHE and ELLI skills in EYFS and KS1.

Monitoring and Review

The PSHE subject leaders support colleagues in the teaching of PSHE by giving them information about current developments in this subject and resources to support it.

May 2021



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SEX and RELATIONSHIP EDUCATION POLICY (SRE)

Sex and Relationship Education helps and supports children through their physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. SRE is also about the teaching of sex, sexuality and sexual health.

At IPS, we believe that children need to be given age-appropriate knowledge and guidance with SRE. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups.

SRE is firmly embedded in the **Science** and **PSHE** programmes of study, and will support children with their natural curiosity about their bodies, their physical and emotional development, and making and maintaining healthy relationships. SRE is taught by classroom teachers at an age-appropriate level, often integrated into topic work or within Circle Time.

SRE is usually delivered in mixed gender groups, although there may be occasions where single gender groups are more appropriate and relevant (particularly in Year 5 and Year 6).

Aims and Objectives for Sex and Relationship Education

All children will:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work
- Know how to protect themselves and ask for help and support
- Be prepared for puberty
- Be empowered to make positive decisions about their health related behaviour.

Objectives

- To provide the knowledge and information to which all pupils are entitled.
- To promote self esteem and emotional health and well being.
- To form and maintain worthwhile and satisfying relationships, based on respect for themselves and others.
- To clarify/reinforce existing knowledge.
- To raise pupils' self esteem and confidence, especially in their relationships with others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To respect and care for their bodies.



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PSHE

SRE will be supported in the teaching of the following aspects of the PSHE Programmes of Study:

Early Years Foundation Stage

In EYFS, Sex and Relationship Education falls under the Prime Areas of Learning entitled **Physical Development** and **Personal Social and Emotional Development** as well as the Specific Area of Learning entitled **Understanding the World**.

In these areas children learn and explore:

- Health and Self-care (Early Learning Goal 5)
- Self Confidence and Self-awareness (Early Learning Goal 6)
- Managing Feelings and Behaviour (Early Learning Goal 7)
- Making Relationships (Early Learning Goal 8)
- The World (Early Learning Goal 14).

Key Stage One & Key Stage Two

SRE permeates the three core themes of the PSHE Programmes of Study, which are:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

The overarching aim for SRE as part of PSHE education is to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudices.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.



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- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

Science

SRE will be supported in the teaching of the following aspects of the Science Programmes of Study:

Key Stage 1

- Animals, including humans

Key Stage 2

- Plants (life cycles and reproduction)
- Living things and their habitats
- Animals including humans
- Evolution and inheritance

In **Years 5 and 6**, we support pupils' ongoing emotional and physical development effectively through teaching and discussion to support understanding of:

- changes in the body related to puberty, such as the menstrual cycle and voice breaking
- when these changes are likely to happen
- what issues may cause young people anxiety and how they can deal with these
- how a baby is conceived and born.

Specific Issues

Parental consultation

The teaching of SRE is not solely the responsibility of the school but also that of parents. IPS recognises and values the importance of parents in this aspect of their child's education.

IPS shares this policy with parents in order to inform them of school practice. Parents are welcome to ask questions about specific elements of the schemes of work, especially regarding the more specific elements of the Year 5 and 6 curriculum coverage which deals with puberty and human reproduction.



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Child Protection / Confidentiality

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In such a case, the staff member will inform the Designated Safeguarding Lead. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. The use of an anonymous question box as a distancing technique is provided for pupils.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs (e.g. talking with parents, Headteacher).

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of children in order for them to have full access to the content of sex and relationship education. The age and maturity of the individual child will always be taken into consideration.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher in conjunction with SLT and the teacher(s) with responsibility for SRE.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and attitudes, as well as teachers' and parents' feedback. Changes will be implemented as required.

May 2021



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EARLY YEARS FOUNDATION STAGE POLICY

Nursery & Reception

At IPS learning is Inspiring, Positive and Stimulating

We believe that children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each **unique child** having opportunities to interact in **positive relationships** and **enabling environments**.

This is why our EYFS curriculum is underpinned by the four main themes outlined in the Development Matters curriculum document.

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development

We commit ourselves to the principles that inform these four main themes. Namely that:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents
- Children **learn and develop** in different ways.

Aims

We aim to offer an EYFS that:

- Celebrates and promotes the diversity of our school and wider community
- Provides a firm foundation for lifelong learning (ELLI skills); 'What we learn with pleasure we never forget.' (A. Mercier)
- Promotes motivation to become independent
- Promotes the value of learning through play and exploration, extending and enhancing the natural curiosity of the child
- Provides teacher-led and child-initiated activities
- Provides opportunities to learn through first-hand experiences
- Provides opportunities for children to build on what they already know
- Develops confidence and self-esteem, enabling each child to develop as an individual
- Promotes learning as an exciting and enjoyable experience
- Provides a smooth transfer between Nursery, Reception and Year One.

Objectives

To achieve our aims we will:

- Provide a stimulating, interesting environment which encourages learning through play and exploration, using all the senses
- Provide high quality teaching that facilitates high quality learning through exciting, first-hand experiences
- Value and build on previous experiences



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- Allow time for children to produce work of depth and quality
- Acknowledge that how children learn is as important as the content taught
- Provide a foundation for positive attitudes (“I Can”)
- Celebrate achievements
- Deliver the curriculum using a variety of teaching strategies and cater for a variety of learning styles
- Ensure a smooth transition for pupils between Nursery, Reception and Year One.

At IPS our EYFS Practitioners will:

- Provide **Enabling Environments** that value all people and learning
- Offer rich learning opportunities through play and play-based teaching
- Ensure challenging, playful opportunities across the prime and specific areas of learning and development
- Understand and observe each child’s development and learning, assess progress and plan for next steps
- Plan activities for different learning styles
- Support children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Keep children safe
- Value and respect all children
- Offer stimulating resources, relevant to all the children’s cultures and communities

They will provide **Positive relationships** that are:

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child’s needs, feelings and interests
- Supportive of the child’s own efforts and independence
- Consistent in setting clear boundaries
- Stimulating.

Areas of Learning

The IPS EYFS Profile summarises and describes children’s attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:

Communication and language

- Listening and Attention
- Understanding
- Speaking

Physical development

- Moving and Handling
- Health and Self-care

Personal, social and emotional development

- Making Relationships
- Self Confidence and Self-awareness



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- Managing Feelings and Behaviour

The specific areas of learning:

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, Space and Measure

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and Using Media and Materials
- Being imaginative

The characteristics of effective early learning

Playing and exploring (Engagement)

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning (Motivation)

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically (Thinking)

- Having their own ideas
- Making links
- Choosing ways to do things

The Learning Environment

The EYFS is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The EYFS is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area to positively enhance the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. Activities are planned and resourced both inside and outside enabling the children to develop in all the areas of learning. Opportunities to learn in other environments for specific purposes are also planned for Music, Library, P.E, ICT, Dance, Drama, and educational visits.

Play

We believe that play, both indoors and outdoors, is fundamental to the way in which young children learn. Through play, children will be developing skills across all the seven areas of learning, working towards achieving the Early Learning Goals.



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At IPS, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to express their feelings
- Take risks and not be afraid to make mistakes
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.
- Express fears to relieve anxious experiences in controlled and safe situations.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Asking questions about children's play

Planning

Topics are planned on a two-year cycle, so that children will experience activities within each topic as they progress through the EYFS. The Planning within the EYFS is based around half-termly themes. The medium term plans identify each of the areas of learning in the Development Matters document for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned. Through observation of children's interests and ideas, teachers have the opportunity to extend pupils' learning by planning activities that develop their curiosity. Teacher-led and child-initiated activities are planned for on a weekly basis.

Long Term Planning

We use the *Statutory Framework for the Early Years Foundation Stage (2017)* as our long term planning document.

Medium Term Planning

Medium term plans are written and revised in half termly blocks against agreed shared topics. These documents provide an overview for teachers to inform short term (weekly) planning.

Short Term Planning

Teachers complete a weekly Google Doc designed to identify activities within all **Prime and Specific** areas of learning (separately for Nursery & Reception). Specialist teachers for Dance and Creative Development also feed into the same Google Doc.

In addition, a shared EYFS Google Doc is used to plan outside continuous provision.

Short term planning for PE (Nursery & Reception), ICT (Reception), Music (Reception) and Portuguese (Reception) is hosted on the Shared Area.

Children have the opportunity to work in each of the learning areas within the classroom and outdoors.



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Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. In Reception, children experience aspects of the Primary National Strategy throughout the day e.g. mental and oral work, guided reading, shared reading and writing, as well as phonics, using a range of resources including Letters and Sounds and Jolly Phonics materials as appropriate.

Assessment

Pupils are assessed using the **EYFS profile**. We make regular, ongoing assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS is based primarily on observation of daily activities and events. The learning which a child demonstrates spontaneously, independently and consistently in a range of contexts is recorded in a variety of ways and used to inform the EYFS Profile (e.g. post it notes, photographs, class teachers' and specialist teachers' records, etc.).

Throughout the EYFS, teachers will make decisions regarding a "best fit" for each child against the descriptions (age in months) in the Development Matters document and on the EYFS Profile. These "best fit" judgements will be used to inform the Nursery and Reception Mid-Year reports, and the Nursery End of Year reports.

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. The EYFS Profile consists of 20 items of information: the attainment of each child is assessed in relation to the 17 ELG descriptors. For each ELG, teachers judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). These judgments will also inform the basis of the Reception End of Year report.

The EYFS Profiles are handed to the Year 1 teacher to inform them about each child's approach to learning.

Reporting

Mid-Year Nursery & Reception / End of Year Nursery Reports

Class teachers and specialists report on each area of learning based on the general statement: *'Enjoys this area of learning and happily participates in the class activities'* using the following criteria: **A**: All of the time; **M**: Most of the time; **S**: Some of the time; **W**: With support. In addition, class teachers will write a comment under the heading, 'Your child's learning journey'.

End of year - Reception

Class teachers and specialists report on each area of learning using the following criteria: **1 star**: Emerging; **2 stars**: Expected; **3 stars**: Exceeding. A teacher statement for all areas of learning is also written. In addition, class teachers will write a comment under the heading, 'Your child's learning journey'. Up to 3 targets will also be set.

March 2020



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PORTUGUESE POLICY

At IPS we aim to embrace the language and culture of our host country through a positive and differentiated programme of study.

As an international school, we recognise and celebrate the fact that there will always be a range of languages and language ability within our school and the teaching of Portuguese will be reflected in this. The Portuguese language is the second priority language to be taught at IPS, after English. Portuguese is a compulsory subject in most cases.

It is not our aim to develop fully bilingual pupils as this would require far more immersion in the Portuguese language than we can hope to offer during the school day. Our focus language of success at IPS is English.

Teaching Groups

Group 1 - Children in Group 1 demonstrate the ability to communicate fluently in the Portuguese language and are able to fully comprehend the language.

Group 2 - Children in Group 2 should be able to communicate in Portuguese with some confidence and be able to understand the main points of the spoken and written language.

Group 3 - Children in Group 3 have a wide range of differentiated needs; some are new to the Portuguese language whilst others have been exposed to the language for some time but are not yet able to communicate comfortably or with confidence.

At IPS, Portuguese is taught weekly from Reception upwards. We aim to introduce, broaden and deepen the child's knowledge of the Portuguese language each year by exposing pupils not only to a wide range of daily life and school-related themes, but also to themes related to Portuguese culture and traditions.

Reception groups have 55 minutes of Portuguese a week, Year 1 groups have 2 hours a week, and from Year 2 to Year 6, pupils have 3 hours a week. As part of the learning process, we suggest that pupils whose first language is not Portuguese should try, as much as possible, to have contact with the language outside the school environment so that further awareness can be acquired.

We aim to develop Portuguese language skills at all levels to the best of a pupil's ability, whilst recognising that only some of the aspects of the curricula will be covered in the same depth and detail as in a Portuguese school. The main focus at most levels is always on speaking and listening, comprehension, reading and writing and language structures.

All classes are taught following a curriculum based on:

- The ***Orientações Curriculares para a Educação Pré-Escolar***, closely linked to the topic webs set out for the Reception class (for Group 1, 2 and 3, aged 4 to 5 years).
- ***Programa Nacional do Ensino Básico*** (for Group 1 aged 6 to 11 years).
- ***Quadro Europeu Comum de Referência para as Línguas Estrangeiras*** (The Common European Framework of References for Languages) and part of the **Portuguese National Curriculum from the Ministry of Education** (for Group 2 and 3 aged 6 to 11 years).



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Early Years Foundation Stage

The teaching of Portuguese begins in the Reception class. Pupils are divided into three groups: **Group 1, 2 and 3.**

The focus of teaching is given to speaking and listening and learning lies in the following areas:

- Traditional stories and tales and related activities
- Rhymes, poems, riddles and songs
- Vocabulary development through various topics and games

Key Stage One

Pupils are divided into three groups: **Group 1, 2 and 3.**

The focus of teaching and learning lies in the following areas:

- Development of oral expression (main focus)
- Introduction to reading
- Introduction to writing and grammar (Year 2)
- Development of language, vocabulary and comprehension through various topics.

Key Stage Two

Pupils are divided into three groups: **G1, G2 and G3.**

The focus of teaching and learning lies in the following areas:

- Further development of oral expression (main focus)
- Development of reading skills
- Development of writing, with more focus on spelling, grammar and language structure
- Further development of language, vocabulary and comprehension through various topics.

Resources

Resources for the delivery of the Portuguese curriculum are stored centrally in the Portuguese classroom. A range of Portuguese language fiction and non-fiction books are also kept in the Portuguese section of the library for free access by pupils.

Group 1 will study from the following published schemes:

Reception and Year 1: *Compilação de recursos do Pré-escolar*

Year 2: *Plim! 1º ano*, Texto Editores

Year 3: *Plim! 2º ano*, Texto Editores

Year 4: *A Carochinha, 3º ano*, Texto Editores

Year 5: *A Carochinha, 4º ano*, Texto Editores

Year 6: *Livro Aberto/ Eugénio, 5º ano*, Porto Editora



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Group 2 studies will be based on the following schemes:

Reception and Year 1: *Compilação de recursos do Pré-escolar*

Year 2: *Compilação de recursos de Português Língua Não Materna/ Bonecos e Companhia 2*

Year 3: *Bonecos e Companhia 3. Porto Editora e compilação de recursos de Português Língua Não Materna*

Year 4: *Bonecos e Companhia 4. Porto Editora e compilação de recursos de Português Língua Não Materna*

Year 5: *Compilação de recursos de Português Língua Não Materna/ Português Já! Porto Editora*

Year 6: *Compilação de recursos de Português Língua Não Materna/ Tu Cá, Tu Lá! A2 1 Porto Editora*

Group 3 studies will be based on the following schemes:

Reception: *Compilação de recursos preparados pelo professor*

Year 1: *Compilação de recursos de Português Língua Não Materna*

Year 2: *Compilação de recursos de Português Língua Não Materna*

Year 3: *Compilação de recursos de Português Língua Não Materna*

Year 4: *Compilação de recursos de Português Língua Não Materna*

Years 5: *A Hora da História 1, Lidel*

Year 6: *Compilação de recursos de Português Língua Não Materna*

Many Portuguese teaching resources for Groups 2 and 3 are teacher made / compiled. Resources are updated and added to when necessary, and in consultation with the Head Teacher when appropriate.

Cross Curricular Links

Portuguese is taught mainly as a separate subject. Occasionally links with other areas of the curriculum are made.

Homework (refer to the Homework Policy)

Portuguese homework is set regularly and is appropriate to the age and ability of the pupil.

Assessment and Recording (refer to the Assessment and Recording Policy)

On entry to IPS, pupils are assessed orally to determine which group is "best fit" for them to join. This is reviewed over the first weeks in order to be certain that the placement is correct.



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At IPS we are constantly assessing our pupils and recording their progress in Portuguese.

Written tests are given formally by the Portuguese teaching staff twice a year. These tests will be administered towards the middle and the end of the academic year and parents will be informed of their child's progress. Tests will be kept by the teachers and parents may have access to them on request.

Oral assessment is continuous and ongoing during lessons.

Ongoing written and oral assessment and test results will inform teachers and parents of a pupil's abilities and progress within the Portuguese language.

Reporting *(refer to the Reporting Policy)*

Parents are kept informed of their child's progress in Portuguese through regular reporting and discussions / meetings.

ICT *(refer to the ICT Policy)*

The teaching of Portuguese will be supported, where possible and appropriate, by the use of ICT (iPads, Apps, computer programs, internet, DVDs, etc.)

SEN / EAL

Where pupils need to first concentrate on the acquisition of the English language, Portuguese language learning will be 'put on hold' until they are considered 'ready' to learn an additional language. This will always be through careful consideration and in consultation with the parents.

If a pupil is receiving learning support in any area of the curriculum, for timetabling purposes Portuguese might be suspended for this child whilst support and intervention is ongoing. This is always carefully considered and in consultation with the parents.

Parents need to be aware that a certain amount of time of absence from Portuguese lessons can affect a pupil's progress. Therefore, parents are strongly advised to consider providing extra support with Portuguese learning during such a period of 'absence' from lessons or when they return.

Development

SLT will continue to monitor the teaching of Portuguese at IPS through lesson observation, appraisal and meetings with the Portuguese teachers.

Explore the use of iPads and appropriate Apps to enhance learning.

The purchase of new and updated resources will be considered annually, where appropriate. It is identified that there is an ongoing need to increase the Portuguese resources in school to include fiction and non-fiction books in the library, games, dictionaries and other teaching materials.

September 2021



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COMPUTING POLICY

At IPS we believe that a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links across the curriculum through Information Technology and Digital Literacy.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology as active and responsible participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Teaching and Learning

Timetabled Computer Science lessons (Coding) are taught by a specialist teacher in the ICT suite:

- Reception: ICT skills and for (20 minutes per group per week)
- Year 1 to Year 6: Computer Science (1 hour per class per week)

All teachers and pupils have access to iPads and the ICT suite for the teaching and learning of Information Technology and Digital Literacy skills through cross curricular work.

Early Years Foundation Stage

In EYFS 'Computing' falls under the Specific Area of Learning entitled '**Understanding the World**'. In this area children explore Technology (Early Learning Goal 15).

ELG 15: Technology:

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.



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In EYFS children will:

- know how to operate simple equipment, e.g. turn on CD player and use remote control
- show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones
- show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- know that information can be retrieved from computers
- complete a simple program on a computer
- use ICT hardware to interact with age-appropriate computer software.

Key Stages One and Two

The teaching of Computing at IPS follows the KS1 and KS2 Computing Programmes of Study of the National Curriculum in England.

Key Stage One

Pupils are taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage Two

Pupils are taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



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- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Resources

The teaching of Computer Science (Coding) at IPS in KS1 and KS2 is supported by the **Discovery Education**’ scheme of work online resource.

- all classrooms (except the Art room) contain an interactive whiteboard to enhance the teaching and learning in all lessons across the curriculum
- an ICT suite of 22 networked computers
- 42 pupil iPads, stored securely in the staffroom in a recharge trolley
- Portuguese department has 6 iPads
- SEN department has 6 iPads
- 22 teacher iPads
- a number of digital cameras
- in addition to this, there is a variety of other ICT equipment in School to support the children in accessing the curriculum
- a variety of online resources to support learning.

Seesaw (EYFS-LSK2) and Google Classroom (UKS2) are used to set relevant homework, to provide online learning when necessary (e.g. in a lockdown scenario) and to support and enhance presential learning.

Assessment and Recording

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pupils’ work is stored in the following ways:

- on the school server
- on the Espresso Coding website
- on iPads
- in online digital portfolios (e.g. SeeSaw and Google Classroom)

Reporting

Parents receive a report twice yearly, which includes ICT (Reception) and Computer Science (Year 1 to Year 6).

SEN and EAL

All pupils have equal opportunity to access ICT and Computing across the curriculum. Learning and teaching are differentiated where appropriate to enable all pupils to succeed.



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Health and Safety

Food and drink should not be consumed near ICT equipment.

Children are taught about the necessary care for all equipment and it is the responsibility of all teachers and pupils to ensure that due care is taken.

Staff should ensure that the pupils are seated at the computers and iPads comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain, etc).

An adult should always supervise pupils when they are accessing information via the Internet. An effective firewall is in place to avoid children accessing inappropriate material on the internet and all staff are required to be aware of this.

IPS has a E-Safety policy which includes the following appendices:

- Appendix A: SMART poster for KS2
- Appendix B: Internet Safety poster for EYFS and KS1
- Appendix C: Internet Safety poster for KS2
- Appendix D: Staff Use of Digital Technologies in School code of conduct
- Appendix E: KS2 Acceptable Use agreement

Homework

No formal homework is set for this subject.

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MUSIC POLICY

Music touches people's lives in a way that very few other things do.

Aims

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Music education is important to every child's intellectual and social development. Through Music education, children learn about the diverse ways that people express their individuality, their relationships with other people and the world around them.

Music education will aim to develop in children:

- a sensitivity and critical awareness of sound as an expressive medium
- social skills, such as participation, co-operation and self-discipline by involving children of all abilities in music making
- the capacity to express ideas, thoughts and feelings through music
- an awareness of musical traditions in a variety of cultures, societies and times
- a sense of achievement and fulfilment through the acquisition of skills.

The Music curriculum aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- Learn to sing and use their voices
- Learn to create and compose music on their own and with others
- Have the opportunity to learn a musical instrument
- Use technology appropriately
- Have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the use of the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Objectives

By engaging children in making and responding to music, music teaching offers opportunities for them to:

- develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality
- acquire the knowledge, skills and understanding needed to make music
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the



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ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

Through being actively engaged in three central activities of Listening, Performing and Composing, all children should have the opportunity to:

- Undertake a balanced program of activities which builds upon previous experience
- Develop an awareness and sensitivity of musical traditions and developments in a variety of cultures and societies
- Develop their understanding and appreciation of a wide range of different kinds of music
- Acquire knowledge, skills and understanding needed to make music
- Listen to a wide variety of music they may never have encountered before, thus broadening their cultural awareness and understanding
- Develop individual confidence, self-discipline and teamwork through co-operation with others
- Develop mental agility, imagination and the ability to be creative and inventive
- Develop confidence in performing in front of others
- Acquire musical skills which enable them to play classroom instruments
- To respond to a variety of stimuli in order to produce compositions and improvisations
- Learn songs from different times and places using a wide repertory of styles and cultures
- Perform as a soloist or as part of a group, using material which is relevant to their age and musical development.

Teaching and Learning

In order to ensure a balanced and thorough delivery of the curriculum, and to support the Music aims, it is essential that teaching and learning strategies are flexible and at an appropriate level to enable children to connect with their curriculum.

Music teaching at all levels should include a variety of teaching styles making the lessons suitable for all children, regardless of ability.

The various techniques should include opportunities for:

- Discussion, demonstration and instruction with the group and individual children
- Individual practise, research and/or exploration of the material or instruments provided
- Group, individual and whole class activities which allow skills to be developed through practical music making
- Use of different media (e.g. stories, art work, poems, photographs) to stimulate a musical response and communicate feelings and ideas



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- Cross curricular opportunities and links with other subjects
- An active listening approach (through movement, drama, art, etc.) used to introduce music from different times and cultures
- The evaluation of the pupils' own and others' performances.

Opportunities will be provided for children to listen to, and make music in and outside the classroom, to a variety of audiences. These can be provided through the following means:

Participation in school shows

Participation in Music Concerts

Performing in assemblies

Listening to visiting musicians

Music lessons contribute to the moral, cultural, spiritual and social development of the children. Much emphasis is placed on the development of the following social skills:

- co-operation and integration
- delegation
- negotiation and problem solving
- resourcefulness
- perseverance
- tolerance
- self-discipline
- self-motivation
- self-evaluation

Curriculum

The Music Curriculum at IPS consists of the introduction and progression of musical concepts in a creative and practical way. It follows the programmes of study of the National Curriculum of England, and EYFS curriculum and where possible, aims to support Year group topics through an inter-linked and Creative Curriculum.

The following objectives provide for learning in each of the Key Stages:

Early Years Foundation Stage

Children have the opportunity to sing, explore sounds, and dance and/or move to music. In particular, they will be taught to recognise and explore how instruments can be played, sing simple songs from memory, recognise repeated sounds and sound patterns, and match movements to music. They will also communicate their ideas, thoughts and feelings by singing a variety of songs and using musical instruments.

Children explore tuned and un-tuned instruments (including their voices), what sounds they make and how to create these sounds. They learn simple songs and how to relate movement to music. Children begin to select and organise sounds to create class compositions and respond to graphic representations of sound.



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Although the characteristics of effective learning and the prime and specific areas of learning and development are all interconnected, Music falls within the specific area of Expressive Arts & Design within the EYFS curriculum.

Key Stage 1

Children build upon and develop their achievements in the EYFS through a balanced programme of activities.

Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs with increasing control. Children add accompaniments to songs and create short compositions with increasing confidence, imagination and control. They explore the way sounds can create different moods and effects. Children start to use musical vocabulary of the interrelated dimensions of music and learn to respond to simple notation (both graphic and standard notation).

Pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- perform from a variety of notation (e.g. standard and graphic)
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Children build upon and develop their achievements in Key Stage 1 through a balanced program of activities.

They begin to combine concepts and skills in a more stylised way, using their knowledge and understanding to discriminate. Children may work in small groups, where musical concepts can be explored and sensitively fostered. The role of the teacher in this is of a facilitator who sets up situations/ideas, encourages the work in progress and helps expand the initial ideas.

During Key Stage 2, children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They recognise how the different musical elements are combined and used expressively. Children improvise, develop and improve their own musical compositions in a response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.



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Pupils are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Resources

Instruments for pupil loan (to allow for blended learning)

- Years 5&6: One ukulele per child
- Years 3&4: One descant recorder per child
- Year 2: One ocarina per child

In School

- Upright piano and stool
- A wide range of tuned and un-tuned percussion instruments
- A class set of ukuleles and recorders
- Two guitars, a clarinet, three violins and a trumpet
- A two music stands
- A wide selection of song books
- Teaching schemes
- Selection of pre-recorded music, including digital downloads
- Reference books
- Posters

Music Technology:

- Interactive whiteboard
- 2 digital pianos (with stools)
- One CD/DVD player with surround sound speakers
- 10 full-size keyboards
- Music software (Music Ace, Groovy Jungle, Music Toolkit)
- Macbook Pro computer (MacOS Big Sur 11.2)
- Class set of iPads (to be booked as required)

Please refer to Music inventory (appendix A)



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Assessment and Recording

The most effective assessment in Music lessons helps pupils to listen more accurately to their own work, helps them identify for themselves where improvements are needed, and shows them how to improve through expert musical modelling by the teacher. Assessment in Music should be simply constructed and ideally in sound – the music itself¹.

Flexibility in assessment is essential if it is to be meaningful. Assessment undertaken with the children involves active analysis of process, content and performance. Assessment encourages them to progress through identifying areas of success and areas in need of improvement. All work is constantly assessed verbally by the teacher, offering positive feedback and suggestions for future developments.

The aim of record keeping is to track children's progress over time and to provide a basis for reporting their achievements. Children's achievements, progress and other relevant information is recorded on their individual Music Profile, housed on the MacBook Pro and Shared Area.

Reporting

Please refer to Reporting Policy.

ICT

Children should be given opportunities, where appropriate, to develop their ICT capability and this is planned for and included in Music lessons where possible.

IT and Digital Literacy are incorporated into Music lessons where appropriate in order to support and enhance children's learning.

At present, children have access to music technology through the use of a class set of iPads, keyboards, the interactive whiteboard and music software, such as GarageBand.

SEN & EAL

All SEN and EAL pupils are fully included in all Music lessons. They will be supported where necessary through differentiated tasks and learning outcomes.

If any of the below are identified in a child, the Music teacher will contact the class teacher and/or SEN leader so that strategies may be drawn up in order to allow the child full access to the Music curriculum.

- Apathetic non-participation
- Poorly developed basic motor skills
- High level of dependency on teachers

¹ Please refer to (i) <https://www.gov.uk/government/publications/music-in-schools>



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- Poor concentration and attention span
- Difficulties in interpreting what is required of them in certain kinds of tasks
- Poor social and personal skills
- A high sense of musicality
- A high level of instrumental skill

Children who demonstrate a particular talent will be catered for through differentiated activities.

The Music Curriculum has high expectations for all children, and the inclusion of children learning EAL is a fundamental principle.

The following strategies suggest ways in which Music lessons can offer full access to the Music curriculum, irrespective of children's level of English:

- Model the use of instruments and equipment, explaining and demonstrating clearly how and why the instruments or equipment should be used
- Model the processes being used, paying particular attention to specialist vocabulary
- Display key vocabulary for the lesson and refer to the words on display. These words could be linked to pictures of instruments or to the objects themselves.

Homework

Learning experiences within Music are predominantly practical and focus on the fostering of children's social and personal skills as well as the development of specific skills within the Music curriculum. Therefore, homework will not be set on a regular basis, but will be dependent upon the particular module of work.

Homework may, however, take the form of:

- Having access to lessons taught in school through a blended learning approach via Google Classroom (Years 5&6) and Seesaw (Years 1-4)
- Gathering of materials for stimuli, such as photographs, pictures, objects, etc.
- Listening to or finding a piece of music
- Using the internet as a resource
- Making a musical instrument

Please refer to Homework Policy.

Equal Opportunities

The Music curriculum is inclusive and promotes equal opportunities. All children will be given access to a wide range of musical experiences within the curriculum and have the same entitlement, irrespective of ability, previous experience, gender, ethnicity, class, and language. All teaching materials and resources are designed to be accessible to all children. All children are offered the same opportunities for making music.



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Differentiation

Each child has different needs. For individuals to be challenged but not discouraged, tasks should be provided which are matched to ability and interest level.

Differentiation is therefore a key issue and as some music activities will be open-ended and differentiation will sometimes be by outcome, children need to be supported by relevant questioning from the teacher. Planned differentiation is also important in certain activities (e.g. accompaniments, class performances, listening activities, compositions). Some children may have many skills acquired through instrumental tuition, while others may have particular problems with co-ordination which require sensitivity and a degree of individual attention. All children will be supported and encouraged, and their individual achievements will be celebrated.

Children work towards differentiated outcomes in compositional activities. All children are given the same stimulus and are expected to engage with, develop and expand the task in a way that is appropriate.

Extra-Curricular Music Activities

Children at IPS are encouraged to develop their instrumental skills through extra-curricular lessons. A current list of instrumental teachers is kept and updated by the Music teacher. Timetable and payment is arranged privately and is the responsibility of the individual peripatetic instrumental teacher.

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ART and DESIGN POLICY

At IPS we believe that the study of Art gives children freedom to express their feelings, their imagination and their individuality. Art encourages them to be creative and to experiment with a variety of methods and materials. It helps them to become aesthetically aware and to recognise and appreciate the cultural and historical significance of different forms of art. They develop skills and attitudes that enhance their learning in other areas.

Aims of the Subject

Pupils will:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Review art work with understanding and develop the ability to question.

Teaching and Learning

The teaching of Art and Design at IPS follows and is organised according to the programmes of study of the National Curriculum for England and the EYFS Profile.

Art and Design is taught in a cross curricular way, making links with other subjects where possible.

Art and Design is a timetabled subject taught across the school by specialist teachers. Art and Design can and should also be integrated into class lessons to support the curriculum creatively.

In the **Early Years Foundation Stage**, Art is covered in the Specific Area of Expressive Arts and Design, namely Exploring and Using Media and Materials, and Being Imaginative.

In **Key Stages One and Two**, the art curriculum follows the following programmes of study:

Exploring and Developing Ideas

Pupils will be taught to:

- a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes
- b) question and make thoughtful observations about starting points and select ideas to use in their work
- c) collect visual and other information (for example, images, materials) to help them develop their ideas, including using a sketchbook.



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Investigating and Making Art, Craft and Design

Pupils will be taught to:

- a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques
- c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

Evaluating and Developing Work

Pupils will be taught to:

- a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- b) adapt their work according to their views and describe how they might develop it further.

Knowledge and Understanding

Pupils will be taught about:

- a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions
- c) the roles and purposes of artists, craftspeople and designers working in different times and cultures (for example, Western Europe and the wider world).

Breadth of Study

Pupils are taught the **Knowledge, skills and understanding** through:

- a) exploring a range of starting points for practical work (or example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments)
- b) working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c) using a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textiles, sculpture)
- d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions (for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet).



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Early Years Foundation Stage

In the EYFS, Art falls under the Specific Area of Learning entitled 'Expressive Arts and Design'. In this area, children learn to explore and use media and materials (Early learning Goal 16) and be imaginative (Early Learning Goal 17).

Exploring and Using Media and Materials (ELG 16):

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

In EYFS children will:

- Explore colour and how colours can be changed
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects
- Begin to be interested in and describe the texture of things
- Explore what happens when they mix colours
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapts work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are using.

Being imaginative (ELG 17):

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

In EYFS children will:

- Develop preferences for forms of expression
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words
- Create simple representations of events, people and objects
- Choose particular colours to use for a purpose.

Key Stage One

In Year 1, pupils have one 45-minute weekly Art lesson which is increased to an hourly Art lesson in Year 2. Both Year groups are taught in a specialist Art room by the specialist teacher.

Children will be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



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- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage Two

In Key Stage 2, pupils have one 90-minute lesson per week, taught by the specialist Art teacher in the specialist Art room.

Pupils should be taught to develop their techniques, including their control and use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas.
- to improve their mastery of techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- about the greatest artists, architects and designers in history.

Relationship to other Subjects

We believe Art and Design is a subject which supports and enhances learning in other areas, and therefore cross-curricular links are explored where appropriate. Art is also taught as a subject in its own right.

Display

At IPS, Art is a valued tool for display and a vehicle for celebrating children's work. As well as in the Art room, children's work is displayed throughout the school, such as in the hall, atrium and classrooms. There are some display areas which are the responsibility of individuals and some which are planned and worked on by the specialist teacher.

(Please refer to Display policy)

Resources

There is a bank of resources, including natural forms, reproductions and artifacts, and books reflecting art from different times and cultures for stimulating and informing work. These are located in the Art room and in the Art basement room. Each member of staff should sign out any material on the sign-out sheet in the Art room and return everything to the Art room when finished. Everything should be cleaned properly and dried before being stored. In the basement Art storage area, backing paper and borders can be used at any time. However, staff must inform the Art teacher if other resources are required. The Art teacher should also be informed if any resources need to be re-ordered.



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The Specialist Art teacher will make regular audits of stock and is responsible for re-ordering.

If teachers require special Art resources for classroom activities that the Art teacher may not have, it is the responsibility of the teacher to order the resource needed. If topics are known in advance, teachers should inform the Art teacher so that these may be ordered when the bulk of the annual ordering is submitted.

Assessment and Recording and Reporting

Formative assessment will be ongoing via observations and dialogue with the children and next steps are negotiated. Children's work is kept in an annual folder for assessment purposes. Each child in KS1 and KS2 has a sketchbook which is kept in the Art room, to explore and develop ideas and skills.

A summative assessment of each child's progress in Art over the year will be provided in their Mid-Term and End-of-Year reports.

The specialist teacher is responsible for assessing the development of individual pupils' skills. Examples of each aspect of art and design taught is monitored and informally assessed. This reinforces the value of the child's work and shows progression.

(Please refer to the Assessment and Recording Policy)

Equal Opportunities and Inclusion

All pupils have equal opportunity to access Art lessons. Learning and teaching are differentiated to enable all learners to succeed and to be supported where necessary.

Health and Safety

It is the responsibility of all teachers to teach pupils how to use any tools, equipment and materials safely and effectively. All materials and tools are stored safely.

Homework

If applicable, pupils may be encouraged to use the internet for research purposes or to bring in materials and objects in preparation for lessons. (Please refer to Homework Policy)

July 2021



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PHYSICAL EDUCATION POLICY

Aims

At IPS we believe that Physical Education, experienced in a safe and supportive environment, is vital and unique in its contribution to pupils' physical, health and emotional development. Through PE, IPS aims to increase pupils' self-confidence through an ability to manage themselves in a variety of physical activities, as well as enabling all pupils to co-operate with each other.

At IPS, PE offers opportunities for pupils to:

- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- Develop their ideas in a creative way;
- Set targets for themselves and compete against others, individually and as team members;
- Take the initiative, lead an activity and focus on improving aspects of their own performance;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity.

Teaching and Learning

Early Years Foundation Stage

During the EYFS pupils learn about movement. They are allowed to explore a variety of resources to develop their basic skills. They learn about the need for co-ordination and exploring their personal abilities. Children are engaged in activities which develop their physical development in all areas of school life, and this is enhanced through specialist PE lessons.

Pupils:

- are introduced to basic movements and body shapes;
- begin their physical development, using movement and exploration;
- explore the basic principles of running, jumping and turning, throwing, catching or kicking a ball;
- follow simple instructions.

Key Stage One

During Key Stage One, pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other pupils in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations.



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Pupils:

- find out what they can do as they explore a range of basic skills, actions and ideas, such as running, jumping and turning, throwing or kicking a ball and responding to music in dance;
- learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive;
- use movement imaginatively to communicate ideas and feelings;
- watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play;
- recognise that their bodies feel different when they run short or longer distances, move slowly or suddenly, or when lifting heavy objects
- learn to use space safely when they work alone and with others, showing increasing control over their movements;
- are taught how to respect and look after the equipment they use.

Key Stage Two

During Key Stage Two, pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Pupils:

- enjoy being active, showing an increasing confidence in what they can do;
- practise new skills across a range of activities that may include dance, gymnastics, games, athletics and adventurous outdoor activities;
- learn consistency by repeating their movements and linking their skills until their performance is clear, accurate and controlled;
- pace themselves in challenges in activities such as athletic activities;
- use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities;
- know how to improve aspects of the quality of their work, using information provided by the teacher, and increasingly help themselves and others perform effectively;
- know why activity is important to their health and wellbeing;
- understand the rules and conventions of taking part in different activities safely;
- are taught how to respect and take responsibility for the equipment they use.

Resources

IPS is well equipped with materials and physical spaces to ensure the delivery of high quality PE lessons. All small equipment is stored in the cupboard in the hall. Big apparatus is stored in the hall itself. The hall is used for most of the EYFS and KS1 lessons. KS2 usually practise outside on the pitches and / or on the climbing frames. When the weather does not allow outside play, the lessons continue in the hall.



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Assessment and Recording

Children are assessed during lessons and records are kept of achievements on a spread sheet for each class.

Please also refer to the Assessment and Recording Policy

Reporting

Please refer to the Reporting Policy

Equal Opportunities and Inclusion

All pupils have equal opportunity to access PE lessons. Learning and teaching are differentiated to enable all learners to succeed and to be supported where necessary.

Health and Safety

Clothing and Changing

Pupils in KS1 and KS2 are expected to come to school dressed in their PE kit on the days when they have PE. They remain in these clothes for the whole day but can bring a clean t-shirt to change into if they wish to.

Any jewellery or other personal effects must be removed before the PE lesson. The pupils are also advised to bring and apply sun cream to themselves as an addition to the clothing needed.

The pupils are expected to wear:

PE & Games:

- white T-shirt
- burgundy shorts
- appropriate footwear
- school tracksuit (if needed)

Extra Curricular

IPS offers its pupils the opportunity to attend after school clubs that involve aspects of PE, and all pupils are offered the opportunity to attend and they are encouraged to become involved.

On occasions when sports matches are scheduled during school time, it is the responsibility of the PE teachers / coaches to give advanced notice to other staff members. Lists of names of children who will be absent from normal lessons should be mailed to all staff, clearly identified by class, no later than three days before the match.

February 2019



POLICY AGREEMENTS

LEARNING SUPPORT POLICY

At IPS, the term **Learning Support** is used to describe the needs of children who will benefit from additional provision in order to make progress. This will include children who require enrichment and extension, as well as additional help.

We will treat all learners as individuals and respond to a child's needs, ensuring that they are supported or extended as appropriate. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, culture, age and maturity. Learning Support may be long or short term depending on the individual needs of the child.

IPS is committed to inclusion wherever possible. Physical, educational and medical needs will be considered prior to admission at IPS to ensure that we can satisfactorily meet the individual needs of the child. We obtain records and information regarding pupils from previous schools, as well as from their parents, in order to identify needs and potential support required.

As outlined in the SEND code of Practice*, **at IPS we aim to:**

- Enable every pupil to achieve his or her full potential
- Enable every pupil to become a confident individual living a fulfilled life
- Recognise strengths as well as weaknesses and support all pupils in their learning
- Meet the needs of the individual pupil through early identification, assessment and intervention
- Provide full access to the curriculum through differentiated planning by class and specialist teachers, SEN teachers and support staff as appropriate
- Ensure that pupils with SEN and disabilities are perceived positively and valued by all members of the school community
- Involve children in their own learning
- Involve and include parents in recognising and meeting their child's additional needs
- Enable every pupil to make a successful transition into their next phase of education (and beyond).

*Gov.UK DfE guidance published 2014 / updated 2015

(refer attached documents)

Identifying Individual Needs of Pupils

Through regular, ongoing assessment of each pupil's progress, teachers will:

1. Identify pupils who have learning support needs.
2. Plan for differentiated class work to support all learners (setting suitable learning challenges / responding to pupils' diverse learning needs / overcoming potential barriers to learning and assessment for individuals and groups of children). **This normal differentiation is not part of special needs provision.**



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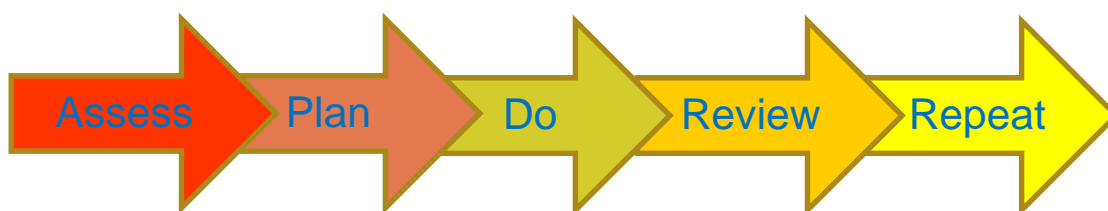
SEN Support - A Graduated Approach

Moving from normal school practice to more specialised interventions for those with SEN, we use a four-part cycle called **Assess, Plan, Do, Review**.

The cycle allows earlier decisions to be revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress.

Teachers should speak with the Deputy Head (SENCO) and Headteacher regarding further support (this can involve observations of a child at work and play in a variety of contexts within the school day).

An Individual Education Plan (IEP) is created to identify needs and support (in and/or out of class) and involve parents in this process. Targets are set and strategies are implemented which can be shared with the pupil. Review dates are also set.



Involving Specialists

Where a pupil continues to make less-than-expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, outside professional help from educational psychologists, speech therapists, occupational therapists, counsellors, medical specialists and other support services may be required.

Such support will always be sought through discussion and agreement with parents. This support may provide additional guidance and clarity for teachers and parents, and may be incorporated into the child's everyday classroom and school experience.

Planning and Reviewing Progress / Record Keeping

We will:

- Have regular discussions with parents of children receiving SEN support
- Discuss activities and support for the child with colleagues
- Identify the responsibilities of the parent, the pupil and the school
- Keep a record of the outcomes, action and agreed support and share with appropriate staff

October 2019



POLICY AGREEMENTS

DYSLEXIA FRIENDLY POLICY

This policy should be read in conjunction with the school's Learning Support policy.

Policy statement

IPS values the importance of being a Dyslexia Friendly school. Not only does a Dyslexia Friendly ethos help us to meet the educational and emotional needs of dyslexic pupils, but also the needs of pupils who have delayed Literacy skills or are learning English as an additional language. Indeed, evidence suggests that all children who are taught using Dyslexia Friendly methods are able to benefit and that, in essence, more children are able to benefit when dyslexia friendly methods are adopted throughout school.

We also recognise that a child's self-esteem and confidence go hand in hand with successful learning. Our children are made aware of the nature of the barriers that some people may have to learn and how different strategies can help to overcome these. Positive role models are made known to the children and their achievements are celebrated.

What is dyslexia?

The British Dyslexia Association, BDA, adopted the following Dyslexia definition from the Rose Report 2009:

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor coordination, concentration and personal organization, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention."

The BDA also recognises that some individuals may also experience visual and auditory processing difficulties that can also affect their learning process. However, it is extremely important to remember that many dyslexic individuals show strengths in other areas such as design, problem solving, creative skills and oral skills.

For Dyslexia Awareness Week 2014 The British Dyslexia Association (BDA) defined dyslexia as:

Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in reading, spelling, writing and some numeracy. People with dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively.

Children with dyslexia may experience other difficulties with:.

Children with dyslexia may experience other difficulties with:

- Short term memory
- Long term memory



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- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Personal Organisation
- Fine Motor Skills and writing
- Mental calculation
- Concentration
- Visual processing difficulties
- Reading difficulties
- Auditory processing difficulties
- Time management difficulties
- Sensory distraction: an inability to screen out extraneous visual or auditory stimuli.
- Sensory overload: a heightened sensitivity to visual stimuli and sound: an inability to cope with busy environments.

Children with dyslexia may also experience/demonstrate emotional difficulties due to the constant struggle to learn and keep up with their peers. These emotional difficulties can include anxiety, low self-esteem, a negative attitude towards learning and poor behaviour. In these cases, teachers should “notice and adjust” to help support a child's emotional wellbeing and thus remove the barriers from their learning.

The British Dyslexia Association recognises that:

Some children have outstanding creative skills; others have strong oral skills.

It is important for educators to remember that many dyslexic children are very intuitive and high-level thinkers and that dyslexia occurs despite normal teaching and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above average intelligence.

Dyslexic learners may possess, or have developed, many positive talents such as:

- Creativity
- Thinking laterally and making unexpected connections
- Being able to see the “big picture”
- Good visual-spatial skills and being able to think easily in 3D
- Problem-solving skills
- Good verbal skills
- Good social skills

Identification of dyslexic tendencies

The school's policy for assessment and identification of children's special needs is set out in the Learning Support Policy. It is essential that dyslexic pupils are identified early so intervention and support are swift and pro-active. This can only be done effectively if the staff know what to look for:

- Difficulties in organising work and other aspects of their lives.



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- A poor sense of the passage of time, mixing up dates and times and missing appointments.
- Directional confusions, getting lost easily and having problems using maps or finding the way to a new place.
- Difficulty in achieving automaticity when they have to do more than one thing at a time, as in taking notes.
- Difficulty in carrying out instructions, copying from the board and remembering what has just been read or said, taking messages, remembering phone numbers and dialling numbers accurately.
- Poor motor control, resulting in difficulties in controlling a pen (leading to untidy handwriting with many crossings out and making it difficult to get ideas down on paper).
- Difficulties in recognising, or confusion between, letters or familiar words when reading or remembering the visual image of words, signs, or symbols.
- Mispronunciations caused by difficulties in discriminating between sounds.
- Difficulties in reading texts caused by visual distortions such as blurring or moving letters.
- Problems with sequencing such as with instructions and mathematical procedures or sequences of numbers or letters and difficulties using dictionaries, encyclopaedias and directories.
- Learners' weaknesses lie in areas such as phonological or visual processing of sounds and/or letters and numbers, sequential aspects of language and number, time and direction and short-term memory.

Teaching strategies

No two dyslexic children are alike and the difficulties they experience will vary greatly. Therefore, our teaching styles must reflect children's differing needs. These can include:

- ✓ Exploring a wide range of recording styles for children, including the use of Ipads and laptops
- ✓ Use of ICT to help develop phonics and reading knowledge, such as e-books and specific dyslexia centred software
- ✓ Use of pictorial cues and visual timetables
- ✓ The use of multi-sensory techniques to facilitate learning
- ✓ Using mind-maps, writing frames and other scaffolding techniques to help the learner plan and organise their work
- ✓ The use of our marking policy which includes symbols alongside/in place of the written word
- ✓ Giving explicit instructions in small, manageable chunks
- ✓ Creating an environment where making mistakes is seen as part of the learning process
- ✓ Raising pupils' self esteem by rewarding what can be achieved.
- ✓ Allow more time for tasks, including practical tasks and assessments
- ✓ Provision of routine and structure in their daily experiences

In order to increase the confidence, emotional wellbeing and enjoyment of learning for a dyslexic child, we employ a whole range of methods. Some of these methods include:



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- Use of reading books that are at an age-appropriate interest level, whilst being at the correct reading level for the individual child.
- Organising reading buddies.
- Allow time for independent reading
- Printing off information for the dyslexic child, rather than expect them to copy/search for information from the whiteboard
- Use of precision teaching to help improve sound and word recognition
- Use of speed reading techniques to improve reading fluency and word recognition
- Mindfulness and growth mindset activities

“Dyslexic students... have to have lots of practice in having their writing hands, eyes, ears, and voices working together for the conscious organization and retention of their learning.” (Margaret Byrd Rawson, 2000)

All children (and adults) will have preferred learning styles i.e. ways of learning that they rely more strongly upon. Learning styles are divided into:

Auditory Learners 20 – 30% of school age children remember what is heard	Kinaesthetic learners 30 – 40% of school age children remember when they use their hands or whole body to learn	Visual learners 40% of school age children remember what is seen
<ul style="list-style-type: none"> • Talk to themselves • Mouth words • Like speeches / singing • Tell jokes • Prefer verbal instructions • Easily distracted by noise • Listen well • Like lectures • Enjoy rhythm and rhyme • Remember by listening • Recall conversations • Use talk well • Spell out loud 	<ul style="list-style-type: none"> • Like physical activity • Move a lot • Make and / or alter things • Remember by doing • Like action words • Use gestures • Fidget • Like close proximity • Need to visit a place to remember it 	<ul style="list-style-type: none"> • Neat and tidy workplace • Like tidy work • Plan ahead • Like detail • Like to look good • Like similes and metaphors • Like pictorial lessons • Don't listen well • Day dream often • Like and overall view • Draw, scribble, doodle • Prefer images to words
Auditory learners say “That rings a bell” “Sounds great to me”	Kinaesthetic learners say “Let’s tackle the issue” “Run that by me” “I’ll handle that”	Visual learners say “That looks right to me” “I can see what you mean” “I can picture the scene”

Addressing different learning styles in lessons:

Auditory Learners	Kinaesthetic learners	Visual learners
<ul style="list-style-type: none"> • Explain • Repeat • Discuss • Use audio recordings • Use poems • Tell stories • Use dialogue • Use drama • Read aloud • Use iPads 	<ul style="list-style-type: none"> • Be practical • Use three dimensional models • Make things • Use tactile experience • Move about • Write • Use iPads 	<ul style="list-style-type: none"> • Use pictures • Use diagrams • Use colour coding • Use highlighting • Use handouts • Do practical demonstrations • Use iPads

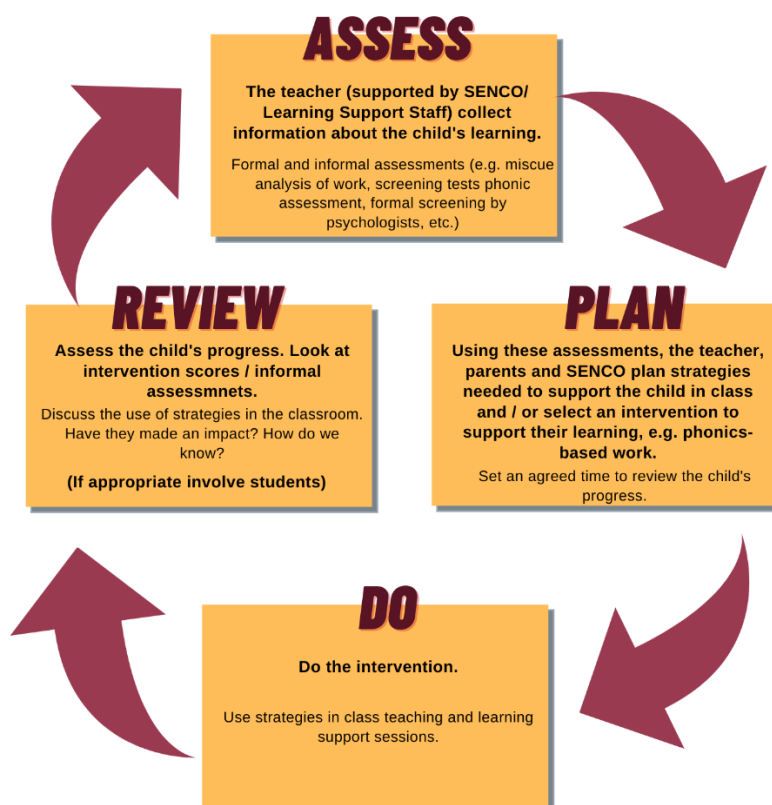
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Dyslexia friendly classrooms

We aim to maintain our whole school as dyslexia friendly for all children and adults and thus it is important to provide a secure, supported and inclusive environment. In order to achieve this, where appropriate, our classrooms:

- Are arranged so that during lessons dyslexic children sit in an appropriate place
- Should be as calm as possible and free from distraction
- Have clearly labelled resources, which use pictures and symbols as well as words
- Have water readily available throughout the day
- Use colour tinted backgrounds on the interactive whiteboards
- Use coloured paper for worksheets, letters and information and all text size 14 or above and an appropriate font
- Have a range of dyslexia friendly resources ready at hand, such as rainbow arcs, word lists, spelling and handwriting prompt, magnetic or wooden letters or numbers, etc.
- Have interactive displays, which can include word lists and topic vocabulary, photographs and pictures
- Are appropriately lit and well-ventilated to provide a comfortable learning environment
- Access to reading rulers and coloured overlays
- Are tidy and well-organised
- Have easily accessed ICT (iPads and spell checkers etc.)

Stages of support or provision for children with dyslexic tendencies:





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Resources

IPS is building a resource bank of materials suited to teaching pupils with dyslexia. These materials include:

- Nessy computer program
- Magnetic spelling and word building sets
- Toe by Toe
- Stile Reading Resources
- Hi-lo reading books (High interest, low reading age)
- Reading rulers and coloured overlays
- Books in the library for Dyslexic readers, (4U2Read from Barrington Stoke)

Assessment

Teachers and staff are constantly tracking and monitoring pupil progress. When marking work, teachers and staff are mindful of managing the needs and self-esteem of Dyslexic children. They may only make a limited number of corrections on a piece of work. Where appropriate, staff will try to give verbal feedback as well as written feedback. Where a child has known difficulties or Dyslexic tendencies, then teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focussed primarily upon high-frequency words and particular letter strings.

Partnership with parents

Of course, parental support is key to helping a child overcome any dyslexic barriers. Parents are given strategies to help their child at home, and parents are always welcome in school to discuss any concerns they may have.

July 2021



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ENGLISH as an ADDITIONAL LANGUAGE (EAL) POLICY

Aim

At its heart, IPS is an international school which celebrates and validates the cultures and languages of all its pupils. EAL is an intrinsic element of our mission. The EAL aims at IPS are to welcome each and every child, creating a supportive and inclusive learning environment in which language is not a barrier. We work with pupils so that, and until, they can:

- Use English to communicate in social settings
- Use English in socially and culturally appropriate ways
- Become confident in speaking and listening, reading and writing in English
- Use English to achieve in all curriculum areas as quickly as possible.

Teaching and Learning

All lessons are taught through the medium of English, apart from Dutch and Portuguese language lessons. As a non-selective school, children are welcomed regardless of their ability to speak English, although we do request parents to inform us of their child's language ability when applying to join the school in order to identify potential support needs. We provide successful EAL support with qualified and experienced teachers in this field, in the form of withdrawal lessons in small groups or with individuals as required. From the outset, children with various levels of English are fully integrated into their year group lessons.

At IPS, the classroom teacher (Reception to Year 6) identifies pupils who need EAL support and works together with the EAL teacher to develop an individualised programme of study. Parents are informed.

EAL classes are taught in small, age-appropriate groups by the EAL teacher. Some lessons may also be provided on an individual basis. Lessons are scheduled with careful consideration of the class timetable and specific needs of the pupil. Whenever possible, lessons are scheduled against the specialist Portuguese timetable so that pupils are present in their class-based lessons as much as possible. Teachers and assistants are also able to provide appropriate support to pupils with continuous advice, resources and support provided by the EAL teacher.

Through EAL we empower the children with the English language and increase their confidence. Using speaking and listening is at the heart of everything we do. Small groups and one-on-one attention stimulate the children to speak, experiment with the language and feel safe in doing so.

In addition:

In the **Early Years Foundation Stage** we use:

- Indirect learning through games
- Visual and hands-on materials such as flashcards, posters, pictures, objects, demonstration and use of gesture.
- Storytelling



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- Role play
- Additional verbal support provided e.g. repetition and drilling
- Additional online support

The focus is very much on understanding narrative structures, increasing vocabulary, comprehension and speaking skills.

In **Key Stage One** we use all of the above, as well as:

- Word-building
- Emergent writing
- Reading
- Phonics
- Simple grammar structures

Pupils are encouraged, supported, taught and given the opportunity to produce narratives, retell a story, and to describe people, places and things.

In **Key Stage Two** we use all of the above, as well as developing more formal reading comprehension strategies. Children increase vocabulary and speaking skills using quality texts. Use is made of collaborative activities that encourage active participation. They also improve their dictionary skills.

Resources

- A variety of published EAL schemes which provide teachers with practical ideas and resources for EAL learners
- Library and visual aids
- Games, music and toys
- Art materials
- Fiction and non-fiction texts
- Topic-based internet resources
- iPads

Assessment and Recording

A pupil's progress is assessed through ongoing and continual observation. The child's needs are consistently reviewed, as is the need for continued EAL support by the class and EAL teachers.

Reporting

Mid-Year and End-of-Year progress reports are written.

(Please refer to Reporting and Parents' Meeting Policy).

SEN

If a pupil has an IEP, the EAL teacher tailors lessons to the needs of the respective child in consultation with the SENCO and class teacher.

July 2021



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ASSESSMENT and RECORDING POLICY

Broad Aims

We believe that the tracking and assessment of pupils' progress is essential in order to enable us to evaluate teaching and learning, and to inform planning.

Assessment is a continuous process by which teachers find out about their pupils' capabilities and achievements, and gather data which allows the school to oversee, plan and develop the curriculum.

Specific Aims

Assessment can be:

- Informal – taking place through general observation and discussion with pupils in the classroom
- Formal – ongoing marking of class work and homework
- Formal – administered as specific tasks and tests

A range of assessment for learning techniques are used:

- **Formative:** to identify future targets for the class, group and individual, as appropriate within the subject areas. This will include peer and pupil self-assessment
- **Diagnostic:** to identify pupils' strengths and weaknesses
- **Summative:** to monitor pupils' progress

Assessment will be used:

- To help pupils make progress
- To inform parents of their pupils' progress
- To promote continuity and progression between year groups
- To ensure a consistent approach in monitoring and recording pupils' attainment
- To assist the planning of future work set
- To identify and support Special Educational Needs across the spectrum
- To assist evaluating the success of curriculum delivery.

Action

Teacher assessments will be made systematically and continuously throughout each Key Stage, carried out as part of on-going classroom activities, using both formal and informal assessment opportunities. Assessments and timescales are outlined under each Key Stage heading (below).



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Early Years Foundation Stage

Assessment in EYFS is based primarily on observation of daily activities and events. The learning which a pupil demonstrates spontaneously, independently and consistently in a range of contexts is recorded in a variety of ways (e.g. post-it notes, photographs, teacher's records, etc) and used to inform Teacher Assessment. Teachers make regular, ongoing assessments of pupils' learning and use this information to inform Mid-year and End-of-year reports and to ensure that future planning reflects any identified needs.

Pupils' assessment is based upon the 'Development Matters' document and the EYFS profile for each of the Seven Areas of Learning. The EYFS Profile summarises and describes pupils' attainment at the end of the EYFS. Each pupil's individual skills and abilities are assessed in relation to the 17 Early Learning Goal descriptors and the 3 Characteristics of Effective Learning. Ongoing cumulative observations of pupils in different situations and contexts occur during their time in Nursery and Reception. These help teachers to judge whether a pupil is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging) for each of the Early Learning Goals.

Pupils' individual progress in all areas of the curriculum is tracked using tracking grids for each of the Seven Areas of Learning. This information is then passed on to the following Year Group Teacher in the Class file. Writing samples of work are also collated. Nursery pupils create an individual Portrait and demonstrate their name writing ability at the end of the year. Reception pupils complete a sample of unaided writing that is referenced alongside Ros Wilson's 'Standards for Writing'. In Reception, Reading and Phonics are also monitored and assessed on a continuous basis. The End of Year Reading Record and Phonics Tracker also form part of the Class File to be handed over during the transition into Year One.

Key Stages One and Two

Within **Mathematics, Reading, SPaG and Writing**, ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching under-pin our approach to 'assessment for learning' (formative). These 'immediate' responses are mainly verbal and are not normally recorded. Teachers adjust planning and teaching within topics in response to pupils' performance.

Ongoing Teacher Assessment (Tracking)

Pupils are assessed on a regular basis against the Year group expectations from the National Curriculum of England. Individuals' attainment will be recorded as Cause for Concern, Emerging, Expected, Exceeding or Exceptional throughout the year, and will be formally reported to parents in the Mid-year and End-of Year reports.



POLICY AGREEMENTS

Reading

As well as the teacher's knowledge of pupils' responses when reading in class and responding to comprehension tasks, there will be regular formal assessments using progress tests materials (see below). The timeline for these is as follows:

Year 1: Rising Stars assessment tests will be administered towards the end of term 3 to track a pupil's ability and progress in Reading. However, if a pupil demonstrates a high level of reading comprehension ability, the test can be administered earlier in the year. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Year 2: Rising Stars assessment tests will be administered towards the end of each half term to track a pupil's ability and progress in Reading. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Years 3 to 6: Twinkl assessment tests will be administered towards the end of each half term to track a pupil's ability and progress in Reading. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

At the end of KS2 (Year 6) pupils will be formally assessed in reading using the GL progress tests (GL Education: <https://gl-education.com/>). Tests will be completed and sent to the UK for marking and verification. All pupils with a formal Learning Support Assessment (e.g. Educational Psychologist report etc.) will be provided with relevant support where necessary.

From Reception and throughout Key Stage One, pupils are assessed and tracked against the Letters and Sounds Phases which underpin and help them develop their phonological awareness. The Phonics Tracker is used to record pupils' progress.

A termly Reading Tracking Sheet will be completed by the class teacher, to place the pupils within one of five categories: Cause For Concern, Emerging, Expected, Exceeding or Exceptional Ability.

Pupils who are under-achieving or under-performing, as well as those who are gifted and talented, are identified; appropriate intervention is put in place by the Deputy Head / SENCO and Learning Support team.



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Year 1 pupils have a phonics screening assessment towards the end of Term 3. This is repeated in Year 2 for those pupils that do not pass or were not present in Year 1. The Year 1 Phonics Screening Record is used to record the results of this assessment.

In Years 1 and 2 (and any subsequent year group in which SEN or EAL pupils will benefit) the Ginn Reading and Comprehension scheme is used to support early readers. The End of Year Reading Record is completed to inform the next teacher which level / book the pupil has reached.

Writing

The purpose of assessment for learning (AfL) is to ensure that pupils are involved in their own progress and are motivated to improve their work. At all stages, pupils will be encouraged to reflect on their progress and whether they have met set targets. They will be involved in supportive peer assessment, such as 'Two Stars and a Wish' as well as in self-assessment.

- In the EYFS, the child and the teacher read the work together.
- In KS1, much effective marking takes place in the presence of the child so that it is interactive.
- In KS2, some discussion will take place with the child about their writing and effective sentences/paragraphs may be shared and discussed in the plenary session. However, work will usually be marked without the child present. The marking of children's writing will be targeted and focused.

Spelling, Punctuation and Grammar

As well as the teacher's knowledge of pupils' responses to work taught in class, and ongoing marking of pupils' work, the following formal assessments take place:

Year 1: Spelling, grammar and punctuation will be assessed using the children's Big Writes, which are completed every half term. Headstart assessment tests will be administered towards the end of Term 3 to track a pupil's ability and progress in SPaG. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

Year 1 pupils have a phonics screening assessment towards the end of Term 3. This is repeated in Year 2 for those pupils that do not pass or were not present in Year 1. The Year 1 Phonics Screening Record is used to record the results of this assessment.

Year 2-6: HeadStart assessment tests will be administered towards the end of each term to track a pupil's ability and progress in spelling, punctuation and grammar. Test results



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will always be used in conjunction with the teacher's knowledge of each pupil's ability shown in class throughout the year.

At the end of KS2 (Year 6) pupils will be formally assessed in spelling and grammar using the GL progress tests (GL Education: <https://gl-education.com/>). Tests will be completed and sent to the UK for marking and verification.

A SPaG Tracking Sheet will be completed by the class teacher, to place the pupils within one of five categories: Cause For Concern, Emerging, Expected, Exceeding or Exceptional Ability.

IPS 'Big Write' assessment grids

Ongoing:

Each year group from Year 1 upwards will have regular 'Big Write' sessions to collect evidence of pupils' ability and progress.

Formal Assessment:

Years 1 – 6 will use **IPS 'Big Write' assessment grids**. Children will be assessed 5 times per year.

Pupils' work may be moderated and used to set targets for next steps in learning.

A termly writing Tracking Sheet will be completed by the class teacher, to place the pupils within one of five categories: Cause For Concern, Emerging, Expected, Exceeding or Exceptional Ability.

At the end of each academic year a sample of pupils' **independent writing** will be photocopied for inclusion in the pupil's file (usually only one final piece reflecting end of year ability).

Pupils who are under-achieving or under-performing are identified; appropriate intervention is put in place by the Deputy Head / SENCO and Learning Support team.

Mathematics

As well as the teacher's knowledge of pupils' responses to work taught in class, and ongoing marking of pupils' work, there will be regular formal assessments using the Abacus Assessment Test materials. The timeline for these is as follows:

Year 1: The Abacus Progress Checks will be administered towards the end of each half-term to track a pupil's ability and progress in Mathematics. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.



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Years 2 to 6: The Abacus Arithmetic and Problem Solving and Reasoning tests will be administered towards the end of each half-term to track a pupil's ability and progress in Mathematics. Test results will always be used in conjunction with the teachers' knowledge of each pupil's ability shown in class throughout the year.

At the end of KS2 (Year 6) pupils will be formally assessed in mathematics using the GL progress tests (GL Education: <https://gl-education.com/>). Tests will be completed and sent to the UK for marking and verification.

A termly Maths Tracking Sheet will be completed by the class teacher, to place the pupils within one of five categories: Cause for Concern, Emerging, Expected, Exceeding or Exceptional Ability.

Pupils who are under-achieving or under-performing, as well as those who are gifted and talented, are identified; appropriate intervention is put in place by the Deputy Head / SENCO and Learning Support Team.

Use of information gained from Assessment.

Analysis is undertaken at both a quantitative and qualitative level by both class teachers, Head teacher and Deputy Head. Information gained is discussed within a 'pupil progress meeting' held on a termly basis with the Head Teacher and Deputy Head. The purpose of these meetings is to review pupil attainment and identify any focused intervention that may be needed for individuals or small groups.

Teacher assessments will be used to monitor trends and assist future planning, and to ensure that pupils are being encouraged to achieve their full potential.

Reporting to Parents

EYFS

Teachers use their tracking analysis, based on observations of children and work they have produced, to report a pupil's attainment to parents in Mid-Year and End-of-Year reports.

Nursery

In both the Mid-Year and End-of-Year reports, all areas of learning are reported to parents using the key: *'Enjoys this area of learning and participates in the class activities'* against the code A: All of the time, M: Most of the time, S: Some of the time, and W: With support. In the End-of-Year report, the teacher also writes a comment against the three Prime areas of learning.

Reception

In the Mid-Year report, all areas of learning are reported to parents using the key: *'Enjoys this area of learning and participates in the class activities'* against the code A: All of the time, M: Most of the time, S: Some of the time, and W: With support. In the End-of-Year



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report, all areas of learning are reported with a written comment and the '*Emerging, Expected, Exceeding*' assessment criteria.

KS1 and KS2

Teachers use their on-going observations and evidence of children's work in all subjects, as well as their tracking analysis in English and Maths, to report a pupil's attainment to parents in Mid-Year and End-of-Year reports. In the Mid-Year and End-of-Year reports, attainment in all subjects is based on the '*Emerging / Expected / Exceeding*' criteria (split into five optional attainment boxes).

This report informs you of your child's attainment and effort in all areas of the curriculum.				
EMERGING		EXPECTED	EXCEEDING	
*	**	***	****	*****
		✓		

Marking

Marking will inform planning, be diagnostic and enhance pupils' learning by ultimately offering guidance on how their work can be improved. Refer to 'Feedback and Marking Policy'.

Record Keeping

Class teachers are responsible for keeping all assessment data mentioned above updated throughout the year on the school's intranet ('shared area'). At the end of the year, teachers will be reminded to complete assessment and manage the class files to be handed to the following teachers, as outlined in the 'End of year check list'

April 2018



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HOMEWORK POLICY

Homework is a link between school and home for pupils, parents and teachers. It allows pupils to develop independence in, and responsibility for, their studies and enables parents to be involved in their child's studies in a supportive and informative way. Homework can be in the form of reinforcement tasks, class work to be completed, or reading (with an adult or independently). It increases in complexity and quantity in a natural way so that as a child progresses through the school, a little more in terms of content and study time is expected each year.

Home-School Reading

We encourage parents to frequently share books with their children at home, reading both to and with their children.

All classes have weekly timetabled access to the library.

Children in Reception can take home up to three class-based reading books weekly. Some of these books might already have been read in class with the teachers and practice at home is encouraged. Other books might be unread texts but will be of an appropriate level for the child.

KS1 and KS2

Electronic books ('Bug Club') are available to individuals and groups of children to access remotely. These e-books serve to supplement real books and are especially useful during any period of absence from school.

Children in KS2 are given a Reading Diary. This should be maintained by the class teachers, parents and children. Pupils are encouraged to read at least five times a week.

Reading:

Recommended daily reading time:

- Year 1: 5-10 minutes
- Year 2: 10 minutes
- Year 3: 15 minutes
- Year 4: 15-20 minutes
- Year 5: 20-25 minutes
- Year 6: 25-30 minutes

Early Years Foundation Stage Homework Activities

Nursery: Parents are encouraged to share books with their children as often as possible, in a relaxed and positive manner. Counting and number awareness games are also encouraged, as are other educational games. Library books are also sent home on a weekly basis.

Reception: In addition to the expectations for Nursery: Reading scheme books will be introduced as appropriate when the child is ready, and parents are encouraged to read with their child. Phonic books, focusing on the new sounds for the week, are sent home



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regularly for practise. Occasionally, Maths and topic-based activities are sent home to reinforce learning skills.

KS1 and KS2 Homework Activities

All classteacher-based homework is allocated via online learning platforms. Homework supports English (reading and SPaG), Maths and occasionally, when the teacher sees appropriate, topic-based activities may be required.

KS1: In addition to daily reading, up to two activities are sent home weekly. **1) Maths -** In order to practise age-appropriate skills, Maths Abacus worksheets are mandatory. Online Abacus maths games are an optional extra for children to use and teachers will monitor this. **2) English/Topic –** a) weekly spelling lists should be practised and learned in time for a test on Friday morning (Year 2 only) / b) an occasional activity to support the spelling/grammar/punctuation or topic focus for the week.

KS2: In addition to daily reading, three activities will be sent home weekly. **1) Maths -** In order to practise age-appropriate skills, expected homework will be to complete the online Abacus Maths games. Optional Abacus worksheets will also be allocated to all children. Teachers will monitor the online activities and give children feedback. **2) Spelling -** weekly spelling lists should be practised and learned in time for a test on Friday morning. **3) SPaG -** an activity to support the spelling/grammar/punctuation focus for the week.

Timing: Homework will be set on Fridays and should be completed and handed in by the following Friday. Spelling tests will always be on Fridays (*except when there is no class due to trips out, public holidays, etc.*)

SEN & EAL: KS2 pupils may receive occasional homework in order to reinforce work carried out in these classes.

Portuguese Homework

Reception & Year 1: no homework set

Years 2 to 6

A mixture of reading and writing homework activities will be set weekly.

Homework for **Group 2** and **Group 3** is appropriate to the content of the lessons. The aim will always be to reinforce vocabulary and language skills.

The aim of homework for **Group 1** is to enhance children's general Portuguese Literacy skills.

In addition, topic-based activities might occasionally be required for **all groups**.

In **Groups 1 and 2**, reading on a regular basis is encouraged and will require commitment from parents and children alike.

Holiday Homework

Holidays are a time for children to rest from school work and to enjoy time with their families. No homework will be set over the holidays. Extra holiday homework will not be set and parents should not request this. Children should continue to read regularly,



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possibly with a focus of the current class topic / theme, and can also revise skills if appropriate (spelling, number bonds, times tables, etc).

Should parents choose to take children out of school during term time for holidays, continued reading and skills revision will be encouraged (as above). Missed class work or extra homework worksheets will not be set for this period although a child can be encouraged to keep a diary / scrapbook of their travels. This can be shared with the class but parents should not expect it to be marked. If a family holiday is valued during term time, then the child should be allowed to enjoy it.

October 2020



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Effective Life Long Learning Inventory Skills (ELLI Skills) Policy

As part of our vision we are committed to enabling the children to develop as confident and adaptable learners. We believe Effective Life Long Learning Skills (ELLI) can help us achieve this. At IPS, ELLI skills are celebrated across the school and within all subject areas.

ELLI aims:

- To focus on learning and learners
- To provide children with a vocabulary to talk about their learning
- To provide children with a focus to reflect on their learning
- To allow all children to get better at learning by demystifying it.

The seven characteristics of learning are:

1. Resilience
2. Curiosity
3. Adaptability
4. Strategic awareness
5. Learning relationships
6. Creativity
7. Linking learning

There are seven characters that help EYFS & KS1 children become better at learning. Each character is represented by an animal.

- The Resilient Tortoise – persevering no matter how hard things seem
- The Curious Cat – finding out, exploring and asking questions
- The Changing Chameleon – changing and adapting an approach to learning in order to improve
- The Wise Owl – thinking strategically
- The Busy Bee – working together and independently
- The Creative Unicorn – being imaginative, finding creative solutions
- The Linking Spider – linking learning

Each character / skill is introduced to the pupils through an additional story character, Elli the Elephant.



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Resources

Nursery: The Bee, the Tortoise and the Unicorn soft toy.

Reception: Elli the Elephant and all seven other animal soft toys.

KS1: Elli the Elephant soft toy and hand puppets for all other animals.

In KS1 the teacher chooses a child each week who has displayed one or more ELLI skills; this child is able to take Elli the Elephant home.

In KS2, the ELLI skills are referred to when appropriate to focus the children in their approach to, and in reflection of, their learning.

Characteristics of learning are reported on both in the Mid-Year and End-of-Year reports.

ELLI skills are reinforced and celebrated in assemblies across all key stages.

January 2020



PROCEDURAL POLICIES



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EQUAL OPPORTUNITIES POLICY

Introduction

All Globeducate schools are committed to the promotion of equal opportunities amongst staff and students regardless of gender, gender identity, sexual orientation, age, gender reassignment, creed/religion, race or colour, nationality or ethnic background, pregnancy or maternity, social or marital status or special needs including disability.

All students and employees are of equal value and are entitled to equal provision, access, respect, courtesy and consideration.

Globeducate schools are equal opportunities employers. Everyone has an entitlement to equal opportunity for growth, fulfilment, achievement and advancement.

Any evidence of harassment, involving staff and/or students should be reported in the knowledge that it will be investigated.

The Head of School should be informed if any member of staff considers they have been subject to discrimination of any form.

Equal Opportunities Policy – Students

Equal Opportunities is about helping people to develop their potential. Teachers are rightly concerned when students underachieve and are aware that educational outcomes may be influenced by factors which are outside the control of the school.

The school has a responsibility to promote good relationships and mutual respect. Each academic department is responsible for promoting equality of opportunity in its own subject so that all students can develop their potential within an inclusive environment where all contributions are equally valid.

Classroom activities will encourage interaction between students and show no bias, thus enabling them to appreciate alternative perspectives, approaches and learning styles.

We endeavour to ensure that this approach is inherent in all aspects of a student's pastoral, academic and co-curricular provision and in our policies on admissions, curriculum, personal, social, health and spiritual development.

We seek to provide a supportive and structured environment where students and staff can interact with each other without the threat of any prejudice or discrimination.

Every Globeducate school seeks to foster the self-esteem and confidence of all its students. All students are valued and are encouraged to participate in all aspects of school life.

The equal opportunities policy involves the whole school including students, leaders, teaching and support staff.

A commitment to equal opportunities should be demonstrated through:

- Positive role models
- Suitable curriculum provision for all students
- Suitable and varied assessment strategies to enable all students to demonstrate their potential



POLICY AGREEMENTS

- The setting of realistic and achievable targets which are reviewed on a regular basis
- Recognition of differences in learning styles
- An environment which fosters good relationships and encourages mutual respect
- Monitoring of student success
- An inclusive approach to teaching, ensuring that all students feel able to participate in lessons
- Staff vigilance over their use of classroom language to ensure they are not consciously or unconsciously introducing any prejudices
- Clear and equal expectations with regard to academic effort
- A tutorial personal, social and health programme which reinforces values and attitudes that are important for adulthood.

July 2021



POLICY AGREEMENTS

SAFEGUARDING CHILDREN POLICY

At IPS we fully recognise our responsibilities for child protection and understand that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The aim of this policy is to help keep children and young people safe by:

- preventing unsuitable people from working with children and young people
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting children who have been abused
- establishing a safe environment in which children can learn and develop (Please refer to Health & Safety Policy).

This will be achieved by:

- ensuring we practise safe recruitment in checking the suitability of staff and volunteers* to work with children (*any volunteer who works alone with children)
- identifying instances in which there are grounds for concern about a child's welfare, and initiate/take appropriate action to keep them safe
- establishing and maintaining an environment where children feel secure, are encouraged to talk and are listened to
- ensuring children know that there are adults in the school whom they can approach if they are worried
- including opportunities in the PSHE curriculum for children to develop the skills they need to recognise signs of danger and potential threats and stay safe.

The school will therefore:

- ensure we have a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role
- ensure every member of staff knows the name of the DSL and their role (currently the Deputy Head Teacher, Teresa d Almeida and LKS2 Coordinator, Cat Ross)
- ensure all records referred to the DSL are kept securely, separate from the main pupil file, and in locked locations
- ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns (using the referral forms) to the designated teacher responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in school documentation
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters
- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed
- ensure that key concepts of child protection are integrated within the curriculum especially via PSHE and assemblies.

September 2019



POLICY AGREEMENTS

POSITIVE BEHAVIOUR POLICY

At IPS we strive to promote positive behaviour in all aspects of school life. Our aim is to have a fair and consistent approach to establishing a safe, orderly, positive school environment in which effective teaching and learning can take place.

Our positive behaviour policy consists of three parts:

1. **Golden Rules**
 2. **Positive Recognition** in the form of rewards that pupils will receive for following the rules
 3. **Consequences** that result when pupils choose not to follow the rules.
-
1. Our **Golden Rules** are central to achieving positive behaviour and are recognised by all pupils and staff members. Positive behaviour is expected from all pupils at all times, whether they are in classrooms, moving between lessons, in the playground or dining room, or whilst on school visits in the community.

Golden Rules

We are gentle

We are kind and helpful

We listen and we are polite

We are honest

We work hard

We look after property

We try our best – It's okay to make mistakes

2. **Positive Recognition**

Pupils are always praised for positive behaviour and rewards are given by any staff member, through:

- verbal praise
- celebratory assemblies
- work shown to Headteacher, Deputy Head and other staff members
- stars and stickers
- certificates and awards
- Golden Time
- Team points
- Class Dojos (KS2)
- Mascots related to Golden Rules and ELLI skills (EYFS & KS1).



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N.B. Sweets and biscuits and other food stuff should not be given as rewards as this has many implications including allergies, hyperactivity, health issues, healthy eating issues, etc.

Golden Time

Golden Time in KS1 and KS2 is a special half an hour, once a week, dedicated to constructive and fun activities as a reward for all pupils for following the Golden Rules throughout the week.

Should a Golden Rule be broken, a staff member will take the time to discuss the actions with the child, who will be given a warning. If the negative behaviour continues, Golden Time can be taken away in age-appropriate chunks (usually one minute for younger pupils and five minutes for older pupils). If this happens, the pupil will always be given the opportunity to redress the situation by displaying appropriate behaviour, thereby 'earning back' the confiscated Golden Time.

3. Consequences

We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep the mark. For a consequence to be effective, it must be an action that the pupil does not want, but it should never be meant to embarrass or humiliate a pupil. In all cases, teachers should engage in conversation with the child regarding inappropriate behaviour. These conversations should always be related to the Golden Rules. Consequences may include the following:

- A child is referred immediately to the Headteacher or Deputy Head for serious inappropriate behaviour (e.g. swearing & deliberate violence).
- If a pupil breaks a rule, a warning is given.
- "Time Out". This is a time within the class or playground where a pupil is removed from the activity in order to reflect on his / her behaviour. Time Out is used in order that disruption or endangerment of other pupils can be avoided.
- Loss of Golden Time, break time or lunchtime.
- Pupil is taken to the Headteacher, or Deputy Head for discussion and reflection. If the Headteacher or Deputy Head aren't immediately available, the pupil will be supervised by Administration staff until they become available.
- Parents informed.

Persistent Challenging Behaviour

In the case that a pupil's attitude and behaviour is not responding to the system of rewards and consequences and there is persistent inappropriate behaviour, the following strategies will be followed:

- The parents will be informed of the concerns about their child's behaviour and discussions will be held.
- Targets will be set and the pupil's behaviour will be monitored by teachers, the Headteacher and/or the Deputy Head.
- A decision will be taken about starting an individual behaviour plan to support academic work, behaviour, attitudes, etc. (in conjunction with class teacher and Headteacher - Annex 1).
- Outside agencies may be involved (e.g. educational/behavioural psychologists).



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When a pupil's behaviour involves repeated swearing, serious, actual or threatened violence against another pupil or member of staff, or when there is a risk of injury to himself / herself, other pupils, members of staff or the wider community, the parents will be immediately contacted and may be asked to take the child home.

A decision whether to exclude the pupil for a further fixed period of time or to permanently exclude the pupil will be taken. If a pupil's behaviour continues to be badly disruptive after all the above steps have been taken, they may have to be excluded from school at the Headteacher's discretion.

We are proud of the fact that our pupils regularly receive praise from visitors to the school and from members of the community for their positive behaviour and we aim to uphold this reputation through the whole school approach to this policy.

July 2021.



POLICY AGREEMENTS

FEEDBACK / MARKING POLICY

'Feedback is one of the most powerful influences in learning and achievement.'
(Hattie et al)

Marking must impact learning.

Aims

We aim to ensure that all pupils get the highest quality feedback at all times. Feedback is a part of the school's wider assessment process, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each Key Stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how their work can be improved. Marking allows for self-assessment where the child can recognise their difficulties and mistakes, and it encourages them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against the shared learning objectives. At IPS we aim to ensure that the vast majority of marking and feedback will take place during lessons.

We mark children's work in order to:

- Show work is valued and to praise
- Demonstrate appreciation of children's efforts
- Correct mistakes and offer encouragement
- Give constructive feedback to children, and to inform them of their achievements and the next step in their learning
- Inform future planning and learning
- Evaluate and assess children's learning
- Ensure set tasks have been carried out

Effective feedback should:

- Be specific, accurate and clear
- Encourage and support further effort
- Be meaningful
- Provide specific guidance on how to improve and not just tell pupils when they are wrong.

Feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date. Teachers will respond to children's work and efforts in a variety of ways:

- Whenever possible in the presence of the child
- Positively
- Using verbal comments
- Using written comments



POLICY AGREEMENTS

- Giving constructive advice
- Giving stickers and/or stamps
- Marking in a bold colour which stands out
- Marked in relation to shared learning objectives and the child's attainments and efforts
- Time spent with the child to ensure they understand the comments and the targets set
- The teacher's writing should be neat in order that children can clearly read comments given
- The teacher should not make a mess of the child's work by crossing out, or writing over the top of it

Feedback is given in three ways (in order of decreasing importance):

- 1) Immediate feedback – at the point of teaching
- 2) Summary feedback – at the end of a lesson / task
- 3) Review feedback – away from the point of teaching (including written comments)

How we Mark

It is important that pupils receive consistent feedback and for this reason we have an agreed code for marking that children will recognise (refer to table below)

- All work, including homework, will be given appropriate feedback.
- Not all errors are marked. Judgement should be made by the teacher to mark in such a way that is age appropriate and sensitive to the needs of the child.
- Marking should be frequent and pupils should receive feedback regularly and promptly on completed work.
- Wherever possible, there should be interaction with child regarding the marking. Questions can be asked of the child (verbally or written) to challenge them to make improvements in their work.
- Maths – correct work shall be ticked / mistakes should be identified and pointed out. Teachers may wish to encourage the child to revise their answer.

September 2020



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E-SAFETY POLICY

E-Safety encompasses Internet technologies and electronic communications such as mobile phones and wireless technology. It highlights the need to educate children about the benefits and risks of using new technology and provides safeguards and awareness for users to enable them to be in control of their online experiences.

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these technologies and that some websites and products have minimum age requirements or guidelines.

Our e-safety policy operates closely with the ICT and Child Protection policies.

Good Habits

E-Safety depends on effective practice, including:

- Responsible ICT use by all staff and pupils
- Sound implementation of e-safety policy both in administration and curriculum, including secure school network design and use.

Internet use is part of the IPS curriculum and is a necessary tool for learning.

Pupils will be:

- taught how to evaluate Internet information and to take care of their own safety and security
- given clear objectives for internet use
- taught what internet use is acceptable and what is not.
- guided towards on-line activities that will support learning outcomes planned for their age and maturity
- educated in the responsible use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

Internet access

- All staff must read and sign the 'Acceptable ICT Use Agreement' before using any school ICT resource.
- Parents will be informed that pupils will be provided with supervised internet access.
- Parents sign annually to give permission for their children to have supervised access to the internet at IPS
- If staff or pupils discover unsuitable sites, the URL, time and content must be reported to the Head teacher or network manager
- Pupils should be taught to be critically aware of the materials they are shown and how to validate information before accepting its accuracy

Social Networking (including on-line gaming)

Although pupils at IPS are below the recommended age for using many social networks, we nevertheless advise the following:

- Pupils will be advised never to give out personal details of any kind which may identify them or their location



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- Pupils should be advised not to place personal photos on any social network space
- All members of the school community are encouraged to seek permission from individuals before placing photos on social network sites
- Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and advised on how to block unwanted communications. Pupils should be encouraged to invite known friends only and deny access to others
- For reasons of age of restriction, IPS discourages on-line social networking between staff and pupils.

IPS follows the widely used SMART guidelines (Be **S**afe, Don't **M**et Up, **A**ccepting Emails can be Dangerous, **R**eliable? and **T**ell Someone!)
(Refer to Appendix A: SMART poster)

Use of mobile phones in school

Pupils are discouraged from bringing mobile phones into school. If parents insist on sending them for safety reasons, then they must be kept turned off during school hours. The school will not accept responsibility for any loss or damage to a child's mobile phone.

Information system security

- School ICT systems capacity and security is reviewed regularly
- Virus protection is installed and updated regularly
- Security strategies and European/Portuguese legislation

Protecting Personal Data

Schools hold personal data on learners, staff and other people to help them conduct their day-to-day activities. Some of this **information is sensitive** and every care is taken to ensure that it is protected.

Everybody in the school has a shared responsibility to secure any sensitive information used in their day-to-day professional duties.

Assessing Risks

- The school will take all reasonable precautions to prevent access to inappropriate material.
- Teachers monitor ICT use to establish if the e-Safety Policy is adequate and that the implementation of e-safety is appropriate.

Handling e-safety complaints

- Complaints of internet misuse will be dealt with and passed on to the Head teacher
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures

Communication of Policy

Pupils

- Rules for internet access will be posted in all classrooms



POLICY AGREEMENTS

- Pupils will be informed that internet use will be monitored and that parents have signed a consent form for suitable use of the Internet
- Internet use will be discussed through classroom based PSHE, assembly times and ICT lessons

Staff

- All staff will be given the School e-Safety Policy and its importance explained
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

Parents

- Parents' attention will be drawn to the School e-Safety Policy in newsletters, on the school website and parent information evenings, where appropriate

APPENDIX A – SMART poster

APPENDIX B – e-Safety Rules: Key Stage 1 and EYFS

APPENDIX C – e-Safety Rules: Key Stage 2

APPENDIX A

[SMART poster](#)

APPENDIX B

Key Stage 1 and Early Years Foundation Stage



Think then Click

These rules help us to stay safe on the Internet:

- I ask permission before using the internet
- I only use the Internet when an adult is with me
- I only click on buttons or links when I know what they do
- I keep my personal information private
- I always ask if I get lost on the Internet
- I tell an adult if I see or hear something I don't like



POLICY AGREEMENTS

APPENDIX C

Key Stage 2



Think then Click Using the Internet SAFELY

- I ask permission before using the internet
- I only use the internet when an adult is with me
- I only use websites that have been approved by an adult
- I tell an adult if I see or hear anything I am uncomfortable with
- I immediately close any web page I am unsure about
- I only email people when an adult has approved this
- I send emails that are polite and friendly
- I never give out my personal information or passwords
- I am careful of what images I put online, and make sure I have permission.



POLICY AGREEMENTS

TAKING PHOTOGRAPHS NOTICE.

PLEASE NOTE THIS IS A NOTICE NOT A POLICY AND APPLIES AT SCHOOL OR DURING A SCHOOL EVENT.

Dear parent or carer,

Generally, photographs for school and family use, and those that appear in our school magazine, are a source of pleasure and pride. We believe they can enhance self-esteem for children and young people as well as their families and so are to be welcomed.

In an age in which digital technology has vastly increased the use and potential misuse of photography and there has been publicity surrounding concern about filming school events, we believe you should understand the risks and weigh the chances of a child being identified by a photograph on the web or social media site and as a result being targeted for abuse.

We take the view that the risk of a child being identified by a stranger is small and that, providing reasonable steps are in place in terms of school security, planning to ensure an appropriate photograph and protecting the full name and contact details of children, the practice of photography for school events by families and the school should continue.

In any case, the widespread use of mobile telephones as digital cameras would make banning virtually impossible to impose and police. The broad rule of thumb for schools is: "If the pupil is named, avoid using the photograph. If the photograph is used, avoid naming the pupil".

We will therefore continue with our policy of taking photos at IPS, however, to reinforce our commitment we offer the following promises:

- We will not use your child's image for any purpose if it would prejudice the interests of your child.
- We will only use images of pupils who are suitably dressed in a school uniform, track suit or performance outfit.
- We will only use the minimum amount of personal information about your child in any publication, such as first name, school name and possibly year group, and will never reveal full names (unless appropriate), personal email addresses, home telephone numbers or home addresses.
- We will keep your child's images and personal information secure and will only keep them after children have left IPS for historical or educational purposes.
- We will not use your child's image for any reason other than those stated, unless we have a legal obligation or power, or have received consent from you.

This 'duty of care' also applies to any parents or carers taking photos during our school events and IPS holds no responsibility for the photo once it is taken by someone other than an IPS member of staff or representative.

If you have any concerns about your child being photographed while at our school, or if you have any queries about how these photographs may be used, please contact the school.



POLICY AGREEMENTS

REPORTING and PARENT MEETINGS POLICY

Reporting and Parent Meetings

Meetings with Parents

Parents are invited to meet with all staff the day before the first teaching day of the autumn term (Welcome Afternoon). This is published in the summer edition of the school's magazine 'Chatterbox'. It is an informal meeting on a 'drop-in' basis, with no scheduled time allocated to parents.

Throughout the school year, parents are able to meet with teachers before and after school to discuss any routine issues. Teachers should be available for this from 8.30am and until half an hour after classes have finished (unless attending staff meetings or running an after school club). We encourage parents to make appointments by email, either directly with the teacher or via the school office. Teachers can also request meetings with parents in the same way.

Formal parent/class teacher meetings are arranged midway through the autumn term to discuss how pupils are settling in and initially progressing. This will involve class teachers only and meetings will be held directly after school (4pm to 8pm). These appointments are arranged by the administration team (office).

Formal meetings to discuss the Mid-Year report will be arranged before the half-term holiday in term two. This will involve all teachers (both class teachers and specialists) and a ten-minute time slot is allocated to each meeting. Appointments are arranged by the administration team (office).

Parents will be given the option to meet with any teacher following the distribution of the End-of-Year reports in June.

Reports

The purpose of reports is to give a clear indication of a child's achievements and efforts in all areas of the curriculum, as well as of their personal and social development.

Two reports are written each year for every child. The first is a Mid-Year report, sent out to parents before the spring half-term holiday. The second, more detailed End-of-Year report is sent out in June.

Class teachers and specialist teachers contribute to each report where appropriate. A key to explain a child's achievement within each area of learning is used in each report, differing between EYFS, and Key Stages 1 & 2



POLICY AGREEMENTS

In Mid-Year reports from Year 1 to Year 6, up to three main targets are set, highlighting main focus points for the next academic period. This is the same for End-of-Year reports from Reception to Year 6.

Children having additional English as an Additional Language lessons (EAL) will receive an additional EAL report.

Individual Educational Plans (IEPs) are emailed to parents if a child is receiving support or extension. IEPs are regularly reviewed by the SENCO and Learning Support team, alongside the class teacher. Parents are informed whenever the IEP is reviewed.

Teachers may be required to write a different and extra report in the following cases:

1. A 'settling in' type of report where a pupil has only recently joined IPS and a full assessment cannot yet be made. This report usually focuses on social and emotional development but might also include academics if the teacher has had time to make any assessments.
2. A 'transfer' or 'reference' type of report, requested by a school to which a pupil may move in the future (sometimes the school in question provides a specific model).

July 2021



POLICY AGREEMENTS

ANTI-BULLYING POLICY

Bullying of any kind is unacceptable in our school. If bullying does occur, all members of the school community should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to inform an adult. "Bystander apathy" is totally unacceptable.

What is Bullying?

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

It is important to make the distinction between bullying and friends being unkind to each other on occasion.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Verbal: name-calling, sarcasm, spreading rumours, teasing, taunting
- Cyber Bullying: use of social media, gaming or mobile devices to cause distress
- Damage: having personal belongings damaged or stolen

Why is it important to respond to bullying?

Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Those who bully need to learn different ways of behaving.

IPS aims to prevent bullying and will respond promptly and effectively to incidents of bullying.

Bullying is addressed throughout the school year through assembly, Circle Time and PSHE (*Personal, Social and Health Education*) lessons in class. Children are given the opportunity to learn about the issues and to discuss their own opinions and experiences.

Prevention

We use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Use of, and focusing on, the Golden Rules and ELLI Skills
- PSHE & Circle Time in class
- Bullying Awareness Week
- Writing stories or poems, taking part in role play, or drawing pictures about bullying



POLICY AGREEMENTS

- Reading stories about bullying or having them read to a class or larger group in assembly
- Having discussions about bullying and why it matters

Signs and Symptoms

Adults should be aware of possible signs of bullying and that they should take action if a child:

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Avoids certain classes
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill with no apparent reason
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (*e.g. to pay bully*)
- Has unexplained cuts or bruises
- Comes home hungry (*e.g. lunch has been stolen*)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures for Children

If a child is being bullied, or knows that someone is being bullied we encourage them to:

1. Tell the bully "STOP" and find help immediately
2. Tell an adult - don't keep silent
3. Not join in
4. Always remember the Golden Rules:
 - **We are gentle - we don't hurt others**
 - **We are kind and helpful - we don't hurt anybody's feelings**

Procedures for Parents and IPS Staff (when involving children)

1. Concerns are reported to the class teacher in the first instance.
2. Information will be disseminated to relevant staff without breaching the trust/confidentiality of the person who has been bullied.
3. If concerns are in line with the definition of bullying (see above) further action will be taken and the Headteacher informed.



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4. The bullying behaviour or threats of bullying must be investigated with the aim of stopping the bullying quickly.
5. Written records of all incidents will be kept in the class file for future reference in case of reoccurrence.
6. Parents of all involved will be informed and asked to attend a meeting to discuss the issues and solutions. Written records will be kept in the class file.
7. An attempt will be made to help the bully (bullies) change their behaviour (see Positive Behaviour Policy).
8. If further intervention is required, specialised help from outside agencies may be required.

In incidences of bullying involving adults, the IPS 'Complaints Policy' should be followed.

Outcomes

1. The bully (bullies) will be asked to genuinely apologise (verbally and/or in writing).
2. If possible, all parties will be reconciled under supervision and with guidance.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In some cases, a child and parents might be required to sign a behaviour contract.

Guidelines for Staff

Whenever you are working with children or young people you are on duty and fully responsible for supervising them. This means being aware, noticing children's behaviour and walking around - bullying is a lot more likely to occur in secluded places where staff don't usually go.

As you supervise, ask yourself if there are:

- children who are alone
- children who seem to be at the centre of a group of others
- children who seem upset or distressed

Also, listen to how children interact with each other.

- Are they respectful to one another?
- Are they teasing in a way that might be hurtful?
- Are there physical games that children might have been coerced into joining?

Help children to acquire the confidence and assertiveness skills that will protect them from bullying behaviour. Confident children are less likely to tolerate bullying and more likely to have the courage and inner-strength to respond effectively. Children who are assertive know how to respond to a bully in effective, non-aggressive ways, they are less likely to be targeted by bullies in the first place, and they are also less likely to bully others to get their own way.

Children learn how to behave by watching and emulating the adults in their lives. Reflect on how you solve problems, discipline, control your own anger and disappointment, and stand up for yourself and others without fighting. If children observe you acting or talking aggressively, they are more likely to show aggression towards others.

Oct 2020



POLICY AGREEMENTS

HEALTH and SAFETY POLICY

At IPS we strive to offer a safe and secure environment, where children and adults are encouraged to be actively responsible for their own safety and that of others. This is extended to educational visits, sports trips and extended visits. A Health & Safety Committee, comprising of Advisory Board members, meets at least three times per year to review and support practices.

General Guidelines

It is the policy of IPS, so far as is reasonably practicable, to:

1. establish and maintain a safe and healthy environment throughout the school;
2. establish and maintain safe working procedures among staff and pupils;
3. make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
4. ensure the provision of sufficient information, instruction and supervision to enable all employees and pupils to avoid hazards and contribute positively to their own health and safety;
5. ensure that employees and pupils have access to health and safety training as appropriate or as and when provided;
6. maintain all areas in a condition that is safe and without risk to health;
7. formulate effective procedures for use in case of fire and for evacuating the school premises;
8. implement procedures to be followed in case of accident.

Responsibilities of Staff towards Pupils

All staff will monitor their own work activities and take all reasonable steps to:

1. exercise effective supervision over all pupils for whom they are responsible;
2. be aware of and implement safe working practices and set a good example;
3. be aware of individual pupils' medical needs and ensure that the location of any medication is known. This is especially important when leaving the school grounds for educational visits or extended visits (camps);
4. identify actual and potential hazards and introduce procedures to minimise the possibility of mishap;
5. ensure that any equipment or tools used are appropriate and meet accepted safety standards;
6. provide appropriate protective clothing and safety equipment as necessary and ensure that these are used as required;
7. evaluate promptly and, where appropriate, take action on criticism of health and safety arrangements;
8. where vehicles are used to transport children to and from school functions, staff (bus monitors, teachers, drivers) should ensure that child restraints and seats appropriate to the age of the children concerned are used. Vehicle drivers must follow Portuguese driving laws to ensure the safety of all passengers.

A health and safety in the workplace report is reviewed and presented to all staff annually.

Whenever an employee is aware of any possible deficiencies in health and safety arrangements she/he must draw these to the attention of the Headteacher and school owners.



POLICY AGREEMENTS

Responsibilities of Pupils

All pupils are expected, to the best of their ability, to:

1. exercise personal responsibility for the safety of themselves and their fellow pupils;
2. observe standards of dress consistent with safety and/or hygiene;
3. observe all the safety rules of the school and in particular the instructions of staff in the event of an emergency;
4. use and not wilfully misuse, neglect or interfere with any property.

First Aid

Members of staff are provided with regular and certified first aid training.

Accidents

An **accident slip** (*Annex #1*) or **graze note** (*Annex #2*) is filled out by the person dealing with the incident. This slip is sent home to parents and an accident report is recorded in the **accident book**. In the case of a serious accident, the administration team (office) will be informed and they will contact parents and medical services and take appropriate emergency action.

Regular SLT meetings which reference the accident book ensure that particular equipment or games are not responsible for recurring accidents. Should this be noticed, appropriate action is taken.

Medication

Any medication sent from home for a pupil should be clearly labelled with the pupil's name and class. It should also be accompanied by clear written instructions on how it should be administered. Medication should be sent to the school office; it should never be kept in classrooms. A child needing medication at school will be given it by a member of the administration staff in the school office (unless on an educational visit / camp - please refer to trips policy). No medication can be given to a child other than that provided by the parent and with written instructions to do so (Administration of medication - *Annex #3*) with the exception of mild painkillers, following telephone consent from parents. Medical Care Plans and accompanying forms (*Annex #4*) are in place to ensure that information is given by parents in order for correct procedures to be followed. Completed and current Medical Care Plans are hosted on the Shared Area in the MEDICAL folder and these will be updated annually or as appropriate.

Medical Notes

The office provides relevant medical information to all staff. Such information will include allergies, conditions and restrictions. A master copy of these notes is kept in the school office and on the Shared Area / Medical folder. A list of children with food allergies and restrictions is displayed in the dining room.



POLICY AGREEMENTS

Classroom, Common Areas and Playground Safety

The following should be kept in mind by all staff:

- Pupils should always be supervised
- Pupils should be encouraged to follow the Golden Rules and to use all areas of school grounds and buildings in a safe and sensible manner
- Specialist equipment should be safely used and stored
- Potentially harmful equipment should be kept out of children's reach
- Pupils should be taught awareness and safe use of electrical points, fixtures and fittings
- Pupils should be expected to walk inside buildings at all times.

Emergency Evacuation

Termly evacuation drills will be held to practise the following in case of a real emergency:

EVACUATION POINT: back of green pitch on the KS2 playground

- When the alarm sounds, expect your class to quietly and immediately line up at the classroom door, or in their place in the playground if outside. Do not allow them to take personal belongings with them.
- The teacher or LSA with the class at this time is the adult responsible.

Key Stage One & EYFS

- If coming from classrooms, children should be led along the path behind the hall and down to the assembly point.
- If this route is blocked for any reason, the gate should be opened on the Key Stage One playground (key stored inside the Year 1 block) and the children should be led safely down the path to the end of the road and lined up on the grounds close to the tennis court.
- If the children are in another area of the school (e.g. PE, lunch room, library, Music room, Art room) the adult in charge will lead the class in an organised line via the nearest safe exit to the assembly point.

Key Stage Two

- From any teaching area, the adult in charge will lead the class in an organised line via the nearest safe exit to the assembly point.

All

- All adults are encouraged to quickly check bathrooms and cloakrooms on the way out of the buildings. Admin staff will check common areas of the main atrium building.
- On arrival at the assembly point, classes should line up in their designated place (left to right: Year 6 to Nursery).
- Printed attendance registers (for staff and pupils) and a first aid box will be taken to the lines by admin staff. The teacher with the class will confirm that all children are present and accounted for. Teachers will hold the register above their head as a clear signal that attendance has been checked.
- Only when the Headteacher gives the signal can classes return to the school buildings (Deputy Head in case of absence of Head).



POLICY AGREEMENTS

- If there is a need to further evacuate from this point, the gates leading from the tennis court will be opened by admin staff and the new assembly point will be on the grounds outside the tennis court.

Earthquake Procedure

This standard drill and evacuation uses simple steps to inform all teachers and pupils how to perform **Drop, Cover, and Hold On** – a quake-safe action designed to protect lives and prevent injuries from falling furniture and flying objects. Staff and pupils will then evacuate the building according to the school evacuation drill.

During the Drill / Earthquake

1. **Drop, Cover, and Hold On.** Drop under a sturdy desk or table and be aware of what might fall on them.
2. If outside when the drill or earthquake occurs, everyone should move away from buildings or overhead wires that could fall, and then drop to the ground, making as small a body shape as possible whilst covering their head.
3. If in a room without desks to provide shelter, or in the school atrium, everyone should drop to the ground, making as small a body shape as possible whilst covering their head.
4. One minute after the shaking stops, the usual evacuation alarm will sound.
5. Follow school evacuation procedures (assemble on the green pitch).
6. If an aftershock occurs while you are exiting, Drop, Cover, and Hold On until the shaking stops.

After the Drill

Debrief together in class and staff meetings. The Headteacher will ask staff for feedback as soon as possible after the drill.

In the Event of a Real Earthquake

There will be no specific alarm to announce an earthquake; ground and buildings shaking will be the obvious signal. When the shaking has stopped (or when the evacuation alarm sounds):

- IMMEDIATELY and before you exit your room take a few seconds to look around to assess damage and dangers, and check to see if any pupils are injured
- If immediate help can be given to administer First Aid or put out a small fire, do so
- Ask responsible pupils to assist lightly injured
- Injured persons who cannot move (or be safely moved) should be reassured and wait for treatment where they are, unless it is more dangerous to remain
- Injuries should be dealt with, or reported, at the assembly point.
- Do not re-enter the buildings until an all clear has been given by the appropriate authorities

POLICY AGREEMENTS

Table of personnel duties and inspection areas

Staff member	Duty or Inspection area
Lars Heger	Investigate reason and source of alarm, overseeing evacuation and general support.
Robert Taylor (Terry Almeida in RT's absence)	<ul style="list-style-type: none"> General supervision Additional support for teaching staff with the evacuation of the children Coordinating and checking registration of children at meeting point
Helen McKenzie	<ul style="list-style-type: none"> Checking registration of staff at meeting point
Miguel Macedo	Opening all access points <ul style="list-style-type: none"> External gates Bus gate Gate to basement machine room
Pedro Silva	Checking <ul style="list-style-type: none"> All rooms on the first floor of the central building All toilets on the ground floor in central building The front door is open. Bathrooms in Yr3 & 4 blocks and collecting emergency gate keys from Yr4 to meeting point
Administration staff	<ul style="list-style-type: none"> Print out all class and staff registers and take to the evacuation point. Bring First Aid box to evacuation point.
Last staff member to leave classroom block	Check all bathroom areas from Nursery – Year 2

Diagram of escape routes



January 2020



POLICY AGREEMENTS

SCHOOL TRIPS / LEARNING OUTSIDE the CLASSROOM POLICY

School trips and visits give children an opportunity to experience things that they may have previously only read about or been told about in the classroom.

At IPS we believe that school trips and opportunities for learning outside the classroom are a valuable way for children to consolidate and enrich their learning. It is our aim to stimulate a child's development through the integration of classroom-based activities, with interesting and fun activities and experiences outside of the school environment. School trips provide us with opportunities and experiences within our locality. Visitors to school who can bring their expertise to enrich learning are also encouraged.

AIMS

- To reinforce skills and knowledge
- To stimulate the mental and physical development of the child
- To enable the child to spend time sharing experiences with others and develop team building
- To stimulate social interaction with others
- To enable the child to acquire resourcefulness and develop initiative and independence
- To fulfil requirements of the curriculum
- To enable the development of the child's sense of responsibility.

TYPES OF SCHOOL TRIPS

- Short visits close to school
- Visiting places of educational interest some distance from school
- Visiting other schools (sports events, etc.)
- Extended visits (camping, adventure centres, etc).
- Visits to local theatres for rehearsals and performances.

Prior Arrangements

Where costs are involved (entrance fees, transport, etc.) a set budget usually allows one trip per term per year group (parents are not expected to pay for these events). Local walking visits which do not involve costs can be planned as appropriate.

When a school trip is organised, consideration must be made for lessons missed as a result. Educational visits are valuable experiences of learning outside the classroom and therefore replace all lessons normally scheduled for the day in question. However, if teachers feel the need to "make up" for lessons missed, this can be arranged with consent from all involved.

When booking a trip, teachers must follow the points below to ensure the **safety and enjoyment** of everyone:



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- Check suitability of the venue. It is an expectation that at least one accompanying teacher makes a preliminary visit (unless one teacher has led this trip in the last two years)
- Complete a field trip form, available electronically on the shared area, which will require the Headteacher's authorisation
- Confirm booking (dates, transport, English guide where available) with the office. Usually office staff will make the bookings – communication needs to be clear
- Ensure written parental consent has been given (letters to parents with consent form are organised by the school office in conjunction with the teachers)
- Ensure an adequate adult to child ratio: **1:5 in KS1 & KS2; 1:3 in EYFS**
The ratio may change (through consultation with the Headteacher) according to the nature of the trip planned and the needs of the class or particular children. Parents should be contacted to help out with trips. On extended visits, there should be both male and female staff to accompany.

Sports: parents may be asked to attend team sports related trips (autumn and spring festivals, cross country, etc.) in order to keep the adult-pupil ratio as high as possible. Such trips are usually hosted by other schools where many adults are present; however, safety of children should always be considered high priority

- An additional member of staff, not attached to a group of children, should accompany the trip. In this way, emergency situations can be handled more efficiently. This member of staff does not contribute to the supervision ratio
- Ensure that suitable transportation has been requested prior to the trip
- Inform parents and pupils that full school uniform or school PE kit must be worn, unless otherwise stated (Years 1 to 6)
- Provide attending parents with information about the trip prior to the visit (aims / objectives / schedule / specific help needed). Aim to hold a "briefing" with parent helpers beforehand
- The set of guidelines for parent helpers will be distributed to all parents annually (and hosted on the IPS website) so that they can make informed decisions about getting involved with trips
- Ensure that specialist teachers are informed of the trip as soon as it is organised
- Ensure that any duties are covered.

Before leaving school ensure you have the following:

- First aid kits
- High visibility jackets (to be worn in the event of a vehicle accident or breakdown / road crossing - for one adult on each bus)
- Traffic paddles - to be used if/when crossing roads to stop traffic (one set per bus)
- Lunches & water to be provided by the school kitchen (minimum 5 litre bottle)
- Medical notes (where relevant)
- Medicines (inhalers, epipens, etc.)
- Booking slips and school credential letter, if necessary, from school office
- ID tags - all pupils must display the name of the school and school telephone number on their person at all times (ID tags are kept in the First Aid room)
- All attending members of staff should carry their mobile phone with them for emergency contact purposes. In a situation where groups are split up for any reason, staff should ensure that they have one another's phone numbers with them (possibly also share with parent helpers if comfortable to do so)



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- In an emergency, attending staff should telephone the school who will then contact parents if necessary. Emergency services telephone: **112**.

During the trip, ensure that:

- Each child uses the seat belt at all times on the coach or bus, as well as booster seats when appropriate
- You expect a high standard of behaviour from the children at all times
- All adults attending should be ready and available to help with every eventuality (toilet needs, lunch supervision, emergency situations, etc.)
- Regular headcounts of the children are made, before, during and after each trip.

An information folder of past and potential trips is available in the school office.

EXTENDED VISITS

- Residential trips encourage the further development of responsibility, team building and independence in our pupils
 - Upper KS2 camps are organised in the first term to take place towards the end of the third term
 - Lower KS2 camps should be organised as soon as possible to take place towards the end of the third term
 - Venues should be organised as far in advance as possible, taking into consideration other school calendar dates
 - The safety of all our pupils must be of utmost importance during all fieldtrips and especially during extended trips
 - Class teachers are the camp leaders and need to investigate any venue, and take into account the suitability of all activities for their class. Class teachers will plan and organise their camp and present their plans to the Headteacher / Deputy Head for approval, help and advice. Office staff will book the trips / camps
 - Teachers may ask for advice and help from other members of staff and management
 - Pupils can camp in tents or stay at camp centres
 - Wherever possible, Monitors at any venue should speak and communicate in English with the children
 - Extended visits will show progression in all activities and objectives, depending on location and availability of venue, and may last between one and four nights
 - Cost effectiveness must be taken into consideration when deciding on a camp
- Extended field trips will follow all guidelines within the Trips Policy. Adequate adult supervision must always be confirmed.

September 2020



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ADMISSIONS POLICY

IPS is a school that prides itself on the warmth of its welcome to children and parents from around the world.

Each individual is encouraged to achieve their full potential within a stimulating local and international environment.

Our aims are to provide a broad and balanced curriculum for all children. Promote respect for others. Encourage children to achieve their full potential academically, socially, physically and creatively.

IPS is a British International School, is non-selective and open to all students who, in the School's view, will benefit from the programme offered. IPS admits students whose academic, personal, social and emotional needs can be met by the school's programmes and services. Although students typically join IPS in September, admissions are accepted and welcome throughout the year, dependent on places being available.

Admission to the school will be determined by the Senior management team, with the advice of the relevant academic staff, based on the following:

- Presentation of all application documents and procedures;
- Availability of space in classes offered.

The child's year group will be determined by date of birth. The cut-off date used is that used in the UK, being 31st August. When year groups are oversubscribed, applicants will be placed on a waiting list until such a time as a space becomes available.

Qualified applicants are accepted in order of the date of application, subject to a number of considerations shown below (please note that these factors are not listed in order of priority):

- The student is a sibling of a current pupil;
- Educational alternatives available to the student (often language dependent);
- School protocols with other organisations.
- First language English speakers.
- Returning student

By enrolling a student at IPS, Parents/Guardians agree to comply with all school policies, most significantly admissions, health and safety, the schedule of fees and financial regulations.

IPS reserves the right to deny admission or ask that a student be withdrawn if:

- The student's best interests and needs cannot be met;
- Any significant information is withheld from the School;
- School fees are not paid in accordance with our financial regulations.

IPS reserves the right to change its Admissions Policy and Procedures annually.

This Policy should be read in conjunction with the 'Terms and Conditions' attached to the school's website or contained within the brochure.

September 2020



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PARENTAL CONCERNS and COMPLAINTS POLICY

General Principles:

At IPS we aim to maintain a caring, supportive and disciplined learning environment where children benefit from the best possible education. All staff are committed to this aim. This policy is intended to advise on the process of raising a concern or complaint relating to the school, or the services that it provides.

In any organisation it is inevitable that there will be concerns and complaints from time to time. Their effect tends to be disheartening but it is important that we react to complaints in a positive manner and deal with them properly. If this is not the case, the problem often becomes more extreme and a negative cycle of events is set in motion.

We emphasise the school's commitment to the education and well-being of all the children in our care. We welcome the interest and co-operation of parents and, to achieve a happy working atmosphere, parents and staff need to work well together.

If you are concerned or worried, please contact us as soon as possible so that we can discuss the matter and resolve the problem.

Introduction for Parents and Staff

A Positive Approach

By adopting a positive approach, there can often be positive outcomes: prevention of further difficulties, increased mutual respect and greater understanding between parent and school, and a reduction of conflict and tension. It can also provide information to influence the school's efficiency and identify problems or deficiencies that have been overlooked.

Concerns

Many parental concerns will be routinely dealt with through contact with the class teacher or the office. These are not formal complaints but need resolving effectively to ensure that all are working together effectively for the child. These could include:

- Lost items such as PE kit
- Queries about homework

Complaints

However, there will be other occasions when the degree of dissatisfaction amounts to a complaint - about a decision that has been made, an action taken or the way in which a child or parent were treated. These could include:



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- Educational issues
- Discipline issues
- Disagreements over policy
- Adult relationship issues including perceived bullying (e.g. teacher/parent relationship or teacher/child relationship)

Raising a Concern or Complaint

1) Informal Stage

At IPS we invite an 'open door' policy so that any concerns you may have should be in the first instance be communicated directly with the member of staff concerned, either verbally or by email. As teachers first priority will be with the children in our care, we will make every effort to reply to emails within a reasonable timeframe (usually the same day).

A class teacher trying to settle a class of children at the beginning of the school day, is not able to provide the undivided attention that s/he would wish to give to a concerned parent. We therefore prefer parents to make an appointment and provide an idea of the problem, in order that other staff can be consulted if appropriate or more information can be available in time for a scheduled meeting.

Our PTA hold annual meetings for parents to voice their concerns and offer suggestions in a supportive forum. Concerns are then passed on anonymously by the PTA (in writing) to the School's Management, who respond in writing to the parent body as a whole.

Many concerns or complaints can be resolved by simple clarification or the provision of information, and it is anticipated that most complaints will be resolved at this informal stage.

It is always best to resolve issues informally at the earliest possible time but if the person is not satisfied following a discussion with the teacher concerned, then he/she can ask for an appointment to meet with the Head teacher, Deputy Head teacher or General Manager. It is in everyone's interest, particularly the child's, for concerns to be sorted out quickly and smoothly. The aim should be that discussions end on a positive note and with no bad feeling.

2) Formal Stage

If your concern or complaint is not resolved at the informal stage, you must put the complaint in writing and pass it to the Head teacher / General Manager who will be responsible for ensuring that it is investigated appropriately. In the case of serious concerns, it may be appropriate to address them directly to the Head teacher / General Manager. If you are uncertain about whom to contact, please seek advice from the school office.



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A Complaint Form is provided to assist you (see appendix A)

You should include details which might assist the process, such as names of potential witnesses, dates and times of events, and copies of relevant documents.

It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed.

Please pass the completed form to the Head teacher / General Manager, or email directly to: info@ipsschool.org.

The Head teacher / General Manager may invite you to a meeting to clarify your concerns and to seek an informal resolution. It is possible that your complaint will be resolved through such a meeting. If not, arrangements will be made for the matter to be fully investigated.

Any investigation will begin as soon as possible and when it has been concluded, you will be informed in writing.

If you are not satisfied with the manner in which the process has been followed, you may request that the school reviews the process followed in handling the complaint.

Any such request must include a statement specifying any perceived failures to follow the policy.

Statutory Complaints

IPS has a formal 'Complaints Book' (*Livro de Reclamações*) kept in the school reception and an online link at the footer of the web page (<https://www.livroreclamacoes.pt/inicio>) which all establishments in Portugal must make available to customers by law.

September 2020



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International Preparatory School Complaint Form (APPENDIX A)

Please complete this form and return it to Head Teacher / General Manager (info@ipsschool.org) who will acknowledge its receipt and inform you of the next stage in the procedure.

Your name:

Relationship with school (e.g. parent of a pupil on the schools roll):

Pupil's name (if relevant to your complaint):

Your Address:

Telephone number:

Email address:

Please give concise details of your complaint (*including dates, names of witnesses etc.*) to allow the matter to be fully investigated:

What action, if any, have you already taken to try to resolve your complaint? (*i.e. who have you spoken with or written to, and what was the outcome?*)

What actions do you feel might resolve the problem at this stage?

Signature:

Date:

School use

Date Form received:

Received by:

Date acknowledgement sent:

Acknowledgement sent by:

Complaint referred to:

Date:



POLICY AGREEMENTS

DATA PROTECTION POLICY

1. Aims

Our school aims to ensure that all personal data collected about staff, pupils, parents, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the provisions of the Data Protection Act 2018 (DPA 2018) as set out in the European Data Protection Bill and the Portuguese Regulamento Geral de Proteção de Dados.

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

2. Legislation and guidance

This policy meets the requirements of the GDPR and the provisions of Lei nº 67/98 de 26 de Outubro. It is based on guidance published by the Comissão Nacional de Proteção de Dados (CNPd) on the GDPR.

Comissão Nacional de Protecção de Dados - CNPD

R. de São. Bento, 148-3º

1200-821 Lisboa

Tel. +351 21 392 84 00

Fax +351 21 397 68 32

e-mail: geral@cnpd.pt

Website: <http://www.cnpd.pt/>

Ms Filipa CALVÃO, President, Comissão Nacional de Protecção de Dados

3. Definitions

Term	Definition
Personal data	<p>Any information relating to an identified, or identifiable, individual.</p> <p>This may include the individual's:</p> <ul style="list-style-type: none">• Name (including initials)• Identification number• Location data• Online identifier, such as a username <p>It may also include factors specific to the individual's physical, physiological, genetic, mental, economic, cultural or social identity.</p>



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Special categories of personal data	<p>Personal data which is more sensitive and so needs more protection, including information about an individual's:</p> <ul style="list-style-type: none">• Racial or ethnic origin• Political opinions• Religious or philosophical beliefs• Trade union membership• Genetics• Biometrics (such as fingerprints, retina and iris patterns), where used for identification purposes• Health – physical or mental• Sex life or sexual orientation
Processing	<p>Anything done to personal data, such as collecting, recording, organising, structuring, storing, adapting, altering, retrieving, using, disseminating, erasing or destroying.</p> <p>Processing can be automated or manual.</p>
Data subject	<p>The identified or identifiable individual whose personal data is held or processed.</p>
Data controller	<p>A person or organisation that determines the purposes and the means of processing of personal data.</p>
Data processor	<p>A person or other body, other than an employee of the data controller, who processes personal data on behalf of the data controller.</p>
Personal data breach	<p>A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to personal data.</p>



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4. The data controller

Our school processes personal data relating to parents, pupils, staff, visitors and others, and therefore is a data controller.

The school is registered as a data controller with the CNPD and will renew this registration annually or as otherwise legally required.

Comissão Nacional de Protecção de Dados - CNPD

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Website: <http://www.cnpd.pt/>

Ms Filipa CALVÃO, President, Comissão Nacional de Protecção de Dados

5. Roles and responsibilities

This policy applies to **all staff** employed by our school, and to external organisations or individuals working on our behalf. Staff who do not comply with this policy may face disciplinary action.

5.1 Management board

The managing board has overall responsibility for ensuring that our school complies with all relevant data protection obligations.

5.2 Data protection officer

The data protection officer (DPO) is responsible for overseeing the implementation of this policy, monitoring our compliance with data protection law, and developing related policies and guidelines where applicable.

The DPO is also the first point of contact for individuals whose data the school processes, and for the CNPD.

Our DPO is Lars Heger and is contactable via lars.heger@ipsschool.org.

5.3 All staff

Staff are responsible for:

- Collecting, storing and processing any personal data in accordance with this policy
- Informing the school of any changes to their personal data, such as a change of address etc
- Contacting the DPO in the following circumstances:
 - With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure
 - If they have any concerns that this policy is not being followed
 - If they are unsure whether or not, they have a lawful basis to use personal data in a particular way



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- If they need to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the European Economic Area
- If there has been a data breach
- Whenever they are engaging in a new activity that may affect the privacy rights of individuals
- If they need help with any contracts or sharing personal data with third parties

6. Data protection principles

The GDPR is based on data protection principles that our school must comply with. The principles say that personal data must be:

- Processed lawfully, fairly and in a transparent manner
- Collected for specified, explicit and legitimate purposes
- Adequate, relevant and limited to what is necessary to fulfil the purposes for which it is processed
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary for the purposes for which it is processed
- Processed in a way that ensures it is appropriately secure

This policy sets out how the school aims to comply with these principles.

7. Collecting personal data

7.1 Lawfulness, fairness and transparency

We will only process personal data where we have one of 6 'lawful bases' (legal reasons) to do so under data protection law:

- The data needs to be processed so that the school can **fulfil a contract** with the individual, or the individual has asked the school to take specific steps before entering into a contract
- The data needs to be processed so that the school can **comply with a legal obligation**
- The data needs to be processed to ensure the **vital interests** of the individual e.g. to protect someone's life
- The data needs to be processed so that the school, can perform a task and carry out its official functions
- The data needs to be processed for the **legitimate interests** of the school or a third party (provided the individual's rights and freedoms are not overridden)
- The individual (or their parent/carer when appropriate in the case of a pupil) has freely given clear **consent**

For special categories of personal data, we will also meet one of the special category conditions for processing which are set out in the GDPR and Data Protection Act 2018.



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If we offer online services to pupils, such as classroom apps, and we intend to rely on consent as a basis for processing, we will get parental consent (except for online counselling and preventive services).

Whenever we first collect personal data directly from individuals, we will provide them with the relevant information required by data protection law.

7.2 Limitation, minimisation and accuracy

We will only collect personal data for specified, explicit and legitimate reasons. We will explain these reasons to the individuals when we first collect their data.

If we want to use personal data for reasons other than those given when we first obtained it, we will inform the individuals concerned before we do so, and seek consent where necessary.

Staff must only process personal data where it is necessary in order to do their jobs.

When staff no longer need the personal data they hold, they must ensure it is deleted or anonymised. This will be done in accordance with the school's Records Management Policy.

8. Sharing personal data

We will not normally share personal data with anyone else, but may do so where:

- There is an issue with a pupil or parent/carer that puts the safety of our staff at risk
- We need to liaise with other agencies – we will seek consent as necessary before doing this
- Our suppliers or contractors need data to enable us to provide services to our staff and pupils – for example, our accountancy company. When doing this, we will:
 - Only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protection law
 - Establish a data sharing agreement with the supplier or contractor, either in the contract or as a standalone agreement, to ensure the fair and lawful processing of any personal data we share
 - Only share data that the supplier or contractor needs to carry out their service, and information necessary to keep them safe while working with us

We will also share personal data with law enforcement and government bodies where we are legally required to do so, including for:

- The prevention or detection of crime and/or fraud
- The apprehension or prosecution of offenders
- The assessment or collection of tax owed to the Finanças
- In connection with legal proceedings
- Where the disclosure is required to satisfy our safeguarding obligations
- Research and statistical purposes, as long as personal data is sufficiently anonymised or consent has been provided

We may also share personal data with emergency services and local authorities to help them to respond to an emergency situation that affects any of our pupils or staff.



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Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

9. Subject access requests and other rights of individuals

9.1 Subject access requests

Individuals have a right to make a 'subject access request' to gain access to personal information that the school holds about them. This includes:

- Confirmation that their personal data is being processed
- Access to a copy of the data
- The purposes of the data processing
- The categories of personal data concerned
- Who the data has been, or will be, shared with
- How long the data will be stored for, or if this isn't possible, the criteria used to determine this period
- The source of the data, if not the individual
- Whether any automated decision-making is being applied to their data, and what the significance and consequences of this might be for the individual

Subject access requests must be submitted in writing, either by letter, email or fax to the DPO. They should include:

- Name of individual
- Correspondence address
- Contact number and email address
- Details of the information requested

If staff receive a subject access request they must immediately forward it to the DPO.

9.2 Children and subject access requests

Personal data about a child belongs to that child, and not the child's parents or carers. For a parent or carer to make a subject access request with respect to their child, the child must either be unable to understand their rights and the implications of a subject access request, or have given their consent.

Children below the age of 12 are generally not regarded to be mature enough to understand their rights and the implications of a subject access request. Therefore, most subject access requests from parents or carers of pupils at our school may be granted without the express permission of the pupil. This is not a rule and a pupil's ability to understand their rights will always be judged on a case-by-case basis.



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9.3 Responding to subject access requests

When responding to requests, we:

- May ask the individual to provide 2 forms of identification
- May contact the individual via phone to confirm the request was made
- Will respond without delay and within 1 month of receipt of the request
- Will provide the information free of charge
- May tell the individual we will comply within 3 months of receipt of the request, where a request is complex or numerous. We will inform the individual of this within 1 month, and explain why the extension is necessary

We will not disclose information if it:

- Might cause serious harm to the physical or mental health of the pupil or another individual
- Would reveal that the child is at risk of abuse, where the disclosure of that information would not be in the child's best interests
- Is contained in adoption or parental order records
- Is given to a court in proceedings concerning the child

If the request is unfounded or excessive, we may refuse to act on it, or charge a reasonable fee which takes into account administrative costs. A request will be deemed to be unfounded or excessive if it is repetitive, or asks for further copies of the same information. When we refuse a request, we will tell the individual why, and tell them they have the right to complain to the CNPD.

9.4 Other data protection rights of the individual

In addition to the right to make a subject access request (see above), and to receive information when we are collecting their data about how we use and process it (see section 7), individuals also have the right to:

- Withdraw their consent to processing at any time
- Ask us to rectify, erase or restrict processing of their personal data, or object to the processing of it (in certain circumstances)
- Prevent use of their personal data for direct marketing
- Challenge processing which has been justified on the basis of public interest
- Request a copy of agreements under which their personal data is transferred outside of the European Economic Area
- Object to decisions based solely on automated decision making or profiling (decisions taken with no human involvement, that might negatively affect them)
- Prevent processing that is likely to cause damage or distress
- Be notified of a data breach in certain circumstances
- Make a complaint to the CNPD



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- Ask for their personal data to be transferred to a third party in a structured, commonly used and machine-readable format (in certain circumstances)

Individuals should submit any request to exercise these rights to the DPO. If staff receive such a request, they must immediately forward it to the DPO.

10. Parental requests to see the educational record

Parents, or those with parental responsibility, have a legal right to free access to their child's educational record (which includes most information about a pupil) within 15 school days of receipt of a written request.

As an independent school this is not an automatic right of the parent or guardian. IPS will consider any request on an individual basis and unless there is any legal reason to withhold the request, will abide with the 15-day rule.

11. Biometric recognition systems

Where staff members or other adults use the school's biometric system(s), we will also obtain their consent before they first take part in it, and provide alternative means of accessing the relevant service if they object. Staff and other adults can also withdraw consent at any time, and the school will delete any relevant data already captured.

12. CCTV

We use CCTV in various locations around the school site to ensure it remains safe. We will adhere to Lei n.º 34/2013 de 16 de maio Estabelece o regime do exercício da atividade de segurança privada e procede à primeira alteração à Lei n.º 49/2008, de 27 de agosto (Lei de Organização da Investigação Criminal) with respect to the use of CCTV.

We do not need to ask individuals' permission to use CCTV, but we make it clear where individuals are being recorded. Security cameras are clearly visible.

Any enquiries about the CCTV system should be directed to Lars Heger, General Manager.

13. Photographs and videos

As part of our school activities, we may take photographs and record images of individuals within our school.

We will obtain written consent from parents/carers for photographs and videos to be taken of their child for communication, marketing and promotional materials. We will clearly explain how the photograph and/or video will be used to both the parent/carer and pupil.

Uses may include:

- Within school on notice boards and in school magazines, brochures, newsletters, etc.
- Outside of school by external agencies such as the school photographer, newspapers, campaigns
- Online on our school website or social media pages

Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified.



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14. Data protection by design and default

We will put measures in place to show that we have integrated data protection into all of our data processing activities, including:

- Appointing a suitably DPO, and ensuring they have the necessary resources to fulfil their duties and maintain their knowledge
- Only processing personal data that is necessary for each specific purpose of processing, and always in line with the data protection principles set out in relevant data protection law (see section 6)
- Completing privacy impact assessments where the school's processing of personal data presents a high risk to rights and freedoms of individuals, and when introducing new technologies (the DPO will advise on this process)
- Integrating data protection into internal documents including this policy, any related policies and privacy notices
- Regularly reviewing this policy with members of staff, any related policies and any other data protection matters;
- Regularly conducting reviews and audits to test our privacy measures and make sure we are compliant
- Maintaining records of our processing activities, including:
 - For the benefit of data subjects, making available the name and contact details of our school and DPO and all information we are required to share about how we use and process their personal data (via our privacy notices)
 - For all personal data that we hold, maintaining an internal record of the type of data, data subject, how and why we are using the data, any third-party recipients, how and why we are storing the data, retention periods and how we are keeping the data secure

15. Data security and storage of records

We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage.

In particular:

- Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data are kept under lock and key when not in use
- Papers containing confidential personal data must not be left on office and classroom desks, on staffroom tables, pinned to notice/display boards, or left anywhere else where there is general access
- Where personal information needs to be taken off site, staff must sign it in and out from the school office
- Passwords are used to access school computers, laptops and other electronic devices.
- Staff and pupils who store personal information on their personal devices are expected to follow the same security procedures as for school-owned equipment (see our Online Safety Policy and ICT Policy).



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- Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected (see section 8)

16. Disposal of records

Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it.

For example, we will shred or incinerate paper-based records, and overwrite or delete electronic files. We may also use a third party to safely dispose of records on the school's behalf. If we do so, we will require the third party to provide sufficient guarantees that it complies with data protection law.

17. Personal data breaches

The school will make all reasonable endeavours to ensure that there are no personal data breaches.

In the unlikely event of a suspected data breach, we will follow the procedure set out in appendix 1.

When appropriate, we will report the data breach to CNPD within 72 hours. Such breaches in a school context may include, but are not limited to:

- A non-anonymised dataset being published on the school website which shows the exam results of pupils eligible for the pupil premium
- Safeguarding information being made available to an unauthorised person
- The theft of a school laptop containing non-encrypted personal data about pupils

18. Training

All staff will be provided with data protection guidance as part of their induction process. Data protection will also form part of continuing professional development, where changes to legislation, guidance or the school's processes make it necessary.

19. Monitoring arrangements

The DPO is responsible for monitoring and reviewing this policy.

This policy will be reviewed and updated if necessary **every 2 years**.

20. Links with other policies

This data protection policy is linked to our:

- Safeguarding children
- Online safety policy
- Privacy Notice for Parents/Carers
- Records Management Policy

September 2020



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PRIVACY NOTICE

Privacy notice for parents/carers

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about **pupils**.

We, the International Preparatory School (IPS), at Rua da Lagoa, 171, 2645-344 Alcabideche are the 'data controller' for the purposes of data protection law.

Our data protection officer is Lars Heger (see 'Contact us' below).

The personal data we hold

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs
- CCTV images captured in school
- Financial entities responsible for settling invoices

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

Why we use this data

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare



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- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing

Our legal basis for using this data

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Collecting this information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. Our Records Management Policy sets out how long we keep information about pupils.

Paper records are held for as long as the child attends the school. Educational materials are passed on to secondary schools via mail or by hand through the parents at the end of term of departure. Any additional paper information is securely stored for a period of 2 years where upon it is destroyed.

Digital information is kept for 20 years after which it is deleted.



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Data sharing

We do not share information about pupils with any third party without consent unless the law requires us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with:

- *Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions*
- *The pupil's family and representatives*
- *Educators and examining bodies*
- *Our accreditation agency - COBIS*
- *Central and local government and the Department of Education*
- *Health and social welfare organisations*
- *Police forces, courts, tribunals*

National Pupil Database

We are required to provide information about pupils to the Direção-Geral de Estatísticas da Educação e Ciência (DGEEC) as part of statutory data collections.

The database is held electronically so it can easily be turned into statistics and the DGEEC does agree to strict terms and conditions about how they use the data.

Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with the data protection law.

Parents and pupils' rights regarding personal data

Individuals have a right to make a **'subject access request'** to gain access to personal information that the school holds about them.

Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them and have a legal right to access to their child's **educational record**.

If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child



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- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organization in certain circumstances.

If you would like to make a request, please contact our data protection officer.

Other rights

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our **data protection officer**:

- Lars Heger – 214 570 149 - info@ipsschool.org or mail to IPS, Rua da Lagoa 171, 2645-344 Alcabideche.

May 2020



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RECORDS MANAGEMENT POLICY

The School recognises that by efficiently managing its records, it will be able to comply with its legal and regulatory obligations and to contribute to the effective overall management of the school. Records provide evidence for protecting the legal rights and interests of the school, and provide evidence for demonstrating performance and accountability. This document provides the policy framework through which this effective management can be achieved and audited. It covers:

- Scope
- Responsibilities
- Relationships with existing policies and procedures

1. Scope of the policy

1.1 This policy applies to all records created, received or maintained by staff of the school in the course of carrying out its functions.

1.2 Records are defined as all those documents which facilitate the business carried out by the school and which are thereafter retained (for a set period) to provide evidence of its transactions or activities. These records may be created, received or maintained in hard copy or electronically.

1.3 A small percentage of the school's records will be selected for permanent preservation as part of the institution's archives and for historical research. (eg Salary records and Year Books)

2. Responsibilities

2.1 The school has a corporate responsibility to maintain its records and record keeping systems in accordance with the regulatory environment. The person with overall responsibility for this policy is the General Manager, Lars Heger.

2.2 The person responsible for records management in the school will give guidance for good records management practice and will promote compliance with this policy so that information will be retrieved easily, appropriately and in a timely way. They will also monitor compliance with this policy by surveying at least annually to check if records are stored securely and can be accessed appropriately.

2.3 Individual staff and employees must ensure that records for which they are responsible are accurate, and are maintained and disposed of in accordance with the school's records management guidelines.

3. Relationship with existing policies and procedures

This policy has been drawn up within the context of:

- Data Protection Policy
- Schedule of Records Transferred
- Privacy notice for parents & carers
- Privacy notice for staff

Pupil Records

Applies to all reports, meeting with parents/carers, children's work and relates to information created and stored in both physical and electronic format.



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This information is separated into 3 distinct records:

1. The core record containing school reports and information to be passed on to other schools
2. Minutes or records of meetings held with parents/carers and external agencies
3. Pupil's work

Managing Pupil Records

The core records

The core record charts an individual pupil's progress through the Education System. The core pupil record should accompany the pupil to every school they attend and should contain information that is accurate, objective and easy to access.

1. File covers for pupil records

IPS will use a consistent file cover for the pupil record. Using a pre-printed file ensures all the necessary information is collated and the record looks tidy, and reflects the fact that it is the principal record containing all the information about an individual child.

2. Recording information

Pupils have a right of access to their educational record and so do their parents under the relevant Regulations. Under the Data Protection Act a pupil or their nominated representative has a right to see information held about them. This right exists until the point that the file is destroyed. Therefore, it is important that all information is accurately recorded, objective in nature and expressed in a professional manner.

3. Primary School records

3a. Opening a file

These guidelines apply to information created and stored in both physical and electronic format.

IPS will open a file when the pupil first joins IPS. This file will be passed onto to the parents or sent to the new school when the pupil leaves IPS. The files used at IPS clearly detail the following information:

- Pupil's full name
- Date of Birth
- Date of entry to IPS

3b. Items which should be included on the pupil record or accessible file

- If the pupil has attended schools prior to IPS, all previous records will be requested from the parents or carer and will be included on the pupil file should they be obtained.
- Admission form (application form)
- Privacy Notice -
- Photography Consents
- Annual Written Reports to Parents or carers
- Any information relating to a major incident involving the child (either an accident or other incident)



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- Any information about a statement and support offered in relation to the statement
- Any relevant medical information including the school Medical Form (stored in a separate file for easy access should an accident occur and the form needs to accompany the child to the doctors/hospital)
- Child protection reports/disclosures (should be stored in the file in a sealed envelope clearly marked as such)
- Any correspondence with parents or outside agencies relating to major issues
- Any other agency involvement e.g. speech and language therapist, paediatrician
- Details of any complaints made by the parents or the pupil

3c. Additional Records

Relevant educational records, meetings with external agencies and minutes of meetings held with parents or carers which relate to the day to day attention and education of the children in our care will be kept in a 'Class File' in the relevant classroom or room. This file will be kept securely at all times and will be passed to the Head Teacher at the end of each year to be sorted and either:

- passed to the next teacher of the next academic year
- Added to the leavers file and handed to the parents/carers or sent to the next school
- Consolidated with other information and kept in the designated store room

3d. Transferring the pupil record to the subsequent primary or secondary school.

Primary schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.

Files will not be sent by post unless absolutely necessary. If files are sent by post, they will be sent by registered post with an accompanying list of the files. Most files will be given to parents/carers when pupils leave school (in a large sealed envelope) and parents/carers will be asked to sign a confirmation receipt as part of the school records. (Schedule of Records Transferred).

4. Responsibility for the pupil record once the pupil leaves the school.

The school which the pupil attended until statutory school leaving age (18 in the UK- Portugal?) is responsible for retaining the pupil record until the pupil reaches the age of 25 years.

5. Transfer of a pupil

All relevant educational documents held by the school will be given or sent to the parents or carer when the child leaves. Envelopes will be clearly labelled if documents should be given to another educational establishment or can be kept by the parents/carers. Parents/carers will be asked to sign a confirmation receipt as part of the school records. (Schedule of Records Transferred).

Additional paper records shall be consolidated and kept in a restricted access store room for 5 years, after the departure of a child, after which all paper documents shall be shredded or disposed of through a qualified disposal company.

Digital records will be kept on a secure server for a period of 20 years after the departure of the child after which they will be deleted.



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6. Storage of pupil records

All pupil records will be kept securely at all times. Paper records, for example, will be kept in suitable storage areas with restricted access, and the contents will be secure within the file. Equally, electronic records will have appropriate security.

Access arrangements for pupil records will ensure that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately, and to be accessible for those authorised to see it.

7. Safe destruction of the pupil record

After the stipulated time, the pupil record will be shredded or disposed of through a qualified disposal company.

September 2020