



Key Stage 2 Policy

February 2017

**A statement of policy for Key Stage 2**

“Education is the most powerful weapon which you can use to change the world” Nelson Mandela

“Tell me and I forget, teach me and I may remember, involve me and I learn.” [Benjamin Franklin](http://www.goodreads.com/author/show/289513.benjamin_franklin)

**Introduction**

The Numeracy and Literacy framework underpins all learning in KS2. The National Curriculum 2008 provides details of the requirements for each subject to help schools to implement the curriculum. The National Curriculum identifies the skills and the range of contexts, opportunities and activities through which these skills should be developed and applied. The content ensures relevance to the twenty-first century and manageability for learners and teachers.

These statutory documents give schools flexibility to deliver the requirements through their own organisation while developing the skills needed by learners. The level descriptions provided, for each individual subject, allow children to work progressively through the skills while covering a range of topics. The curriculum enables teachers to use their own professionalism to develop a variety of learning opportunities for the children in their class making learning fun, achievable and allowing them to have practical experiences so that they are fully involved in the learning process. Children learn best when they are happy, safe and secure in their learning and a range of teaching and learning strategies are employed to support this.

**Aims**

* To make learning a positive and enjoyable experience in order to develop a life long love of learning.
* To develop children’s self-esteem and self-confidence to experiment, investigate, learn new things and develop relationships.
* To view every child as an individual and find out where they are on the learning continuum, where they need to go and how best to reach their full potential.
* To develop children’s personal, social, emotional, physical and intellectual well-being in order to develop the whole child.
* To develop children’s skills and understanding across the curriculum through purposeful learning activities.
* To provide a safe, secure and stimulating learning environment.
* To develop an appreciation and respect for their own and other cultures and develop a sense of global citizenship .

**The Key Stage 2 Curriculum**

This sets out the requirements of all learning through the development of skills in the following subjects:

* English
* Maths
* Science
* Welsh as a Second Language
* History
* Geography
* Art and Design
* Design and Technology
* Music
* Information and Communication Technology
* Physical Education

Also, Religious Education is a statutory requirement from the age of five.

**Literacy and Numeracy Frameworks**

The key aims of the LNF are to identify and provide opportunities for all learners to apply literacy and numeracy across the curriculum, and is broken down by year group.

Literacy – through oracy, reading and writing

Numeracy – through developing numerical reasoning, using number skills, measuring skills and data skills.

The following key skills will be developed across the areas of learning:

* Thinking – by using the processes of planning, developing and reflecting
* ICT – by creating, presenting, finding and developing information and ideas

**Personal and Social Education**

The Personal and Social Education framework is used to ensure that the provision of Personal and Social Education (PSE) is broad and balanced to meet the specific needs of learners. The SEAL (Social and Emotional Aspects of Learning) programme is used to support the teaching and learning of PSE and provides a holistic approach throughout the school.

**Curriculum Cymreig**

Curriculum Cymreig will be developed across all areas of learning by allowing the children to experience and understand the cultural identity unique to Wales. We will do this through St David’s Day celebrations, the Eisteddfod and ensuring our topic based studies include a Welsh element to local study, stories, visits, music, art, dance and cookery.

**Teaching and Learning Strategies**

* Learning environments are carefully planned and the resources are easily accessible by the children and clearly labelled, enabling them to make decisions about what they need to complete a task.
* Displays are utilised to improve the learning environment and support children’s learning.
* Activities are varied to allow children to learn in a range of ways that include focused tasks, independent study and collaborative approaches.
* Children are encouraged to present, share and evaluate learning with others to broaden the learning experiences
* The practitioner is seen as the facilitator of learning with the child at the heart of the teaching and learning
* Practitioners lead and develop ideas; directly teach concepts, skills and knowledge; role model; scaffold and intervene where appropriate and work as part of a team
* Teachers plan carefully and consistently assess children’s needs in order to develop assessment **for** and **of** learning
* Focused tasks are planned for weekly to introduce new skills and concepts that we want children to be able to carry out independently.
* We are a dyslexia friendly school and plan teaching and learning to accommodate different learning styles and to include multi-sensory learning opportunities.

**Organisation**

English is taught through RWI language and literacy with the main objective being highlighted for each day and shared with the children along with the appropriate literacy framework skill for specific year groups.

English takes place daily; this comprises of three Literacy & Language sessions and one Big Writing session that is also developed on throughout the week. Year 3 continue to be part of Read write Inc (RWI) with Foundation phase to allow those needing support to learn at an appropriate level. The children are grouped for RWInc Spellings throughout the key stage and are taught in ability groups for four sessions a week. Guided reading is carried out in groups and regular handwriting sessions are taught in Years 3/4.

Maths is differentiated in class and taught four times a week using objectives from both the National Curriculum and TAPAS. This is then supplemented with Big Maths in which the children are grouped according to their CLIC levels and taught accordingly with three 30 minute sessions. The children are tested monthly with a CLIC test. There is also a high importance placed on Learnits that are taught daily; Each child has a Learnits progress card to gain house points for their achievements moving up and within levels. The children also have access to MyMaths online homework; they receive weekly activites that are set to reinforce that week’s learning.

Science has a dedicated afternoon in each of the KS2 classes with a variety of topics being covered in each class. Scientific enquiry skills are developed systematically with a range of enquiries including fair testing, pattern seeking and observations over time being carried out throughout the year.

Welsh as a second language is taught in one session per week but is supported by daily 10-15 minute slots. During this time the children are encouraged to develop and practice the language and vocabulary learned. Baseline assessments are carried out termly to assess children’s confidence in oracy and to inform planning and next steps.

The foundation subjects are developed through topics during afternoon sessions. A topic provides the focus for learning for a term in which the children have focussed lessons alongside opportunities to take ownership of their learning through investigative projects and TASC (Thinking Actively in a Social Context). The literacy and numeracy framework & Digital Competence Framework are used to plan topic activities that develop literacy, numeracy and digital competency across the curriculum. We also look for opportunities to integrate enterprise into the curriculum, wherever we can.

In order to allow teachers the statutory PPA (Planning, Preparation and Assessment) time. Attribute Sports are employed by the school to teach Physical Education (PE). The children have a PE session on Monday and Friday. Teaching staff cover a session in another class and teach ICT skills.

KS2 assemblies are on Tuesday & Thursday, exploring spiritual and moral themes. A whole school celebrations assembly is held on a Friday. Class worship takes place on Mondays and Thursdays with a focus on religious stories.

**Planning**

The weekly planning format is consistent and focuses on the main learning objective, the activity, differentiation, questioning and Assessment for Learning and is linked to the Literacy and Numeracy Frameworks. Extra support is given to pupils in literacy and numeracy where a need has been assessed.

English, Maths, Science, Welsh, ICT and SEAL are planned discretely using the following resources as well as the NC documents:

English – RWInc Language and Literacy & RWInc Spellings

Maths – TAPAS, Big Maths

Science – Cornerstones

Welsh – Antur Anhygoel packs

RE - Blaenau Gwent Resource pack

ICT – EAS skills framework

We follow a thematic approach to topic learning, with all topics chosen by the children. Most topics are carried out by all KS2 classes, enabling us to plan resources and outdoor areas to enhance the children’s learning. We also plan whole phase trips, visitors and activities related to the topic. As a department, curriculum overviews have been devised to ensure coverage and progression of subject skills throughout the Key Stage.

Each topic begins with a Delve and Discover day whereby the children are immersed in a range of activities throughout the day. The children then use the experience to plan their activities for the topic using literacy, numeracy and digital skills provided by their class teacher. The children are fully involved in the planning process and any activities not used in class then form their home learning for the course of the topic. Topics can last a day, week, half term or longer, depending on the interests of the children.

**Assessment, Recording and Reporting**

* Continuous assessments – observations (formal and informal)
* Pupil observation books
* Tracking of 3 children for each core subject in each class
* Literacy & Language grammar and comprehension tests
* SWST – Oct and May
* National reading test
* National numeracy test
* Alfie tests
* CATS in Year 4 only
* Focussed assessments – RWI at least once every half term for those not on Language and Literacy
* Pupil self-assessments and peer assessments according to success criteria
* End of Key Stage 2 statutory teacher assessment
* LNF Tracker
* INCERTS updated termly
* Parents evening in autumn and spring term
* Written report at the end of the year
* Open evening in summer term where parents can view learning and discuss written report
* Annual report to parents/ governors
* Assessment data communicated to parents and governors including school comparative information

At the end of Key Stage 2 our school will report on assessed outcomes for:

* English
* Maths
* Science
* Welsh as a second language

Assessment for Learning

Assessment for learning is crucial to raising a pupil's achievement. It is based on the principle that learners will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve the aim (or close the gap in their knowledge).

Throughout school we use a variety of strategies to develop the principles of questioning, feedback and peer and self assessment. The strategies are not exclusive to each year group but ensure that we build progressively adding to strategies used before. Many of the strategies are explained in WAG publication ‘How to develop thinking and assessment for learning in the classroom’ (Nov 2010)

|  |  |  |  |
| --- | --- | --- | --- |
| Reception / Year 1 | Year 2 | Year 3/ Year 4 | Year 5 / Year 6 |
| Thumbs up  Self marking  Stars and a wish  Ongoing Feedback  Mini whiteboards  Closing the gap  Popcorn | Think, pair, share  Big Question  Talking partners  Exploring wrong Answers | Peer marking  Ask the audience  Phone a Friend | Basketball  Double bubble  Choice of answers |

**Marking**

**Quality Feedback**

In Key Stage 2 Learning and Skills Targets are shared with the children at the start of each session and marking should relate to this focus. Children’s learning, in relation to the target, may be commented on using a variety of different methods, e.g. written or oral feedback, self and peer assessment and the use of target or marking stamps/stickers or 2 ticks.

Where success criteria are used, children are encouraged to check their learning against the criteria and make judgements. Feedback from the teacher is given in relation to the same criteria, through ticking the labelled points and/or giving written comment.

**Colours of ink to be used in marking**

All children at Shirenewton Primary School write in pencil or blue pen. All marking will be carried out using a pen; supply teachers should mark using a green pen.

The children will use any coloured pencil or pen to mark their own work and a pencil, any colour, for editing. Often children write a comment which is to be responded to by the teacher, initiated a marking dialogue.

**Spelling and grammatical errors**

Spelling, punctuation, grammar etc. should not be a focus in every piece of narrative writing, as too many corrections can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking.

A circled ’c’ letter will indicate that a capital letter is missing and an underlined word will indicate a spelling error (the teacher will write the correct spelling in the margin or at the end of the piece of learning, indicated with ‘sp’).

**Inclusion**

We believe it is important for all children to experience the range of activities on offer. We will use every opportunity to challenge stereotypes, gender, race, culture, ethnicity, disability and ability. Activities are designed to encourage maximum participation for **all** pupils in a context of learning alongside others and collaborating with them in shared learning experiences. The variety of teaching and learning strategies adopted within the curriculum aim to minimise **all** barriers to learning for **all** pupils.

**More Able & Talented**

At Shirenewton Primary School we plan for identification of and support for more able pupils and to review this practice annually. We encourage all teaching staff to ensure opportunities are provided for all pupils to fulfil their potential via challenging and stimulating environments where children are empowered to become independent learners, critically aware of their individual potential and progress, through continual reflection and review of targets.

We encourage and foster the talents of individuals, providing them with opportunities to showcase their talents through lessons and events throughout the year. We also offer Enrichment Days throughout the year where they can develop these skills further or explore new ones.

**Handwriting**

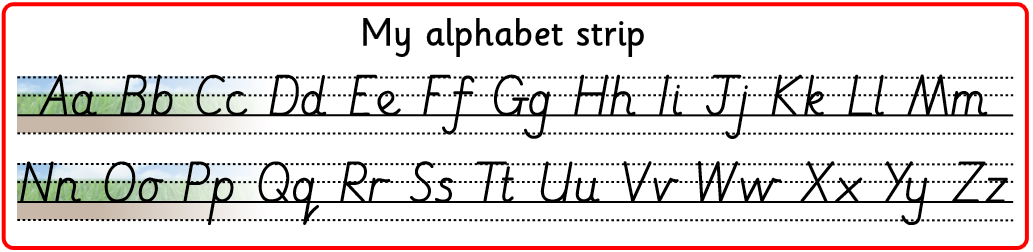
* Handwriting sessions are timetabled in lower key stage 2
* For identified children handwriting can be included for additional support sessions throughout the key stage
* There are 2 basic joins – the ‘arm join’ and the ‘washing line join’ and then 3 variations:

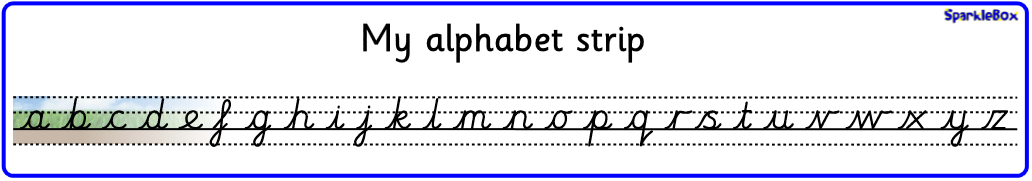
ai (arm to small letter) al (arm to tall letter) ad (arm to ‘sister’ letter)

wi (washing line to small letter) wh (washing line to tall letter) wa (washing line to small letter)

(The “sister” letters are c,o,a,d,g,q)

* From Y4 onwards all pupils (identified exceptions) will be expected to join their handwriting in all areas of learning
* If a pupil reverses a letter or number during a writing task - they will be shown the correct formation and given opportunity to practise it at the end of the work
* We will encourage pupils to ensure letters are consistent in size with clear ascenders and descenders





* Staff will model how to set work out neatly and all staff handwriting in pupils' books and marking will be exemplary

**Presentation**

* We will encourage pupils to present their work neatly, taking a pride in their presentation
* When children demonstrate that the can present their work neatly they will transfer from pencil to pen
* Full date written in writing books against the margin
* Short date written in all other books against the margin (except Welsh where full date will be written in Welsh)
* Leave a line underneath the date
* Write the title or Dw i’n gallu and underline with a pencil and a ruler
* Leave a line underneath the title before starting writing
* New paragraphs will start on the next line indented from the margin
* Date and title written in pen in maths books (when using pen). Title underlined with a pencil and a ruler. All work to be done in pencil
* Draw a margin in maths books, two squares in, using a pencil and ruler
* In maths books leave one column after the margin
* Use a ruler for all lines needed
* Mistakes to be crossed out with a pencil and a ruler

**Home/ Community Links**

We recognise, appreciate and encourage support from home and the wider community in the following ways:

* Parent helpers – curriculum, trips, Forest School, library visits, spelling journals, enrichment activities
* Letters, topic webs, helping at home guides
* Parent forums
* Home Reading Log
* Home learning tasks e.g maths games, topic learning (see appendix i)
* Events – workshops, open mornings, concerts
* Visits
* Enterprise events – e.g. stalls at Christmas and Summer fetes
* Links with local churches and ministers
* Visitors – e.g. PC Finnister
* Local businesses
* Fields Association members
* Outside agencies
* Cluster schools links
* Networks built up with other schools – PLCs

**Health and Safety**

The school agrees to abide by statutory health and safety guidelines as outlined by the LEA. Regular checks are undertaken to ensure compliance with legal requirements. H & S is discussed weekly in our department meetings.

The materials, tools and toys which the children use are deemed safe and appropriate to their level of development. Appropriate risk assessments are completed and pupils are made aware of risks. The strictest food hygiene rules are adhered to during cooking activities. Parents complete permission slips and list any allergy advice – these are located in classrooms.

This policy will be reviewed and updated annually.