



ISAMBARD KINGDOM BRUNEL PRIMARY SCHOOL



EDUCATION BRIEF

MAY 2020

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1. Vision, Ethos and Values

1.1. Context of the new school

The Isambard Kingdom Brunel School Primary School (IKB) and The Bright Sparks Nursery, Longforth Farm, Wellington

Wellington is a rural market town in Somerset. There has been significant growth in Wellington with two large housing developments underway Cades Gardens (700 dwellings) and Longforth Farm (500 dwellings) and a third with outline approval Jurston Farm (650 dwellings). There is a balance of affordable housing and high range houses in the development and the profile is similar to the current Court Fields School catchment.

Court Fields is a sponsored secondary school and the children from IKB will feed into it.

There are five other main primary schools that feed into Court Fields, one of which is already within the Trust. The Trust has a very good relationship with these schools who have been supportive with the development of IKB. All these schools are part of the Trusts Affinity Teaching School Alliance as well as working closely together in the Community Learning Partnership and through the Team Around the School agency. These links have been strengthened by the ambition of the Trust that every child in our catchment has an excellent education, that needs are identified early on and that we work together to support children and families.

IKB will open to Reception in the first year, and the Nursery provision in the first instance and then open the next year group in every subsequent year. It is a two -storey building on the site designated at Longforth Farm. The 14,000sqm site includes designated play areas for nursery and KS1 classes as well as a hard court and playground, a soft PE area, a large sports field and a planned forest school area. The building will have nursery and key stage 1 classrooms downstairs with key stage 2 classrooms upstairs, complimented by a library, studio area and large hall all of which is fully accessible with ramps and lifts.

Isambard Kingdom Brunel was an engineer of significance and local regional interest. The IKB school ethos is one of learning by experimenting and moving forwards through a scientific approach. The focus on STEM learning is a powerful driver for the IKB curriculum.

1.2. Mission statement

The Castle Partnership Trust's aim is to provide exceptional education for its pupils and to working closely with its families to identify needs as early as possible. By engaging families at an early stage in their child's school life we can focus on the child's educational and developmental requirements quickly to ensure the best educational journey for the individual. We are committed to the locality, to building the best provision possible for every child through from Nursery to secondary, in both academic and social, emotional and health education.

The Trust encourages every school to develop its unique characteristics and to maintain its own local governing body; this model offers head teachers a high degree of autonomy in the work of leading their schools, with the freedom to focus on teaching and learning. The Trust aims to nurture the individuality of its member schools, identifying the areas of strength and distinctive features of the local community in order to promote sustainable improvement.

1.3. Principles

The principles of The Castle Partnership Trust are that every child has the right to a high quality education, to see themselves as successful, to participate in enrichment and learning and to be full citizens locally, national and globally. These principles underpin the Trust's sponsorship of any school to become an academy and drives school improvement throughout the Trust.

IKB Primary School will provide the same high quality education that is strongly evident at The Castle School, and develop the same strong ethos and standards that characterise the other schools within the Trust.

IKB will have at its core the Trust's commitment that:

- Every Child Achieves
- Every Child Belongs
- Every Child Participates in learning, enrichment and the community

Through school, children begin to develop attitudes and beliefs about themselves both as learners and as people. By the age of 7, children already have a deep sense of themselves as learners and as part of a community. By 7, many children who are disadvantaged have already fallen behind their peers and we cannot allow that. We want every single child in our care to thrive, be successful, have strong moral purpose and sense of belonging and identity.

If we are serious about ensuring that no child will be disadvantaged by their background, we must be committed to a deep progression from Nursery through EYFS, the Key stages 1-4 and beyond into their adult life. The Bright Sparks Nursery provision in each school will form the bedrock of our children's outstanding education and personal development, especially for disadvantaged children who will begin at Bright Sparks aged 2. Children will leave Bright Sparks with the beginning of a sense of themselves as both individuals and a sense of responsibility for their community as their own personal community and their sense of their own place within it, grows. Our nursery provision will be vital in developing trust among our parents/ carers to continue the learning journey of their children with us at IKB.

In order to support every child achieves, there are strong and robust systems in place to monitor, track and intervene so that no child falls behind. Most importantly the teaching and learning will be focused on building knowledge and securing knowledge, it will place value on cultural capital and reading.

Every Child Belongs

The Castle Partnership Trust is committed to the principle that every child will feel that they belong, that they are important and contribute in their own unique way as well as collectively, building a positive, enthusiastic and supportive community that is based on mutual respect and support. There is assumed success throughout The Castle Partnership Trust.

The pastoral system is the key driver in this. Houses provide a strong family-orientated support for pupils and families and will be a feature of Isambard Kingdom Brunel School. The Houses will reflect the innovation and inventiveness of Brunel, and will be named after great scientists, mathematicians, environmentalists and inventors, especially female and from ethnically diverse groups, inclusive of people living/ who lived with disabilities, to reinforce the positive growth mindset that will characterise learning in the school.

IKB Houses:

1. Thunberg – a teenage activist from Sweden who has become the face of the youth climate

movement.

2. Johnson - a mathematician from America whose calculations of orbital mechanics as a NASA employee were critical to the success of the first spaceflights and moon landings.
3. Hawking - a theoretical physicist, cosmologist and author from England who was known for his work on black holes relativity.
4. Hypatia – a philosopher, astronomer, and mathematician, who lived in Egypt, then part of the Eastern Roman Empire. She was a prominent thinker and she taught philosophy and astronomy.

Every Child Participates

The Trust believes strongly in the community, and the contribution that young people make is essential to the wellbeing of their local, national and global community. We have taken Brunel as the inspiration for our character education programme which has three strands: Resilience, Reflection, and Health and Wellbeing. Participation and enrichment are well-embedded at The Castle and developing well at Court Fields and Wellesley Park Primary School. The promotion of the Brunel Programme will permeate the whole of a child's educational life, building resilience, reflection and health and wellbeing. We have a holistic approach to education.

IKB will centre itself firmly in the heart of local community and support the community by ensuring pupils have a clear sense of what makes a good citizen and a good neighbour, the responsibilities and the privilege of living in the UK. Pupils will have a strong sense of themselves in the local, national and global context so that they have clear sense of the responsibility they have to others, in the present and in the future.

To further strengthen the core principles which run through the school, IKB has a set of attributes with aspiration embedded within them which are shared and demonstrated by all children, staff and the wider school community.

Our IKB attributes include:

- We are positive - in our relationships with others and values that we share
- We are engaged - in our classroom learning and in wider school activities
- We are responsible - for the way we conduct ourselves in school and among the community
- We are respectful - to everyone we meet and to the property and resources that we share
- We are resilient - when things might not go the way we wanted and come back stronger
- We rise to challenges - to learn more about ourselves and to strive for further achievement

Through the entire IKB community demonstrating these core attributes IKB will create a shared identity which will enable all stakeholders to strengthen their sense of achievement, belonging and participation both within themselves and collaboratively.

2. School Development Planning Cycle

2.1. Quality assurance and accountability system. Review and evaluation process.

Within the Trust, all schools have a programme based on regular review at both School and Trust level, involving all levels of leadership; governance, strategic leadership teams (SLT) and external advisers.

The Governing body also commissions surveys of all stakeholders, parents, staff and pupils, at least once a year which monitors the work of the school and informs the planning.

IKB will follow the same twelve month ongoing self-evaluation process of School Improvement. This is as follows:

- Strategic leaders regularly review the school through Deep Dives into subjects, line management of subject and Key Stage leaders, analysis of data both in year progress data and outcomes in terms of exam results, attendance and behaviour data. Through this, the school identifies its priorities within the strategic direction of the Trust and these are approved and monitored by the Local Governing Body.
- The LGB monitor the progress of each school towards its targets through reports from the SLT, through regular involvement in the work of the school such as school visits, observing the Deep Dives, meetings with staff, pupils and parents, unannounced safeguarding reviews.
- At least an annual staff, pupil and parent survey which is owned and received by the LGB.
- External Review from a consultant who is independent of the Trust and who reports directly to the Governors and Directors.
- The Executive Head/CEO conducts reviews, triangulating the school's own view and the SIP with data and the external review. The Trust has a secondary Executive Head and has appointed a Primary Executive Head to open IKB on the advice of the EA.
- The LGB will be reviewed bi-annually by a governors review through the Teaching School and which is independent of the Trust and LGB.
- Peer review between secondary schools has been a strength and been instrumental in sharing best practice. IKB will allow the same practice between the primary schools.
- As a result of this scrutiny, the Headteacher with the LGB determine the school priorities. These are agreed by the CEO and Board.
- Resources, including CPD are agreed in accordance with the SDP, and alongside the Trust DP which identifies shared training needs and priorities.
- Performance Management targets are reflective of the School Development Plan
- The LGB hold the Headteacher to account for the progress towards the priorities identified in the School Development Plan.

3. Strategic Objectives

The Trust objectives are:

- To provide excellent education for every child in our locality.
- To do this, the Trust will provide excellent support in all aspects of SEND including SEMH, identifying needs early on in childhood and to provide outstanding services to families, countering the impact of austerity upon children and young people's services.
- To ensure that every child benefits from this, the Trust has focused attention on working closely with all the feeder primaries into the trust, and to forge deep and supportive structures that will achieve the same ends.

The School's strategic objectives are as follows:

- To provide the best education for every child in the catchment.
- To ensure that siblings as well as current pupils have needs identified as early as possible and to work with families. Interventions are implemented at the earliest point to ensure every child is

school ready and capable of making academic and emotional progress.

- To work with other primaries to ensure this is shared across Wellington so that children progressing on to Court Fields are literate, numerate, have knowledge of the wider world and see themselves as learners.

4. Key Performance Indicators and Targets

Year 1:

1. School and Nursery pre-opening inspection judgment at good or better.
2. Ensure strategic leadership and governance is strong, with a shared vision and understanding.
3. Ensure all policies and procedures are in place and understood.
4. Inculcate a culture of vigilance amongst staff and wider community with regard to keeping children safe.
5. Assessment and reporting arrangements embedded in practice.
6. Initial outcomes for first cohort at 10% above 2019 national.

Years 2 to 3

1. Nursery provision increases to 95% occupancy.
2. School numbers meet PAN
3. Teaching is excellent and children make above expected progress, at least 10% above the national average.
4. Safeguarding policies and procedures judged Outstanding by external review.
5. Parent surveys show 100% satisfaction and strongly agree with all statements (Ofsted surveys)
6. Wider community involvement, including regular use of School facilities.

5. Leadership and Governance

5.1. IKB and Bright Sparks Nursery Strategic Leadership Team

The Trust has attempted to recruit a Headteacher in the Autumn term of 2019; however, we were unsatisfied with the quality of candidate and so took the advice of the EA and hired a Primary Executive Headteacher, whose role is to open the new school and then to lead on the primary phase within the Trust. We were confident that this role would attract suitably qualified people with the necessary drive and commitment and energy to provide good engagement and direct involvement with parents, as well as the ability to attract and recruit excellent staff.

The Primary Executive Head Teacher has Headship experience within an established primary school so that we a) recruit the best people b) we are able to employ full time teachers and the head will be non-teaching c) this gives capacity within the Trust to support the other primary school as the headteacher there is new in post and whilst excellent, still relatively inexperienced.

As the Executive role is wider than the school the Trust contribution to the salary will mean that the Head will not have a teaching commitment. This was a significant factor in putting off the best candidates in the first round of applications and we have taken the advice of the EA in this matter. There is commitment from the Somerset Local Authority that they will fund a minimum of 30 pupils in the first year, for IKB opening with 1 cohort and a 45 minimum if it required to open with 2 cohorts. This will be generous staffing. Having an experienced and confident primary leader will ensure that the new school is successful and as we are only opening one-year group at a time, there is no mixing of year groups or concerns about numbers.

SLT will, in the opening year, be: Primary Executive Head (who will be the Headteacher for IKB for the school opening and the first 3 years) supported by the Nursery Manager (who will be part of the school SLT and supported by the EYFS Trust lead (Mark Carter).

Strategic leadership will be provided by CEO, Trust Business Manager. Trust SENCo. Trust SEMHCo. Trust business team (HR, Finance, Personnel)

5.2. Structure of the governing body, sub-committees, roles and responsibilities

The Castle Partnership Trust, is a charity and company limited by guarantee, is comprised and governed by:

- Members who guarantee the liabilities of the company and review the strategic direction
- The Board of Directors, responsible for, and to oversee, the management and administration of the Company and the schools run by the Trust
- Local Governing Bodies (LGBs); there will be one LGB for each school which will be responsible for, the day-to-day management and administration of the school

The Board of Directors approves a Scheme of Delegation that reaches across all schools within the Trust. This scheme is to provide clarity to LGBs on the extent of their rights, responsibilities, authority and powers and to provide a framework within which the LGB will interact and work with the other governance aspects of the Trust.

Appendix A – Trust Structure

Appendix B – Scheme of Delegation

6. Curriculum Strategy

6.1. Principles upon which the curriculum is based

We recognise that every child is unique and that their personalities, knowledge and skills reflect this. We believe that every child in the school has the capacity to achieve and we will be unwavering in our ambitions for their achievement.

At IKB Primary School, we want children to be curious, inspired and enjoy learning. The curriculum will follow the National Curriculum plus additional enriching experiences and knowledge. The curriculum will enable children to understand their place in the world. It will develop a sense of self and agency that is built upon an ability to seek meaning and make connections based on evolving understanding secured through foundation knowledge and skills. STEM learning is at the heart of IKB and the curriculum is designed to promote enquiry and curiosity, to develop resilience and the ability to hypothesise and experiment, to enjoy discovery and new learning. Teachers will have expert knowledge to plan sequences of lessons that build knowledge in a carefully planned process of language and knowledge acquisition. Leaders will support all teachers to continually enhance their subject knowledge, empowering them to creatively design individual and sequenced lessons that ignite enthusiasm for learning and positively impact upon attainment.

The triangulation of knowledge, language and skills is key and so the three will be coherently mapped out and sequenced through careful planning and continually monitored through assessing learners.

Early Years provision will form the bedrock of our children's outstanding education and personal development. Children will leave Reception class with a sense of themselves as both individuals, and as part of their own community. The Primary Curriculum will build upon the EYFS 7 Learning and

development areas and the ethos of the Trust. Children will leave EYFS school-ready and with a strong belief about themselves as learners and individuals as well as part of The Castle Partnership Trust community. Through curriculum learning the EYFS learners will move on to the next stage in their educational journey with a wider local, national and global understanding of their place in the world.

Kindling the interest and igniting the spark of enthusiasm is the key to engendering real learning, and securing children's commitment to their own learning is a vital part of our vision. In The Castle Partnership Trust we work for the children; they know this, and we foster the belief that they work for themselves, demonstrating intrinsic motivation, and not to simply please their teachers. In order to maintain the primacy of literacy and oracy in pedagogy, we will use Talk4Writing, which is a key pedagogy tool successfully used within the Trust already. The support from our existing school will significantly enhance the work of the new school. Developing linguistic skills to support communication both verbally and in written form will be prevalent within the pedagogy. This will be facilitated through using the Talk4Writing approach and complemented by evidence based strategic quality first teaching (QFT) approaches and intervention support programs e.g. Word of the week, talk boost, emotional literacy, etc.

We have been designated one of the Regional Computing Hubs and this will form a strong computing education for the children at IKB. Children will be taught programming, coding and computing and be adept at using digital technology. Planning will find significant ways to links these skills to wider curriculum learning. In particular we will develop girls' confidence in computing. Gender gaps in attainment across STEM subjects will be diminished by the implementation of targeted initiatives to increase participation of girls through QFT and specific enrichments.

Every child will be taught literacy and English, numeracy and mathematics, Science and STEM including computing and Design Technology, Humanities, Languages, the Arts including Art and Design, Health and Wellbeing including PE and Sports. Reading will underpin everything and increased opportunity to raise its profile among children, parents and staff will help to embed this culture. There will be a strong emphasis on developing competency and mastery of basic core skills in English and mathematics as well as PSHE and citizenship. Whilst the core subjects will be taught explicitly, other subjects will be taught through project and topic-based curricula to ensure that knowledge is acquired, skills are embedded and that children learn deeply and have mastery of skills. Clear and deep progression needs will be seen between year groups and these links will be clear and visible through monitoring and moderation of planning and collaborative working between staff. Children will become knowledgeable and skilful artists, sportspersons, mathematicians, writers, readers, linguists, scientists, musicians, historians, geographers and engineers.

In addition to this but integral to our curriculum is our character education, the Brunel programme which focuses on the idea of 'Failing forward to Succeed' (Edison)

- Resilience through STEM activities, experimentation and planned failure to learn
- Reflection through the Arts and Philosophy
- Health and Wellbeing through Sport and Expeditions

Children will be encouraged to develop as rapidly as is right for them; gifted and talented children will be encouraged, for example, to read beyond the age-related range of reading materials and to explore challenging books and ideas throughout the curriculum. In Maths, the most able will be encouraged to explore mathematical problems, to stretch themselves beyond the age-related curriculum and to approach work in different ways, finding different solutions. In science children will have hands on

scientific experimentation to find solutions to real-life problems. In history learners will look at how different people lived at different points in time and make comparisons with life in our modern day.

All pupils will be taught to develop their capacity for creative thinking and expression through Music, Art, Dance and Drama. This will be supported by working with older children for example through the Arts awards, mentoring, Trust productions, orchestras etc. We already have strong participation from the primary schools in many Arts events and this will become even stronger. All children will have the opportunity to learn to play an instrument linked to the trust ideas of all children belonging, participating and achieving.

In order to provide the same wide-ranging and extensive enrichment activities that characterise The Castle School, we will use staffing from the Trust schools to enhance what IKB staff can offer. For example, music teachers from The Castle School already provide extra music at Wellesley Park and teachers of MFL also teach in the primary schools in our area to enhance MFL provision. Because of the indoor and outdoor facilities available to us we will promote and host inter-school Sports festivals and competitions at the school for neighbouring schools and with children from Court Fields to role model and mentor the smaller children of IKB. All enrichment activities will have two foci: 1) Participation for all and be inclusive and focus on generating experiences of well-being, team spirit, collaboration and developing a love for something new. 2) Provide an opportunity for those who excel or who are gifted and talented to develop and go on to achieve success in that area.

6.2. Ensuring the affordability and value of the curriculum

We will ensure the affordability of the curriculum through an annual financial assessment in January, as we do for all our schools, forecasting anticipated pupil numbers against actual numbers currently in the school and staffing needs for the next academic year. This is used to calculate our staffing requirements and recruitment. Every year we assess the cost of the curriculum against budgets: the number of children, ages and class size. The Trust Risk Register identifies possible concerns and how to mitigate risk.

In year 1 we have been guaranteed funding from the LA for one class of 30 and should numbers require a second class, funding has been agreed for a minimum of 45 students. We already have over 21 expressions of interest, although we are aware that these are not yet confirmed places. However, the guarantee from the LA means we will recruit both the Executive Headteacher (see above) and a Reception teacher.

In year 2, we will assess the numbers and funding and calculate the cost of running classes. There will be indicative numbers from the LA upon which we will base our staffing. However, we are aware of the risk that we may recruit staff and then not recruit sufficient numbers of pupils in order to attract the necessary funding to cover those costs. To mitigate this risk, we will share staffing with Wellesley Park and Court Fields (Secondary School). There are opportunities to deploy staff over the two schools, for example, providing PPA cover and interventions. We are keen to use primary colleagues in Year 7 with children who require additional support making the move from Primary to Secondary. In addition to this, it will be for the Executive Headteacher to decide how to maximise the funding available and I would expect that to include the head covering PPA time if necessary. If numbers continue to not meet PAN, the Headteacher will teach the necessary number of lessons, and we will consider reducing or not recruiting further staff but using existing Trust staff across schools.

In order to provide the quality, we will use Trust staff creatively so that the new pupils of IKB are guaranteed the full range of the curriculum. We already have a number of SLEs who have additional time and generate income from School to School support, and they will be deployed at IKB to support where there is not an existing specialist teacher. For example, we have a Primary Science specialist, Computing Hub and Maths Mastery specialist. Music teachers from The Castle School already work with Wellesley Park and our feeder primaries and our Mandarin Chinese teacher works with pupils from Trull Primary. We are used to this way of working and understand the benefit to children from having had an excellent foundation.

Every year we benchmark and collaborate with other local schools and MATs to combine our buying power. We use the Schools Buying Hub to ensure that we get best value for money.

6.3. Curriculum programme

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English (includes reading, Phonics, Literacy, writing etc)	8	M We will follow the Primary National Curriculum	This is a specific focus on English/Literacy although clearly these skills will be reinforced throughout the curriculum. Other topics and subjects will be used in these hours as vehicles for teaching English. E.g.: nonfiction texts will be ones that are being used in project work or other subjects. Reading will be its own bespoke subject at IKB with focused reading lessons looking at specific reading skills and developing knowledge of other subjects linked to topic learning. Just as importantly promoting a love of reading for pleasure linked to class stories and whole class reading times will be a thread that runs throughout IKB.
Maths / Numeracy.	6	M	This time is for teaching Maths /Numeracy specifically. As in English and literacy, these skills will be taught and reinforced elsewhere. Maths will follow a mastery curriculum with clearly embedded links through planning to fluency, reasoning and problem solving. Maths lessons will be divided into a maths meeting, followed by a maths lesson. Maths meetings allow wider curriculum coverage, pre-teaching, post-teaching and offer opportunities to really embed fluency in mathematics so that children can gain greater confidence in reasoning and problem solving as well as allowing them to access maths lessons with greater confidence.
MFL	1	M	At reception and KS1, MFL will be the introduction of words and phrases, and in spoken language. At KS2, it will be more formal and taught by specialists from across the Trust to ensure outstanding progression.
Health and Wellbeing including PSHE	2	M	This includes PE/Sports/ Food/Health/PSHE and Philosophy for Children. PE/Sports are important to develop physically, motor skills and coordination etc. It will also include Forest School as well as competitive sport. Healthy lifestyles will be included in this area and Food will be taught within this part of the curriculum. Children will be taught to cook and make healthy choices. PSHE also teaches British Values and inclusion although these will be covered extensively throughout the curriculum.

Science / STEM including DT Coding / computing	5	M	Enrichment days will supplement the Science/STEM curriculum and links made with Maths and numeracy. Specialists from across The Trust will teach coding and computing.
Humanities including RE.	2	M	Humanities will include an explicit element of British Values in these subjects. There will also be Enrichment days to supplement the curriculum time.
Expressive Arts and creativity	1	M	Children will have the equivalent of one hour a week in Music, Art, Dance and Drama. However, they will also be taught the Arts through other subjects for example in the Romans, children will learn about classical architecture and mosaics, and there will be Enrichment Days to supplement the curriculum.
Philosophy for Children / PSHE / Assembly / Registration	1h 40m	M	E.g. restorative justice assembly, themed days and weeks throughout the year (e.g. anti-bullying week), daily well-being check ins.

6.4. Provision for EYFS

The Trust subscribes fully to the principles of the EYFS framework's principles that:

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' Any needs of a child will be identified as early as possible, ensuring that quality provision for children and families are targeted immediately whether that is through the school itself or by working closely with outside agencies.

The Castle Partnership Trust wholeheartedly subscribes to this ambition to change the chances of those most disadvantaged children in the UK. In order that The Trust achieves its purpose, it is essential that we begin with Early Years and Foundation Stage and deliver the high quality education and care for which the Trust is renowned. As many links as possible need to be made between parents and school so that they see it as central to their families. Health visitors and other agencies will have strong links with the nursery and school so that the school is central to meeting the needs of the children of the community. Supporting and educating parents is a key theme in this bid, so that families are identified early on as the first child presents in education so that family interventions can be put in place in order that this child and its siblings can all succeed. IKB will enrich the lives of its pupils, their parents and the community by offering both general and targeted parental support to include parenting courses, professional learning courses and life enriching experiences. Parents will be regularly welcomed into the school to join in with, share and celebrate their children's learning.

The Trust is fully committed to Somerset's Children and Young People's Plan for 2019-2022, <http://online.pubhtml5.com/fuxz/rvcf/#p=24>

The EYFS provision at the new school will ensure that children become confident and capable in a safe, healthy and enabling environment. The characteristics of effective learning in the EYFS will be at the core of approaches to teaching and learning to ensure children's 'school readiness' and gives children

the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (EYFS framework).

The provision for FS1 and FS2 will work closely together and benefit from the Trust EYFS lead, Mark Carter, to ensure continuity and progression, whether or not nursery children go on to attend the school.

6.5. EYFS & Primary Curriculum

In the Early Years' provision, we are guided by the four guiding principles of the EYFS framework:

- 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 and/or carers
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities

and our provision considers the following commitments, which are to:

- develop a joy and enthusiasm for learning. This includes the skills to stay safe, be happy and healthy - both physically and mentally, to enjoy and achieve, to make a positive contribution, and begin to understand the drive to achieve economic well-being.
- provide safe, happy and challenging learning environments, both inside and outside, where children can develop the skills and knowledge needed to become successful, confident and independent learners.
- offer a structure for learning that has a range of starting points, that match the needs of the children in our care and opportunities that reflect the importance of all children.
- ensure rich and stimulating provision that enables children to develop their minds and bodies, and from which no child is excluded or disadvantaged.
- build upon what our children already know and can do, supporting and extending the development of all.
- prepare the children for a successful transition to Key Stage One, through effective partnership with KS1 teachers, and with effective data tracking and planning.
- attract children and families from other local FS1 EYFS providers and in doing so ensure a successful transition through close liaison and working effectively and collaboratively with community providers.

Children in EYFS will be active learners, developing through play and exploration within a curriculum guided by the statutory Framework for EYFS. Practitioners will be practised and expert in schemas, sustained shared thinking, and how to support 2 year olds to ensure they are using evidenced based practice to meet the child's needs. Through well planned and structured play activities, children will learn skills of creativity, independence but also being able to share and co-operate with each other. Play is how children learn about themselves, each other and the world around them. Key workers will use their observations of the children to identify next steps, schemas, and plan activities both inside and outside which encourage children to learn as they play.

We aim to develop children's skills and knowledge in all areas of the EYFS through careful observations carried out by highly qualified early years professionals. This work will be the primary work of the key worker, who will be expected to observe closely and plan meticulously and accurately activities that will ensure every child achieves a better level of development than would normally be expected for their age, allowing them to be individuals and creative people. The Nursery provision will work alongside the Reception classes of the new school to ensure there is a stimulating environment and suitable creativity and Free Flow playfulness that develops all children and allows those of different abilities and physical development to progress at a rate that is right for them. Teaching and learning will support children to develop the characteristics of effective learning; playing and exploring, active learning, and creating and thinking critically.

In this way we will provide a balance of adult led and child initiated activities and experiences. Children will often choose what they want to do from the range of activities on offer. This encourages independence and is very important in developing a good attitude towards learning. Children will also be encouraged to take part in adult led activities both in small groups and with the whole group so they develop team work and social skills. This will also begin to instil British Values in children's learned behaviours. Differentiation will be used to adapt learning to fit in with what a child may already be doing to build trust and confidence and develop strong relationships that will form the basis of participation in adult led activities in future and how well children experience and learn in the setting will impact upon their IKB learning careers.

All EYFS areas of learning will be covered during our planned sessions through a range of fun, exciting and stimulating activities, both inside and outside, in which children will have the opportunity to explore, investigate and experiment using all their senses. In delivering the Early Years provision, IKB will benefit from our experienced and well regarded EYFS lead, Mark Carter, at Wellesley Park. Mark's expertise will ensure that teaching and learning at EYFS is excellent and provides a strong foundation for children's education.

From Reception onwards we will build upon the foundation of the early years.

6.6. Literacy and numeracy provision, including provision for literacy recovery

6.6.1. English/Literacy

Adults with good literacy skills (the equivalent of a good English Language GCSE or better) are much more likely to be in work than those with lower levels of literacy: 83% compared to 55%. Data from the recent OECD Survey of Adult Skills show that unemployed adults are twice as likely to have weak literacy skills as those in full-time employment. Better literacy skills are also associated with higher earnings. OECD (2013) OECD Skills Outlook 2013: First Results from the Survey of Adult Skill.

Unremitting emphasis on high-quality, effective synthetic phonics teaching from the early years onwards will characterise the teaching of literacy and reading in IKB specially to disadvantaged boys, as the way to achieve equality in our system.

6.6.2. Literacy in EYFS

Children will hear rhymes and stories every day and have planned and unplanned opportunities to make marks and improve their fine motor skills. Synthetic phonics will be started at appropriate times for each child and there will be a rich and literate environment that encourages children to decode and find out what symbols and letters/words mean. Within the EY provision, there will be a very strong

emphasis on speaking and listening to prepare children to enunciate, blend and segment phonemes. Developing children's social skills, including speaking and listening, is essential and there will be an emphasis on a language rich environment and enunciating clearly as a beginning of progress towards Talk for Writing, which will be a key feature of the primary curriculum.

Rooms will be rich literacy environments where books and other forms of text will be easily accessible, colourful, intriguing and absorbing. There will be snug and comfortable corners for reading where children can find books that encourage them to explore and decode, where older children and adults will read with and to them and where children will discover reading and books as enjoyable and rewarding experiences.

Synthetic phonics will be started in EY at a level appropriate for each child and children who are below expectations will have 1:1 key worker support as well as small group reading to grow their confidence. There will be active listening activities at circle time to ensure children's attention develops and they can sustain concentration for increasingly sustained periods of time at an age appropriate level. This will continue as a focus in the Key Stage 1 curriculum, enriched with a wide variety of colourful and interesting texts that excite children and enthral them, drawing them into reading for pleasure. Commonly, discrete, systematic phonics teaching will take place at set times of the day. The Trust EYFS lead specialises in phonics and will ensure that all staff are secure and competent, and that the school stays ahead of the game in terms of best practice and maximizing impact of children's outcomes. Reading texts will be closely linked to phonics being taught so that learning at school can be further embedded at home appropriate to the level that children are learning at.

Synthetic Phonics, Letters and Sounds, Talk4Writing will be introduced in Reception, Y1 and 2 for four days a week and on Fridays spend time on a more extended piece of writing. There will be guided reading at least three times a week and texts from the Oxford Reading Tree Scheme which includes phonetically decodable books. Children will be taught in various group sizes, from 1:1 reading, small guided group teaching and whole class teaching so that by the age of 7, children will be fluent and confident. This will be supplemented by further Phonics teaching for those children who fall behind or who join in-year and have not benefitted from the Nursery education in our provision. Key Stage 1 will give children rich opportunities to talk and listen in a wide range of contexts. This contributes to developing their familiarity with books and stories and their knowledge of the meanings of words. There is a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds. Children who have fallen behind, for example with SEN or who are in-year admissions, will be taught further Phonics to support them.

The Talk4Writing approach provides engaging, inspiring and motivating structured sequence of teaching to assist children in learning to write. High quality texts will immerse the children in rich language which they can imitate, innovate and then apply in their own writing. Children will be exposed to a wide range of texts throughout their school life and can therefore recite and develop numerous different story types. Educational visits linked to Talk4Writing themes will be used to broaden children's knowledge and understanding of the world. These visits will also provide children with a broader range of opportunities, experiences and vocabulary which translate into their writing.

Workshops will be put on by class teachers for parents to attend to learn skills linked to the techniques being taught to children in school. This will ensure that families are accurately replicating them and strengthening the link between home and school. This will inevitably lead to greater learning progress, increased learning outcomes and developing of a wider community spirit.

6.6.3 In Key Stage 1, as children progress through the school, the focus will be on developing mature readers and writers. Accelerated Reader will encourage children to read lots of books which are appropriate to the individual and offering challenge to the reader. It is already well established in the Trust's secondary schools and has now been introduced into our other primary school, and has been significantly successful in instilling a reading culture amongst children who were not readers before. Equally children who are readers see this as an acceptable and valued activity, rewards are highly prized. Every classroom will have a reading corner that is very comfortable, snug and safe. A further priority will be developing a communal library area where children can meet with peers from different cohorts and bond and develop relationships over a mutual love and curiosity for reading and books. Children will be allowed to read here at any time, lunch or breaktimes, when they are feeling ill etc. so that reading is also a refuge. Independent reading will be an encouraged activity during quiet times with teachers modelling reading. We already subscribe to World Book Day, the Summer Reading Challenge and Premier League Reading Stars to name but a few. Book clubs will be well established and there will be a rich well-resourced library to support independent reading.

An expectation we will have of parents will be that they read 'real books' with their children every night at least in Key Stage 1 and ensure home learning is completed in Key Stage 2. There will be provision for real books through the school, banded for level of ease. Parents will be asked to record the reading in a log book and where there is not engagement from parents, the staff will contact parents, support them and make clear the school expectations that an adult read with each child every night. Parent workshops put on by class teachers will play a supportive role in setting reading expectations, highlighting the importance of the parent/ carer role in the development of their child reading and providing reading strategies for families to mirror reading at home.

In addition to this, a Paired Reading scheme will operate with older children who are fluent readers supporting younger children and to develop the family ethos. These combined approaches are well evidenced to provide standards of literacy and progress well above the national average. (Torgerson, C., Hall, J. and Brooks, G. (2006). A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling: DfES RR711.)

Reading will be highly rewarded so that children see reading as a valuable activity. We will subscribe to the Poetry by Heart schemes and make the most of grants available to promote reading and literacy.

The statutory phonics screening check for pupils at the end of Year 1 will identify children who can decode successfully and will identify pupils who need extra help. Teachers will benchmark their pupils' performance against national standards available at this point and the Trust's expectation is that all children achieve above the national expectation based on prior attainment. (See Measuring children's progress for targets and expectation.) Disadvantaged boys will be a particular focus in Phonics and care taken to ensure they are proficient at as early a stage as possible. Pupil conferencing will be carried out so that particular interests can be highlighted and addressed through planning so as to encourage greater engagement.

6.6.3. Literacy recovery

All staff continually assess children's progress, through observations, work in books, regular assessments etc. If a child is identified as not making expected progress then the staff will:

- Perform any necessary assessments to ensure that a staff have a clear picture of what is causing the lack of progress.
- Children will continue to receive high-quality teaching with the rest of the class.
- A bespoke intervention is planned. This has a very tight objective (for example, in phonics it might

be to learn the sounds that a child is struggling with) and a specific time frame - for example a half term. This may be done during class time, or 1:1 with an adult outside of the classroom. The intervention is usually planned to be repetitive to give a child time to add knowledge or skills to their long-term memory.

- Once the end date is reached, staff will reassess the child to judge progress.
- This process might need to happen several times to support a child with returning to age-related expectations.
- If a child is still not making expected progress then staff will refer to the SENDCo to ask for support, as there might be an unidentified learning need.
- Interventions are bespoke to the needs of a child but may include; specific phonic teaching, extra reading (to support phonics and/or comprehension), fine motor skills and/or handwriting, specific spelling and/or grammar teaching, vocabulary teaching).
- During this process the class teacher and other relevant staff will keep parents/ carers fully informed on progress and suitable techniques that could support at home so school and home can work collaboratively to ensure well-rounded learning.

6.6.4. Mathematics and numeracy

STEM is the heart of the vision of IKB and as such, Mathematics and scientific numeracy will be deeply embedded in the pedagogy of the school. Children will acquire deep, long-term, secure and adaptable understanding of the subject. We want them to have:

- fluency (rapid and accurate recall and application of facts and concepts)
- a growing confidence to reason mathematically
- the ability to apply mathematics to solve problems, to conjecture and to test hypotheses.

With its emphasis on mathematical vocabulary and explanation of mathematical concepts in full sentences and oracy, mastery in mathematics absolutely complements Talk4Writing. There will be an expectation of mathematics as a dynamic experience with children collaborating extensively with each other so they learn that mathematics is enjoyable and engaging. In Years 1 and 2 there will be an emphasis on exploration in mathematics, building confidence and enjoyment and resilience. We have an SLE in the Trust already for Maths Mastery who has been part of the Shanghai Exchange and is working across the Trust to embed this pedagogy.

There will be a clear focus on mathematical thinking and understanding; for example, developing children's grasp of place value, the four operations and the effect of multiplying or dividing by 10 as part of their ongoing conceptual understanding of structure and relationships in number. This will be embedded within the cross curricular topics and projects so that there are further opportunities to embed knowledge and to reinforce mastery, give confidence in handling data and applying knowledge.

Mathematics will be taught formally, through maths lessons and maths meetings, every day in every year group and supplemented by explicitly taught numeracy cross curricular topics. Each week there will be different House challenges which draw together the knowledge gained during the week and asks children to work in groups across the age ranges, applying what they have learned. We want children to think hard about a problem, draw on their previous knowledge, and grapple with applying it in a new, unusual or complex context. These mathematical challenges will enable children at all levels to process the learning through talk and build up confidence. In addition to this, it will challenge children to come up with different approaches and solutions, encourage them to problem-solve and to draw upon the who range of knowledge through previous learning. The challenges will be of

increasing complexity and enable those most able pupils to stretch themselves, those children with organisational ability and leadership to develop and the weakest children to be supported by giving them opportunities to ask questions and process information. It will be underpinned by British values of tolerance and understanding, and emphasise kindness and teamwork.

The classroom environments will be rich and stimulating mathematically, as in the EY provision, so that children absorb mathematical literacy. Lessons will incorporate visuals and graphics to help explain concepts and every opportunity will be made to support children to make connections with their mathematical understanding. Children will be encouraged to physically represent mathematical concepts. Objects and pictures will be used to demonstrate and visualise abstract ideas, alongside numbers and symbols as in the Talk4Writing scheme. As at EY, children will use their own data to explore concepts, such as their own attendance, House points, Accelerated Reader points, height, in games, making and designing, cooking food and sharing, and their own nutritional health. This is about demystifying mathematics and making it a normal part of life. We want children to value their numeracy and ability to handle and process numbers and so there will be a reward system that equates the high value of numeracy with that of literacy so children see these two basic skills as important and of high value. As children move through the school mathematics would be further strengthened by using data linked to wider surrounds e.g. classroom, wider school community, local area, national data and international data – this progression will be seen through planning and will further highlight clear and deep progression with visible links between year groups.

STEM projects will feature every term for all year groups and will reinforce mathematical knowledge as well as scientific processes, language and knowledge. There will also be STEM Challenges. For example, investigation into the effect of water on other materials clearly links to erosion etc. and geographical features. Although Design and Technology, Engineering, and IT and Computing will be taught as discrete units, they will be broadly linked under the heading of STEM to emphasise the transferable skills and how scientists, engineers and mathematicians build upon the knowledge of one discipline to learn about another. To raise the profile of STEM and to further raise the level of expertise of the teaching IKB will create links with local and national STEM companies as well as create links with STEM leads in other school settings. This will ensure the provision being offered at IKB is the most up-to-date and relevant that there is to offer. These wider links will also develop through IKB in terms of career opportunities, raising aspirations and involvement in topic learning within the curriculum for all children.

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals and the seasons. Visits by specialists such as The Science Museum Education Team, Mad Science and The Bug Man will enhance the delivery of our science curriculum. We will also have dedicated science days throughout the year.

Modern Foreign Language

From Reception to Year 6 we will teach Spanish to all children as this is one of the languages at Court Fields. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as 'Simple Simon Says' and 'What's in the bag?' will be regularly used. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine.

At Key Stage 2 level we will offer the opportunity to learn another language such as Mandarin. Our

Year 6 pupils will have a series of taster sessions in lots of different languages including Latin, Greek and Arabic. This will excite their curiosity and may help them with choices of what to study at their next schools. Opportunities will be available for partnership with other schools. This will increase intrigue and excitement and add wider context to learning, whilst also broadening the reach of The Castle Partnership Trust learning community internationally.

Physical Education (PE)

Some form of physical activity takes place every day in our curriculum. Our 'Wake Up Shake Up' sessions are designed to do just that and to prepare our pupils for their first activity of the day. Parents will have the opportunity to experience some of our routines when they attend invitation Friday assemblies. Our outdoor PE sessions will be on site for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils visit a local facility for an afternoon of games once a week. The activities are rotated on a termly basis and will be planned in line with timetabling of competition events so that the children are getting specific specialist coaching for particular upcoming events and will therefore have the best opportunity for success and achievement, for mastering skills and demonstrating them on a competitive scale. Indoor PE is held in one of our large hall spaces and includes music and movement, dance, apparatus work and yoga. Swimming is introduced to the timetable from Key Stage 1. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and London based competitions.

PSHCE

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends e.g. Talking Ted. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating. All pupils are taught how to use the TAG anti bullying strategy.

Assemblies will also be used as a forum for highlighting PSHCE on a whole school basis and allowing clear promotion of key themes/ topics at particular points in the year e.g. anti-bullying week.

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Richmond upon Thames. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Topics within each subject will benefit from knowledge organisers: knowledge and information documents that go home with all children before a topic begins with key vocabulary, definitions, questions and diagrams that cultivate educational conversation at home with families. They also form an excellent assessment tool to monitor progress of knowledge and skills development across the curriculum.

6.7. Enrichment programme

At the Isambard Kingdom Brunel School, enrichment will be a feature. Music, Dance, Drama, Art and Design will feature prominently alongside Sports and Science. Trips and expeditions will be a feature and support resilience so that children regularly overcome obstacles or are challenging their fixed mind-set and changing their beliefs about what they can and can't do. Children will not say, I can't, but I can't yet and what do I need to do differently or learn so that I can.

Enrichment is a key feature of the education provided through the Trust schools and IKB will be no exception. In addition to this but integral to our curriculum is The Brunel Programme, our character education programme (see above)

- Resilience through STEM activities, experimentation and planned failure to learn
- Reflection through the Arts and Philosophy

- Health and Wellbeing through Sport and Expeditions

All the schools in the Trust currently operate a participation tracker so that we identify pupils who are not taking part in enrichment. Class teachers then work with the child to identify things that capture their imagination and interest, and signpost children towards suitable activities. This engagement encourages children to engage with the school and their own learning, and makes them see learning and school as a positive experience. Where children are not taking part, teachers engage in conversations with families and plan enrichment and extra-curricular, involving parents as much as possible. We will encourage reluctant parents to accompany trips so they can see the value and build confidence in taking their children out themselves. Children from disadvantaged backgrounds will be a particular focus for participation.

As the school grows, the House system will become increasingly strong and embedded, not only to create the sense of belonging but to provide competition and collaboration in all aspects of enrichment, sports and arts.

6.8. ICT to improve learning

As one of the nine Regional Computing Hubs we have a commitment to computing and teaching children as early as possible the skills and knowledge vital to their prosperity in 21st and 22nd Century. As computing develops exponentially, the mental agility and creativity of children is essential. We will especially promote computing to girls. Every child will be taught coding, programming and computing at the appropriate stages, including online safety and using critical faculties to understand content, appreciating that not everything online is fact.

We have a Trust Primary lead in computing, and a Trust Computing Hub lead. We deliver the facilitation programme and the Computing for All and Computing Accelerator programme.

6.9. Learning Support: Provision for SEN(D), G&T, EAL and CLA

Inclusion is at the very heart of the principles of the Trust and IKB.

IKB Primary School will be committed to providing an inclusive and high quality education to all children, to ensure the best possible progress, whatever their needs and abilities. We believe that all children are entitled to a broad, balanced and accessible curriculum, which allows them to reach their full potential and be fully included in all aspects of the school community.

6.9.1 SEN(D)

The Trust SENDCo and SEMHCo will work with families and children of IKB in the first years until the school has recruited a SENDCo of their own. They will ensure that children are identified and parents supported as early as possible and that SEND needs are identified quickly and provision put in place to support children from their earliest experience of school.

As the school grows, the SENDCo will be on the SLT and support families early on to reduce barriers to learning as well as ensure the most appropriate support can be delivered, through a graduated response. All children, upon entry to FS2, will be assessed using the Test of Abstract Language Comprehension (TALC) to identify speech, language and communication difficulties in individual children, so that targeted intervention can be offered very early in a child's school career, in this most essential of early development skills.

We will fully adhere to the SEND Code of Practice and all legislation to ensure we are fulfilling our responsibilities. Effective partnerships with other relevant professionals will be developed to further improve life and educational chances for children with SEND and as part of any Graduated Response.

6.9.2. English as an Additional language (EAL)

The Trust welcomes children from all backgrounds and celebrates the diversity of cultures of all of our children. IKB Primary will welcome pupils who have English as an Additional Language (EAL). The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL
- The bi/multilingualism of our children and staff enriches our school and our community
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate
- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and included in planning
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language
- The focus and timing of additional support is an integral part of curriculum and lesson planning
- Although many children acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued

Teaching and Learning

What teaching strategies are used to ensure that the principles outlined in the section above are translated into practice in the classroom and that EAL learners are well supported across the curriculum?

Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons

- There is a focus on both language and subject content in lesson planning
- EAL learners are encouraged to use their first language for learning
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames
- Pupils have access to effective staff and peer models of spoken language
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- Additional verbal support is provided, e.g. repetition, modelling, peer support
- Learning progression moves from the concrete to the abstract
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation
- Discussion is provided before, during and after reading and writing activities
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class
- Class/subject teachers plan collaboratively with EAL support teachers or teaching assistant

Pupils who are identified as Gifted will be given enrichment opportunities linked to their particular abilities. Children will be taught to achieve Greater Depth and will take part in specialised programmes, especially in Enrichment and with other G&T children from across the Trust so that they are stimulated and challenged and thrive.

6.9.3. Children Looked After (CLA)

IKB Primary School recognises that, nationally, pupils in public care have significantly underachieved compared with their peers. We intend, through related policies, to promote the inclusion, wellbeing and achievement of looked after children. The School will be committed in particular to implementing the joint guidance from the DfE and Department of Health on the education of young people in public care.

This sets out six principles:

- Prioritising education
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children

The guidance introduced two key measures to improve the educational life chances for children in public care:

- Designated teachers for every school, and
- Personal Education Plans for all pupils in public care

The LGB will ensure that the school has a Designated Teacher and that teacher is able to carry out their responsibilities effectively. The Designated Teacher should be “someone with sufficient authority to make things happen ... (who) should be an advocate for the young people in public care, accessing services and support, and ensuring that the school shares and supports high expectations for them”.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer.
- In conjunction with the child’s social worker, ensure that a Personal Education Plan is completed within 12 weeks of the child joining the school.
- In conjunction with the social worker, ensure that the Personal Education Plan is reviewed every 6 months.
- Ensure that each pupil in public care has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child’s own wishes.
- Co-ordinate any support that is necessary within the school.
- Encourage pupils in public care to join extra-curricular activities and out of school learning through initiatives such as the Disadvantaged Pathfinder Scheme.
- Ensure as far as possible attendance at planning and review meetings.
- Ensure that staff in school receive relevant training, and act as an advisor to staff and to governors.
- Set up urgent meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.

The secondary schools maintain a register of all of our CLA when they leave and maintain contact with our children so that they know they always belong to the Trust and there is always someone thinking about them and here to help, even though they have left. Having invested deeply in their attachment, it is right that we maintain this well beyond the required.

7. Quality of teaching

7.1: Approaches to pedagogy and expectations - lesson planning and differentiation. (Please also refer to above sections)

Teachers are expected to plan the learning for every child in their classroom as per Teacher Standards, with detailed class profiles that give plentiful information about SEND, EAL, G&T, CLA, baselines scores, reading ages and progress scores. Resources will be rich and enable teachers to select the most appropriate activities for each child in the classroom. Curriculum plans will follow the National Curriculum and be enriched with additional learning, particularly STEM and Arts enrichment. Leaders will ensure that there are well resourced and exciting Schemes of Learning from which teachers will draw their own medium and short plans based on the Schools’ overarching principles and policies.

Letters and Sounds, Talk4Writing and Maths Mastery are some of the key pedagogies that will be established in IKB. Teachers will assess children’s progress through a variety of carefully planned lessons and use this to inform the next work children are asked to do. All learning will regularly relate

back to previous learning to further embed, but will also provide insight to where the learning is going so that children are always reflecting on their particular end curriculum goal and making links to wider curriculum themes, knowledge and questions. Group work will characterise lessons so that children learn to work collaboratively but also process the learning through talk. Children will be strongly encouraged to express themselves in full sentences and use disciplinary literacy and terminology, understanding the purpose of the learning and the context in which they learn. The modelling of this learning language from teachers will be of paramount importance to ensure learners have the stem sentences and knowledge to return to and formulate answers/ responses/ theories – particular CPD for all staff around this will be prioritised to ensure there is a consistency of approach throughout IKB.

Feedback will be continuous, verbal and written to which pupils will be taught to respond so that they learn and acquire knowledge. Both statutory and non-statutory assessment will be used to support teachers to have an accurate understanding of what pupils know, can do and understand. All assessment will be used to inform planning and pupils personal targets.

The PSHE Curriculum will be based on developing British Values, and resilience and positive mindset. This will encourage children to work well together, be respectful, but also see that learning is a process of getting things wrong as well as getting them right. This will not only be taught explicitly but modelled by all adults and in the way pupils are expected to treat each other. Children will become knowledgeable, respectful, resilient and responsible citizens who positively engaged and contribute to the world around them, rising to the challenges that they face within it.

Pupils will be encouraged to communicate with each other throughout lessons and be challenged to show their knowledge and understanding by the teacher. The teacher will ensure all pupils are part of this process and are encouraged to show respect for others in their communication. Learners will be encouraged to communicate what they know, can do and understand.

Teachers are expected to set an example to pupils, in terms of learning and behaviour. They will be honest, open and authentic in their behaviours. They will show respect for others, the environment and themselves, and expect pupils in their care to do the same. IKB children will then mirror the example set to new, younger cohorts joining the school to provide them role models and aid their development.

Teachers will also be expected to create a stimulating and enriching environment where each pupil is encouraged to learn and develop as a 'whole', understanding their value and their place in the world and their community. This is not location specific, but recognises the mixed demographic of pupils who are expected to join the school. Recognising their value to the class, the school and society will breed confidence among all children and enable them to become more well-rounded citizens.

In addition to offering a safe, stimulating learning environment and creating a culture of educational excellence, there is recognition that learning does not always have to take place in the classroom. The location of the new school lends itself to a strong link with outdoor activities in order to encourage physical activity and external learning opportunities – both of which have been linked to improvements in mental and physical health and wellbeing.

Groups will be varied, sometimes differentiated into those working at greater depth (G+MA), those working at the expected standard - or about to be at the expected standard - and those requiring specific additional interventions to support their learning (SEND, EAL, PPG). Sometimes they will be deliberately mixed to ensure good social skills, that children do not become pigeon-holed by their ability or their assumptions about each other and to support the learning in a wide range of activities and skills.

7.2. Monitoring Practice

See also Quality Assurance, Review and Evaluation.

Headteachers and SLTs in all of our schools undertake a variety of monitoring and evaluating teaching practice, including work scrutiny, lesson observations and drop-ins. Monitoring is also through outcomes and progress meetings as well as scrutiny of behaviour points/ reports in lessons to ascertain quality of teaching and learning, assuring ourselves that children with SEND are being provided for and that passports are used to inform planning. The Deep Dives between schools is also used to evaluate the curriculum and QTLA and the external reviews as part of the School Development Cycle.

7.3. Improving the quality of teaching

See also Quality Assurance, Review and Evaluation.

CPD is planned at individual class teacher level, subject level and whole school level as well as jointly between schools and across the Trust where priorities have been identified. A budget is assigned in every school to pay for this and the Teaching School also commissions and provides good CPD that improves learning. However, the Trust is committed to practitioners undertaking shared observations, coaching and mentoring. Observing high quality teaching in your own area and then careful coaching and unpicking what is working effectively is the most effective model and we are embedding this in our schools. For IKB, the added benefits will be that new staff at IKB will feel part of something bigger and have experienced and expert practitioners to work with and from whom to learn. Strategic leaders are all recruited based on their own teaching and knowledge of pedagogy; they provide superb coaching for teachers and are directly responsible for ensuring that the QTLA is Good in every lesson, in every subject for every child every day. *(See also Accountability)*

8. Quality of Learning

8.1. Approaches to learning and expectations

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We encourage children to take responsibility for their own learning in an age-appropriate way, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Children will learn in groups, sometimes in ability groups and sometimes in mixed ability groups. They will articulate their learning in full sentences at an age and ability related level and learn to be reflective and resilient. Teachers will carefully plan the learning to ensure this.

Children will read and be helped to find books that enthuse and spark a love of reading, tapping into our natural desire for narrative. Every child will read every day to an adult, either at home or in school. Through a variety of approaches that is right for each child, as not every child learns the same way, we will focus on reading and vocabulary. This will build knowledge so that children make sense of the world around them, can make connections and hypothesise, speculate and prove their hypothesis at age and ability related levels.

8.2. Baseline testing on entry and mid-year /phase

As the children enter into the Foundation Stage (both FS1 and FS2), they will undertake Baseline Assessment tests, as well as a Test of Abstract Language Comprehension (TALC), to provide the school

with the required data from which future progress will be measured. Staff will receive the required training to successfully deliver all tests. The school's robust monitoring systems and culture of collaboration between the Foundation Stage practitioners will ensure that the baseline tests are delivered effectively and provide good quality reliable data, and that there is an outstanding transition between Key Stages and within Key Stages year on year.

As the children progress through KS1 and KS2 all teachers will assess their pupils against the requirements of the National Curriculum. This ensures pupils receive guidance and feedback on the standard of their work and on areas for improvement on a daily basis through a formative assessment in line with the School's Teaching Learning and Assessment Policy. To support staff in this, a curriculum tracking system will be introduced to support planning, recording and formative assessment. Wellesley Park, our sister primary in Wellington, is working with the other primaries in the area to find the best system, this will then be in place and with good expertise for IKB.

Children with SEND will be assessed academically the same way as their peers. However, additional information, from specific short-term interventions, to 1:1 Thrive support and pupil interviews, will be included in the monitoring process. The Trust SENDCo in the first year, but subsequently, the school's own SENDCo will use all available data to monitor and analyse pupil performance and rate progress against Individual Learning Plans (ILPs). This will inform future action planning and discussions with relevant staff. With regard to attachment and SEMH needs, the Trust is appointing a SEMHCo to support families and vulnerable children and this work will also feed into the assessment of children.

All statutory requirements at FS2, Y1, Y2, Y4 and Y6 will be closely analysed and benchmarked against other schools in the Wellington Community Learning Partnership (CLP), the LA and National data using comparative tool scales score, such as FFT Aspire, to compare nationally and contextually. We have a very clear focus on reading and phonics, and the acquisition of vocabulary in the new academy as this forms the bedrock to children's future in education.

A rigorous process of regular evidence gathering (work scrutiny, tracking system evidence, test results where appropriate) and pupil progress meetings will ensure that progress is continuous. This will ensure that appropriate teaching, and support where necessary, is in place to ensure that children acquire knowledge and can apply their knowledge.

Through this process, it is anticipated that pupils' standards in Reading, Writing, EGPS and Maths will be maintained at least 10% above national expectations by the end of KS1 and KS2.

8.3. Standards to be attained and achieved

Through the processes outlined in this brief, it is anticipated that pupils' standards in Reading, Writing, EGPS and maths will be maintained at least 10% above national expectations by the end of KS1 and KS2.

8.4. Targets setting process

As detailed in the School Development Planning cycle, progress of year groups, classes and the performance of teachers will be part of the accountability measures and reviewed by the SLT, Governors, Trust board and the CEO as well as be scrutinised by the external reviewer commissioned to review all schools in the Trust. Through regular (half termly) data collections, comparisons will be made between cohorts, classes, years and schools which will highlight areas in need of improvement, resulting in CPD and resources to be allocated as required.

We are committed to reducing unnecessary workload and using SMART targets. As a result, teaching staff work alongside strategic leaders to set annual SMART targets for individual, group, class and cohort standards in Reading, Writing, EGPS and Maths. Progress is judged against prior attainment, which is moderated so that we have accurate and robust data.

Schools and Headteachers are set targets for progress using prior attainment and FFT Aspire. These are set with Headteachers and are informed by context. For example, IKB will be a higher target than Wellesley Park as there are no legacy issues and the school will be judged at least Good in its first inspection.

8.5. Assessment, recording and reporting to parents

In EYFS and KS1 we will use low stakes testing that are supportive and are focused on finding out what children know so we can build on their foundation, and where there are misconceptions and gaps so that children progress with a firm knowledge-base and confidence. Assessment is continuous within class and with built in data-drops and more formal assessment at KS2. Whilst we are not going to be assessment driven and nor are we going to be target-driven, the school, governors and the Trust will assure themselves that children are making progress and when they are not, that appropriate teaching takes place in order to rectify this. Children's firm knowledge and application of knowledge is a key principle to IKB's education.

The Pupil Progress Meeting will follow a similar process to the RAP, as it does at Wellesley Park:

- Each teacher submits data on Reading/Phonics, Writing and Mathematics. There is robust moderation of assessment to ensure comparisons are accurate.
- Data is analysed according to prior attainment at KS1 and compared with the previous year's attainment to ensure continuous progression.
- Children who are disadvantaged or with SEND are a particular focus for intervention.
- Attendance and behaviour data is also tracked.
- As part of the response to the data, EHAs, EHCPs and academic intervention will be planned for any students falling below at least ARE.
- Teachers are accountable through this also and action taken if necessary to ensure outstanding QTLA.

The Pupil Progress Meeting will be embedded in the practice and assessment of the new school as we have with Wellesley Park.

8.5.1 Reporting to parents

For all year groups, interim reports will be generated at the end of the Autumn and Spring terms and a full report sent to parents at the end of the academic year. Parents will be fully involved in the Pupil Progress Meeting for their own child and will be involved in discussions about the sorts of interventions that may be needed for their child if they are not making above expected progress/ good level of development. This will ensure there is close monitoring of all children, particularly those who are 'vulnerable' and that intervention programmes are set up in order to address any underperformance, including children who are underperforming high achievers. Weekly assemblies will celebrate progress and effort, not attainment. This contributes to the success of all, and motivates the most able, leading to the growth mindset that recognizes achievement and effort, praises the learning and not the outcome or attainment. Parents will be encouraged to contact the school at any time to discuss progress.

Reports will ask for a comment from families, either written or if this is not received from the family, the class teacher will contact the parents to invite them to make an oral comment/discuss any concerns. Regular and positive contact with families is an expectation of all teachers in the same way that the key workers are expected to maintain contact in Bright Sparks.

9. Staffing

9.1. General principles

The Trust's principles are always to recruit the very best teachers possible and invest heavily in their CPD so that children get an outstanding education. Wherever possible we aim to reduce class size to an optimum so that every child gets individual attention and we reduce pressure and workload for teachers. This means we are an attractive employer. We provide excellent training for staff, including leadership and are very active in promoting Equality and Diversity in our schools and into leadership. Safeguarding is paramount and the Trust has an enhanced Safer Recruitment policy that is very robust and secure.

9.2. Staffing structure, roles and responsibilities, organisation chart

Appendix 1 – Staff Structure

9.3. Training and development

Please see above – Improving Teaching

As with all schools, there is likely to be a range of experience and expertise in the school as the school grows, from NQTs to UPR3 teachers. A well-established system of support for early career teachers, from NQTs to 3 years in, is in place across the Trust and with other TSAs. West Country TSA is our NQT provider in addition to the in-school and across Trust support. All new staff have a mentor from within the school but in the early part of the school growth, staff will be partnered with the same Year team at Wellesley Park and with the EYFS lead so that they feel a sense of belonging and part of something bigger as well as have regular planned opportunities to collaborate and undertake joint planning. INSET days are shared across the Trust and the Headteacher Group meet regularly to plan and develop the schools, staff and improve pedagogy.

For example, in the primary phase we are developing Talk4Writing and Phonics, and across phases we are developing Mastery. There is also a careful strategy of inducting new staff into good SEMH training so everyone is clear in how to establish good attachment and relationships with families and children, the THRIVE model etc. All staff are fully trained in Safeguarding, including KCSIE, Prevent etc. All Headteachers have a package of training appropriate to their stage and needs, including ongoing weekly support and mentoring with the CEO and an offer of coaching with a qualified coach. This is also available to all member of SLTs in the Trust, along with opportunities to study NPQH /NPQSL and for Middle leaders. NPQML+.

As the Trust also has a Teaching School (ATSA) we benefit from additional funding and opportunities to enhance training and professional development. We offer leadership to promote teachers through our Equality and Diversity Hub; Computing is provided through The Castle's Computing Hub and we work closely with Boolean Maths Hub and Exeter School of Maths.

9.4. Performance management

As part of the integrated approach to pupil and teaching performance, a rigorous process of appraisal and performance management will be followed by teaching staff at IKB Primary School to ensure teaching performance is consistently good or better.

There is already a consistent appraisal system across all schools to ensure objective evidence is gathered about pupil and teaching performance and that pay is rewarded fairly and consistently. We will identify individuals whose performance is outstanding in broad sense, as well as those consistently good teachers, who show excellence in particular aspects of their teaching.

As a result, individual teachers who require support will be matched to another teacher within the Trust who has shown strengths in those areas of practice identified as weak in the supported teacher. Shared lesson observations, planning and paired teaching will form a basic structure on which a bespoke peer- to-peer support package is created, ensuring rapid improvement in practice, as well as further deepening the shared culture and sense of purpose across schools within the Trust.

9.5. Terms and conditions – STPC

All staff in the trust are employed under the School Teachers’ Pay and Conditions subject to completion of a probationary period.

10. School Organisation

10.1 School year and day

The school year will be 188 days for pupils and support staff and 195 days for teaching staff, the additional 7 days being INSET days. The term dates will match those set by Somerset County Council for its schools.

School day:

School Timetable - Reception/Key Stage 1	
8.55 - 10.30	Learning session 1
10.30 - 10.45	Break
10.45 - 12.05	Learning session 2
12.05 - 1.05	Lunch (Voluntary enrichment and clubs)
1.05 - 3.15	Learning session 3
3.15 - 4.30	Voluntary clubs and enrichment

School Timetable - Key Stage 2	
8.55 - 10.30	Learning session 1
10.30 - 10.45	Break
10.45 - 12.15	Learning session 2
12.15 – 1.15	Lunch (Voluntary enrichment and clubs)
1.15 – 3.15	Learning session 3
3.15 - 4.30	Voluntary clubs and enrichment

10.2. Student organisation/settings/groupings

Pupils will be organised into single year group classes, initially as one form entry, with 26 pupils. This will build after first 3 - 4 years to a two-form entry, with 60 pupils per year group.

Pupils will be taught in their year classes. In order to extend their ability to socialise and make friends, classes will be regularly mixed on the transfer to the next year. This will also ensure the optimum groupings for good behaviour.

In KS2, there will be sets for English and Maths to enable a higher level of GD for some work.

10.3. Eating arrangements

Lunchtimes will be separate for the Key Stages and there will be some mixing for EYFS and KS1. Some activities will be shared to encourage kindness and tolerance and respect from older children for younger.

School meals within the Trust are prepared by our own kitchen staff and overseen by the Trust Catering Manager. All pupils will eat in the school hall/dining room. Lunchtimes will be seen as a social event and pupils will be encouraged to sit with friends and talk with each other. Nursery children will be encouraged to have hot dinner in school with the other children.

Pupils will be given the opportunity to contribute to the termly menu set out by the kitchen manager.

Healthy snacks will be encouraged for all pupils and can be eaten during morning break. In addition, all pupils in FS2 will receive free school milk during the afternoon session.

11. Student support services

11.1 Policies and People to support pupils

Appendix C – Anti-Bullying Policy

Appendix D – Assessment & Reporting Policy

Appendix E – Behaviour for Learning Policy

Appendix G – Safeguarding Policy Sept 2019

Appendix H – SEND Policy

11.2. Welfare and pastoral support

Welfare and pastoral support for pupils is exceptional at all of the Trust schools. We work hard with families and children to identify barriers to learning, not only academic but social and emotional, and have enhanced provision that extends across the Trust. Every school has a pastoral lead on the SLT and Key Stage leaders are expected to have the lead not only of academic but pastoral care.

Staff in the school responsible for welfare, pastoral and safeguarding are:

- Headteacher (who will be the DSL on opening)
- Deputy Head – lead for pastoral across the school and works with Trust pastoral leaders
- Key Stage leaders (for their phase)
- Class teachers for their own classes
- Pastoral support assistant
- Attendance Officer

Pupil Progress Meetings are between class teacher and the phase/key stage leaders. This is where attendance, behaviour and progress data is reviewed. Based on the outcomes of these, staff will identify concerns which will then generate actions for the class teacher, or where there are higher level concerns, these will be taken forwards to the Pupil Focus Meetings which are SEND/SEMH based.

Pupil Focus Meeting: SENDCo and SEMHCo meet with Assistant Head/Deputy Head/Phase leader. Pupils who are not progressing or thriving will be discussed at this meeting and actions agreed, such as interventions, play therapy, and the lead person will start and EHA and the Graduated response. Families will always be fully involved in the actions and action plan.

Team around the School: Pupils who are very vulnerable, are raised at this multi-professional meeting and actions taken to support the family and child. For example, Education Welfare, Alternative Provision, Ed Psych.

11.3. Transition arrangements

Every time a child changes class or teacher, this is a transition. As such, careful arrangements are made to ensure that children make continuous progress and that they are able to form good attachments to their new teachers and TAs. Prior to transition, there will be a designated meeting time between teachers for a full handover with an in-depth discussion of every child, their progress, social emotional and mental health and wellbeing, attendance, attitudes etc. Children will create an introduction to their new teacher that mirrors the SEND passport, identifying what they like, how they learn, what they are proud of and where they feel anxious or struggle. Teachers will use this to ensure that they plan effectively for every child's academic progress, any SEND/highlighted needs, and their SEMH so that every child is resilient and enjoys learning.

Children will have time to meet their new teacher before the end of term so that they are not anxious about returning to schools and have good attachment and relationships with the new staff. Parents and families will also meet the new teachers so they can reinforce good learning habits at home.

Primary to Secondary: There is superb transition between the primary schools and Court Fields already. Enhanced transition is provided for children with any identified needs, including SEMH. This is all about attachment and bring relationships so that children feel safe, happy and valued. These are the key principles of the Trust.

11.4. Student numbers on roll

IKB	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Reception	26	25	28	41	48	45	51	58	60	60
Year 1	0	30	33	38	49	54	51	57	60	60
Year 2	0	0	36	40	44	53	58	55	60	60
Year 3	0	0	0	42	45	47	57	60	59	60
Year 4	0	0	0	0	46	48	50	60	60	60
Year 5	0	0	0	0	0	49	51	53	60	60
Year 6	0	0	0	0	0	0	51	53	55	60
Totals	26	55	97	162	232	297	369	396	414	420

11.5. Attendance and registration arrangements

IKB Primary School recognises that regular school attendance is very important for all children as any amount of time off school can damage their educational prospects in both the short and long term. At IKB Primary School, the definition of 'regular' attendance is 96% or better.

Good habits of attendance need to be encouraged in all pupils and their parents/carers from the very first day at school. The School is committed to promoting to parents/carers the importance of full attendance for all pupils. We will do this by regular communication to all parents/carers as well as one- to-one meetings when required.

All parents/carers of pupils registered at the School will be expected to ensure the regular attendance of their child, as set out Under Section 7 of the Education Act 1996, which states that parents/carers are responsible for making sure that their children of compulsory school age receive a suitable full-time education.

A child reaches compulsory school age on or after their fifth birthday and continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

If the School considers that an enrolled child's attendance is not regular, it will liaise initially with the parents/carers of the child to seek a positive resolution. If this cannot be accomplished the School will liaise with the Local Authority and may seek the use of statutory duties. These can include a School Attendance Order, an Education Supervision Order, Prosecution by Local Authority, Parenting Contracts, Parenting Orders and Penalty Notices.

Registers are legal documents and have to be maintained in accordance with DfE guidelines.

- Registers are completed electronically by the teachers and must be completed by 9.00am every morning and 12 noon every afternoon.
- Absences are recorded with an 'N' code.
- The staff in the school office check all registers once completed by the teachers and insert the correct code if a child is absent.
- Once the registers are completed for the session, all class registers will be printed for that particular session for emergency purposes.
- The support staff member responsible for attendance will phone parents of absent children on the first day of absence for a) any pupils on CIN or where there is a safeguarding concern b) children who are already in danger or already PA c) Children from disadvantaged backgrounds. D) Others.

The office will keep an attendance record on the computer, which will be used for official purposes. A protocol will be devised for late arrivals, both before and after registration closes.

11.6. Behaviour for learning

Please refer to *Appendix E – Behaviour for Learning Policy*

12. Working with Others

The School recognises the importance of parents/carers to the development, education and wellbeing of pupils and will engage with them in the following ways:

- Home/School Agreement
- School Website
- Letters/regular communications and updates

- Open mornings and class assemblies
- Formal parent/carer meetings twice annually
- Annual report
- Informal meetings before/after school
- An “open door” policy for access to teaching staff
- Advice and support from the School’s PFSA
- Early Help Assessment (EHA) process
- SEND meetings/annual reviews

The School will engage with external agencies when requested and as part of the EHA process. The vast majority of engagement with agencies in Somerset will be through the EHA process. These agencies will include but are not exclusive to:

- SEND support service
- Educational Psychologist (EP) Service
- Speech and Language Service
- EMAS/EMATES (EAL Support)
- School Improvement Service
- Admissions service
- Attendance service
- Virtual Head teacher (Looked After Children)
- PIMS team
- Early Help service
- Occupational Therapy Service
- NHS (GPs and Pediatricians)
- Children’s Social Care (CSC)
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach Service
- Taunton Opportunity Group (Autism)
- Local Charities and Third Sector organisations

This report is to be considered with reference to The Castle Partnership Trust policies included in the appendices.