

Frank Barnes School for Deaf Children

Teaching and Learning Policy



Frank Barnes
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1. Introduction and Aims

At Frank Barnes, we believe that our pupils are entitled to a broad and balanced curriculum which is relevant to their experiences. We are committed to delivering a high-quality primary education that delivers the modified National Curriculum and the non-statutory Development Matters in the Early Years/Foundation Stage. We believe that effective teaching and learning is the key to enabling each child to achieve their fullest potential, ensuring continuing progression.

We undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their full potential.
 - Develop confident, disciplined and enquiring learners, able to make informed choices.
 - Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
 - Facilitate considerate and positive relationships between all members of the school community.
 - Maintain high expectations of all pupils regardless of SEN and ability.
 - Ensure equal opportunities in relation to gender, race, class, special needs and belief – these are reflected in our practice, our behaviour, our attitudes and the resources we use.
 - Value and respect all cultures, including those of the Deaf and Hearing world.
 - Provide a happy and safe place to work and learn.
 - Promote a thoughtful attitude towards the immediate and wider environment.
- Develop the needs of the whole child, their Deaf identity and their sense of pride as members of the Deaf community.

2. Teaching and Learning

2.1 Ethos

Effective teamwork amongst the school community, where all contributions are respected and valued in a supportive atmosphere, is fundamental to the positive ethos at Frank Barnes. Integral to this is the shared sense of purpose amongst the staff and the wider school community to provide a high-quality education for our pupils by providing a broad and balanced curriculum, which will develop the skills, concepts and knowledge needed for a journey of lifelong learning.

Good or outstanding teaching leading to effective learning depends on appropriate class management, formative and summative assessment, tracking, flexibility, inspiration, self-evaluation and classroom organisation. We recognise that teaching is a complex and highly skilled activity in which teachers use a variety of approaches and strategies according to age and needs of the children in order to engage them as active learners.

2.2 Bilingualism

At Frank Barnes we are committed to developing our bilingual practice in order to maximise the educational achievements of our pupils. We recognise the status, role and contribution of B.S.L. and Deaf people in the education of our children. We value B.S.L. and English equally, recognising that for the majority of our children B.S.L. is their preferred and dominant language; B.S.L. is therefore used to access the curriculum maximising social, emotional, spiritual, moral and cognitive development. We also recognise the need to be flexible in our language approaches for pupils with emerging English.

In order to provide a rich language environment with effective communication and curriculum delivery all staff must acquire high level B.S.L. skills. The Language and Communication Policy outlines the agreed practice.

2.3 High expectations

We have high expectations of our pupils' achievements from the Early Years through to Key Stage 1 and 2. We are committed to replicating exemplar models of mainstream practise, where appropriate, to ensure our expectations, knowledge and practice are in line with national requirements.

We believe that given access to a broad and balanced curriculum through sign bilingual practice, within an optimum learning environment, our pupils will achieve their full potential in line with expected national levels of attainment.

2.4 Equal Opportunities

In line with our Equality Policy, we are committed to the principles of equal opportunities, which are reflected in our behaviour, attitudes and use of resources. We will endeavour to help all pupils to reach their full potential irrespective of language, ethnicity, race, age, gender or disability. Frank Barnes is a multi-ethnic, inner-city school. We recognise that an understanding of cultural and religious difference and English as a second or third language is crucial for teaching style and establishing links with the home. The Equality Policy outlines our good practice in ensuring equal opportunities at Frank Barnes.

2.5 Special Education Needs

An increasing number of pupils with SEN in addition to Deafness are considered for a placement at Frank Barnes. Teachers are committed to working with the SENDCO/Inclusion Manager and other specialised services to evaluate the current teaching and learning process, and ensure that classroom organisation and management best meets their needs.

Individual learning and behavioural development programmes (Provision Maps) with clear targets and strategies for effectively meeting the child's additional need are devised and carried out. Where necessary, pupils may also require access to special support services in order to better meet their individual needs. The SEN policy details the agreed procedures and practice.

2.6 Learning Environment

The school community as a whole shares the responsibility of ensuring that Frank Barnes is an attractive and stimulating environment for pupils, staff and visitors. The learning environment is managed in such a way so as to facilitate the varied learning styles of the pupils, and includes high quality displays of pupils' work to demonstrate their achievements, and effective classroom management.

We pride ourselves on providing a learning environment where teachers and teaching staff are responsible for providing a caring, supportive and stimulating learning environment in which all pupils are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children. The BASICS model outlines the essentials of positive self-esteem:

- **Belonging:** each child has a contribution to make; we value and encourage these, and recognise that we are part of a Deaf, hearing and wider school community.
- **Aspirations:** every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach by fostering a “can do” attitude.
- **Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour is recognised and rewarded.
- **Identify:** a sense of self-knowledge and awareness is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from each other and thrive within our diverse community.
- **Challenge:** acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through their mistakes.
- **Success:** teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture.

2.6.1 Teaching Style/Methods

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, differentiated approach to engage all learners using visual, kinaesthetic and auditory (where appropriate) stimuli. A wide range of resources, including those available on interactive whiteboards are available in our school. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. We ensure classroom teaching and organisation fosters active, independent styles of learning through whole class teaching; group work (carefully organised/differentiated according to appropriate criteria); one-to-one teaching (from TOD or TA); collaborative work in pairs/small groups; and independent learning.

Pupils are encouraged to develop attitudes and skills for organising themselves and taking responsibility for their own learning. Opportunities for a range of practical activities, incorporating both internal and external learning environments, allow pupils to develop appropriate skills, concepts and knowledge.

Teaching Assistants, Learning Mentors, Speech and Language Therapists and other outside professionals are deployed to work with pupils who require additional support in line with their SEN, as outlined in their Individual Education/Behaviour Plans.

2.6.2 Classroom Organisation

Each classroom is organised to facilitate and maximise learning through the following:

- Displays reflect the different curriculum areas and are interactive to promote continued and independent learning. They also show cross-curricular links as appropriate, in line with our cross-curricular themes.
- The environment is “print-rich” with labels and explanations in English and BSL (where appropriate)
- Standing and seating layout ensures good visibility of the teacher/TA and other pupils, with careful consideration of needs of pupils with VI/MSI
- Resources and equipment are clearly labelled and easily accessible for pupils and staff
- Individual targets and learning aims are displayed so that pupils and adults can reinforce specific learning through the day
- Timetables (including visual timetables) are displayed to encourage knowledge and understanding of routines

2.6.3 Behaviour Management

- Positive relationships with the pupils are developed through mutual respect and understanding. These are central to effective behaviour management at Frank Barnes. We recognise the need for an organised learning environment, with clear weekly and daily routines and appropriately differentiated activities, to support positive behaviour.
- High and consistent expectations are established within clear behavioural boundaries. A variety of strategies for positive reinforcement of good behaviour and learning are implemented according to the needs and age of the child. We follow the Golden Rules of behaviour and expect pupils to develop their thinking skills to review and monitor their own behaviour so that they act appropriately. Our Behaviour Policy details our agreed practice.

2.7 The School Day

School starts each morning at 9.00am and ends at 3.30pm. A typical school day is as follows:

9.00-9.05	Arrival and registration	5 minutes
9.05-9.30	Reading/Spelling/Handwriting	25 minutes
9.30-10.30	Literacy	1 hour
10.30-10.45	Assembly	15 minutes
10.45-11.00	Break	15 minutes
11.00-12.00	Numeracy	1 hour
12.00-12.30	Lunch	30 minutes
12.30-13.00	Break	30 minutes
13.00-14.00	Lesson 3	1 hour
14.00-14.15	Break	15 minutes
14.15-15.30	Lesson 4	75 minutes

Total hours per day: 6 hours 30 minutes

Total hours per week: 32 hours 30 minutes

2.8 Parents/Carers

We recognise that parents/carers are the children's first and foremost providers of care and education. They need to be empowered and to be given opportunities to be and feel involved in their child's learning. A regular dialogue is maintained with parents through our digital platforms such as Seesaw and Evidence Me, parent-teacher meetings and Annual Reviews/EHCP meetings. Our Home-School Agreement details our commitment to developing an effective partnership between home and school to support the pupils' learning.

3. Curriculum

In line with the Ofsted New Framework and the National Curriculum, Frank Barnes delivers a broad and balanced curriculum framework whereby a specific topic is covered each half term. The new framework gives the teachers the flexibility to create a personalised teaching programme that best fits the learning needs of the pupils in their classes. In addition to the National Curriculum subjects currently taught, the Curriculum Grid also includes the themes, objectives and outcomes from the Deaf Studies Curriculum, British Values, SMSC, Headteacher's Assemblies, Community Links Projects, educational trips, BSL

Curriculum, E-safety, elements of life skills, and partnership working with KCA so there is cohesion across the curriculum each term.

3.1.1 Curriculum Grid

The Curriculum Grid has been designed with a cross-curricular approach in mind, with themes for each half term of the academic year. The themes incorporate the key learning objectives for Literacy, Numeracy, Science, Computing, History, Geography, Art, Design and Technology, RE, PSHE, PE and Music from the National Curriculum and Deaf Studies from the National Deaf Studies Curriculum. Particular elements of the subjects have been grouped together so that pupils are able to make meaningful cross-curricular links. The themes are taught and shared across the school from Key Stage 1 to Key Stage 2, and are intended to be used flexibly so that teachers can adapt the theme content to best meet the needs of class groups and individual pupils. The Curriculum Grid is also designed to allow pupils to develop both knowledge and skills in different subjects.

The Curriculum Grid is reviewed and amended yearly during the Summer Term to review its effectiveness and make any necessary amendments for development to ensure progression of knowledge and skills (i.e. building progressively on pupils' knowledge, skills and understanding) within the curriculum.

3.1.2 Personalised Curriculum

Our Personalised Curriculum is a bespoke life-skills based curriculum, which is designed to meet the specific learning needs of pupils with complex learning difficulties and disabilities. The curriculum is designed using a personalised learning approach which is based on communication, development of thinking skills, awareness of themselves and their body, how their world works, play (emotional and cognition), develop social skills and creative skills.

The Personalised Curriculum is designed with the child in mind and it is reviewed regularly to ensure its effectiveness and make any necessary amendments for development.

3.2 National Curriculum subjects

The following core and foundation subjects are taught across the school in line with the modified National Curriculum:

3.2.1 Bilingual teaching approach – English and BSL

At Frank Barnes School we are committed to establishing bilingual education; the outcome of our bilingual education should be that our children attain levels of competence and proficiency in British Sign Language (BSL) and written English sufficient for their needs as a child and as an adult.

Central to this educational philosophy is the recognition of the status, role and contribution of BSL and deaf people in the education of our children. We recognise that for the majority of our children BSL is their preferred and dominant language so it is used to access the curriculum and to teach English. English is therefore learned as a second language. While we aim for fluency in written English, expectations for spoken English necessarily vary for each individual child. The teaching and learning of spoken and written English as a second language is a long term and ongoing development.

We have developed a *BSL curriculum* for the primary phase (Nursery to Year 6). The BSL curriculum is designed to teach children about the linguistic and grammatical elements of BSL, similar to the way that grammar taught in English. By learning and understanding the grammatical rules and structure of BSL strengthens the children's knowledge and understanding of their first language to enable them to apply this to learning the grammatical rules and structure of English as a second language.

We recognise that teaching the different elements of English is achieved through an integrated approach, using BSL and other tools including spoken English, visual phonics, Sign Supported English, etc. Teaching staff deliver the English curriculum in a way that is meaningful and accessible, taking into account the varying linguistic abilities and knowledge of our pupils.

Please refer to our [English policy](#) for further details of the English Curriculum.

3.2.2 Numeracy

Our agreed Maths teaching and learning practice is outlined in the [Maths Policy](#).

3.2.3 Science

Our Science teaching programme is based on the National Curriculum Programme of Study. Each element is taught and incorporated under appropriate themes of the Science Curriculum Grid, which include learning objectives from the following Science areas: Scientific Enquiry, Life processes and living things, Materials and their Properties, and Physical processes.

Science Curriculum Overview (Biology Chemistry Physics)

Year	Topic	Topic	Topic	Topic	Topic
1	Plants (Identifying Plants)	Seasonal changes	Animals, including humans (Identifying Animals)	Everyday materials	

2	Plants (Growing Plants)	Living things and their habitats (Living in Habitats)	Animals, including humans (Growth and Survival)	Uses of everyday materials (Exploring Everyday Materials)	
3	Plants (How Plants Grow)	Light (Light and Shadow)	Animals, including humans (Health and Movement)	Rocks (Rocks, Fossils and Soils)	Forces and magnets
4	Sound (Our ears, use of audiogram)	Living things and their habitats (Living in Environments)	Animals, including humans (Eating and Digestion)	States of matter	Electricity (Circuits and Conductors)
5	Earth and space	Living things and their habitats (Life Cycles curriculum links to Sex Ed/RSE)	Animals, including humans (Changes and Reproduction)	Properties and changes of materials	Forces (Forces in Action)
6	Evolution and inheritance	Living things and their habitats (Classifying Organisms)	Animals, including humans (Healthy Bodies)	Light (Seeing Light)	Electricity (Changing Circuits)

In line with the Ofsted New Framework, our modified Science Curriculum has clear progression and pathways incorporating resources from a variety of sources such as PLAN Primary Science Curriculum, (a modified National Curriculum for Science) and ASE Science. The Science Curriculum framework is designed and structured with the nature of our pupils in mind and ensures that the key elements of the science curriculum are covered. The framework is structured to ensure teachers;

- Check individual pupils' prior learning, and ensuring pupils have covered before they progressed to next topic
- Cover essential and relevant scientific knowledge
- Provide opportunity for pupils to work scientifically such as how / what they need to do for practical scientific experiments

- Model how pupils can apply knowledge in different areas (application)
- Ask key scientific questions
- Correct potential misconceptions pupils may have (and how to address them)
- Introduce key vocabulary
- Use modified science attainment statements in Classroom Monitor so teachers can record and track individual pupils' progress

Science resources are stored in labelled boxes under headings in the Resource room.

Please use this link to see an example of our [Science Curriculum](#).

3.2.4 Computing

The new Computing curriculum is statutory in schools since September 2014 and it replaces the previous ICT curriculum. At Frank Barnes, the curriculum is adapted to include elements of the Computing Curriculum that is appropriate to meet the learning needs of the deaf pupils;

- Providing pupils with the opportunity to develop basic IT skills
- Enhancing their confidence in utilising IT resources to further develop their skills and extend their learning throughout the Computing Curriculum
- Developing the skills of the most able pupils so that they can become effective, confident and competent users

The new curriculum is split into three areas;

Elements of the Curriculum	Main Areas	Resources
Computer Science	This area is concerned with knowledge and skills about: • Algorithm (do unplugged activities) - sequencing instructions, writing instructions. • Logical thinking and problem solving • Develop basic Computer Programming skills • Do Coding activity using different coding platform on J2E Code e.g. JIT, Logo, Visual Coding (Scratch) • Data Handling – working with spreadsheet, inputting and manipulating data, creating formulas, creating graphs and charts.	• Espresso Coding • Bee-Bots • Move the Turtle • Logo (J2E Code) • Microsoft Excel

Digital Literacy	This area is concerned with knowledge and skills about: • Using technology and the internet safely, respectfully and responsibly (e-safety) and knowing when to ask for help • Understand the uses of the Internet for communication • Understanding the use of ICT in school and at home	• Discovery Education • ThinkuKnow • CEOP
Information Technology	This area is part of the ICT curriculum as it covers vital skills for pupils to learn and use as part of the wide curriculum; • Develop ICT skills – logging on/off, understanding username & password, opening new file, saving, creating folders, copy & paste, • Develop basic graphic skills - manipulate an image using Paint such as using a variety of tools, resizing an image, flip/rotate an image. • Create and deliver presentations – creating new slide, inserting images/videos and presentation skills. • Create eBooks	• MS Windows • Paint • Book Creator app • Microsoft PowerPoint

Expected pupil outcomes might include;

Recorded in their workbooks;

- A written record of a discussion (can be in form of a mindmap)
- An annotated presentation about a topic
- An annotated printed screenshot of their Computing activity
- A printed copy of their Computing activity
- Evidence of Computing jargons written/typed

Saved digitally Pupil Network Folder, Seesaw (online digital portfolio) or online;

- A photograph/video clip/film taken by the teacher or pupil
- A presentation created in PPT (printed in hardcopy as handouts)
- A digital painting/artwork/animation/mindmap

Assessment

There should be opportunities for pupil reflection and self-assessment built in the planning and teaching. A completed worksheets with learning objectives and an opportunity for reflection using smiling faces as part of ongoing formative assessment e.g.

Have I achieved my aim?		
		

3.2.5 Humanities

History and Geography are taught from the themes outlined in the Creative Curriculum which are taken from the National Curriculum programmes of study. Teachers use a wide variety of sources to support with teaching ideas and activities.

Class trips are also used to explore the Humanities through real-life, hands-on experiences, e.g. Field trips, museums, etc.

Resources for the Humanities curriculum can be found in the resource room on the first floor.

3.2.6 Art and D&T

Art and D&T themes are taught from the themes in the Creative Curriculum, which are taken from the National Curriculum programmes of study. Art and D&T resources are stored in the resources cupboard on the first floor.

3.2.7 RE

We follow the themes from revised New Agreed Syllabus for RE in Camden titled “Living Difference”. It focuses on teaching and developing thinking skills through a concept-led curriculum and a cycle of learning. RE resources are stored in the resource room. Copies of the syllabus are kept with the RE resources for all staff to access. We have been granted a SACRE determination which means that we are except from following Religious Instruction that is “wholly or mainly of a broadly Christian character” in our collective worship (i.e. assemblies)

3.2.8 Physical Education

All pupils have PE lessons once a week. PE activities include a range of physical skills to develop pupils’ gross and fine motor skills as well as skills to work as a team, e.g. through team games and sports. PE lessons ensure a balance of independent strength/stamina building activities and healthy competition through team sports.

All pupils have swimming lessons weekly at the Pancras Square Leisure swimming baths. These are taught by qualified swimming instructors and managed under Pancras Square Leisure.

3.2.9 Deaf Studies

Deaf Studies is taught by the Deaf Instructors to Reception and Key Stages 1 and 2 once a week. We follow the National Deaf Studies Curriculum in which five units are covered per year. Themes include Deaf Identity, Communication, Communication Technology, Deaf Community and Culture and Deaf History. Our Deaf Studies Policy contains the full details of our Deaf Studies Curriculum and Teaching.

3.3 Early Years/Foundation Stage

The EYFS Framework for teaching and learning is based on the Development Matters non-statutory guidance materials to support the delivery of statutory requirements. The EYFS teaching and learning practice is outlined in our separate EYFS Policy.

3.4 Planning

At Frank Barnes, we have high expectations for all our pupils so that they can demonstrate what their learning, understanding and achievements. Teachers will differentiate the curriculum to meet the needs of all individual learners. Differentiated tasks are detailed in weekly planning and learning objectives will be specified for all learners. Deaf pupils requiring extra 1:1 support as stated in their EHCP will receive support through 1:1 Teaching Assistant or an MSI Intervenor. Please refer to Special Education Needs policy for further information.

Effective planning ensures that teachers are well prepared to teach lessons and meet the needs of the pupils in their class appropriately. Teachers' planning takes account of the varied learning styles of pupils, including independent, collaborative and includes visual, auditory and kinaesthetic learning. Planning is also crucial to ensure progression and continuity. The Curriculum Grid template can be found in the shared drive on the network under: S:/Teaching Staff/Curriculum/Curriculum Grid.

3.4.1 Long Term Planning

The long-term planning is set out in our [Curriculum Grid](#).

3.4.2 Short Term Planning

Lesson objectives/outcomes with differentiated tasks and activities are detailed in the short-term plans or weekly plans. It intended for these plans to be working documents for class teachers to share with their TAs so that lessons are well prepared, differentiated and learning intentions are clear. Teachers and TAs use these plans to make assessment notes, and record ideas for next steps.

Detailed weekly planning for Literacy and Numeracy is written on separate planning formats that include the success criteria (an "I can..." statement), differentiated learning objectives, differentiated teaching method and activities, and assessment criteria.

Other subjects taught weekly (as or when appropriate) are planned for on a weekly planning template, to show cross-curricular links, under the same headings.

Formative and summative assessments using Classroom Monitor inform planning in the short term and guide the next steps for either groups of pupils or individual pupils. Planning is intended to ensure pupils consolidate their learning in depth and not “skim learn” just to ensure curriculum coverage.

3.5 Curriculum Monitoring

The Curriculum Grid and termly planning are collected and monitored each half term by the Deputy Headteacher – responsible for Teaching and Learning - to ensure consistency, coverage and accuracy. The aim is to monitor the quality of teaching and learning in each subject and identify areas of strength and development. The focus for curriculum monitoring will depend on the subject and will take the form of one or more elements from the list below:

- Teacher and lesson observations
- Planning scrutiny
- Identification of training needs for curriculum subjects
- Resources audit/needs
- Target setting
- Pupil progress monitoring/meetings
- Marking of pupils’ work
- Moderation of pupils’ work
- Pupils’ views

The SMT will observe each Teacher once per term in either a Core subject or a Foundation subject in line with our Teacher Appraisal Policy. Senior Leaders will give constructive feedback on lessons, outlining strengths and areas for development which will feed into the Team Leaders, who will then identify subject development needs and tasks are delegated accordingly.

A termly review of the monitoring and developments will be shared with all members of the teaching staff as well as with the Governing Body in the Headteacher’s Report.

3.6 Resources

Each classroom is equipped with a set of core resources and books appropriate to the year group/age/ability range. These resources are used on a regular basis to support pupils’ learning and maintained by the class team.

Specialist resources linked to subjects will kept in the appropriate curriculum resource storage areas, and will be audited in line with the termly curriculum monitoring. Teachers may raise requests for ordering of

specialist materials following the resources audit in that subject. Resources should reflect the cultural, ethnic and linguistic diversity of our school community and wider society, and be equally accessible to all pupils.

Information Technology is a major resource that is used to support quality teaching and learning across the curriculum. The IT Lead (in collaboration with the Camden IT Department) has the responsibility of ensuring the IT technical support and guidance is provided throughout the school. All staff are responsible for facilitating access to IT resources safely when required to support and develop the pupils' IT and computing skills.

The majority of the humanities resources are stored in the resource room in clearly labelled boxes.

The school also uses the Camden and Islington Schools' Library Service which enables all class teachers to borrow a multi-media topic loan of up to 40 items per term and the school library to borrow 200 books on an extended loan. This can be arranged via the school librarian. Loans will largely be made up of books but may also include videos, artefacts, wall charts, etc. Books may be selected by the teacher or by the S.L.S. staff on completion of a topic request form. The S.L.S. undertakes the delivery and collection of all materials.

A variety of Literacy and Numeracy resources are stored on the shelves between the girls' and boys' toilets. The school library is managed by our librarian who works on site one day a week.

Pupils are taught and expected to use all resources correctly and safely, with care, respect and regard for Health and Safety.

4. Assessment, Recording and Reporting

At Frank Barnes, we recognise that teachers' assessment practice is central to effective teaching and learning. We have developed a child-centred assessment approach by designing bespoke attainment statements for tracking individual pupils' progress in

- Literacy to Year 4 (Reading starts at Band 2 (P5) and Writing starts at Band 3(P6) to Band 18)
- Numeracy to Year 4 (Band 1 (P4) to Band 18)
- Science Year 1 to 6

The attainment statements are on the Classroom Monitor online tracker system. The Classroom Monitor system ties in with other assessments currently used at FBS such as Visual Phonics, FBS Spelling Programme and the Literacy Toolkit (using scaffolding to support writing). It supports the teachers in tracking small steps in Literacy, Numeracy and Science and identifies progress that pupils have made and enables teachers to see gaps in their pupils' learning which they use these to inform their planning. The framework has a clear purpose for assessment.

The attainments for Literacy and Numeracy are broken down into small steps called BANDS, starting from Band 1 (equivalent to the old P4) and up to Band 18 (equivalent to Year 4). Each Year is broken down into three Bands e.g. for Year 1 there are three Bands;

- Band 7 is Year 1 Emerging
- Band 8 is Year 1 Developing
- Band 9 is Year 1 Secure

Classroom Monitor (CM) follows percentage-based scoring system calculating scores for each BAND e.g.

- achieve 25% within the band counts as EMERGING
- achieve 50% within the band counts as DEVELOPING
- achieve 75% counts as SECURE

This leaves a 25% 'buffer' to provide flexibility to those pupils who are not able to achieve all the attainment statements within a specific band, and can therefore still progress to the next band. To assess pupil progress and attainment using this scoring system, for example, if a pupil;

- achieves 50% of Band 7 (Year 1 Emerging), then this pupil's attainment will be **Year 1 Emerging (Developing)**, i.e. developing within the Year 1 Emerging band.
- achieves 75% of Band 7 (Year 1 Emerging), then this pupil's attainment will be **Year 1 Emerging (Secure)**, i.e. secure within Year 1 Emerging band.

It provides an effective way of tracking pupil progress as you can instantly see the trend in each pupil's progress and identify the gaps in their learning.

4.1 Summative Assessment

This summarises a pupil's achievement at a given time and provides accountability to a variety of stakeholders including staff, parents and outside professionals. The performance descriptors indicate pupil progress across the school and over a period of time. Summative assessments are carried out at the end of each term for core subjects.

Our summative assessments include:

- National Statutory Tasks and Tests (SATS) for Key Stage 1 and 2 (for those who are able to access the tasks/tests)
- Teacher Assessments for End of Key Stages 1 and 2
- National non-statutory tests (where appropriate)
- Classroom Monitor for core subjects (English, Maths and Science)
- EYFS Profile assessments for pupils up to the end of Year 1 who are not yet ready for National Curriculum assessment
- Class tests created and developed by teachers and used in lessons, e.g. End of week/half term tests/assessments
- Provision Maps are reviewed against targets set at the start of each term

4.2 Formative Assessment

These are the ongoing, day-to-day assessments based on how well the pupils make progress and fulfil their learning intentions by providing feedback and involving the pupils in their own learning. Formative assessments are used on a daily/weekly basis to inform medium and short-term planning.

Our formative assessments include:

- Long- and short-term planning to ensure clear learning outcomes, differentiation and appropriate delivery of curriculum using the Curriculum Grid.
- Sharing learning outcomes/aims with pupils ensures pupils know exactly what they will be learning and ensures they are focused on the purpose of the task, encouraging their involvement
- Pupil self-evaluation encourages pupils to evaluate their own learning and achievement against the learning outcome and provides the teacher/TA with valuable assessment information
- Guided reading assessments identify strengths and areas for development in pupils' individual reading
- Marking provides useful feedback to pupils on their learning and achievements, indicating successes and specific areas for development
- Target setting for individual pupils ensures realistic and achievable expectations and pupil motivation to make progress and raise attainment
- Provision Maps are used to ensure teachers and TAs are clear about targets and strategies for pupils to assess and monitor progress
- Pupil Case Studies/Pupil Progress meetings
- Learning walks by HT/DHT

The teachers are accountable for self-evaluating their teaching practice and lessons. They are also responsible for gathering assessment information on their pupils from their class team to monitor progress and plan teaching and learning effectively.

Pupils' work is also assessed and monitored as part of the termly curriculum monitoring through moderation of pupils' work and work/planning scrutiny. The Senior Management Team are responsible for ensuring high standards in teachers' assessment of pupils through Teacher Appraisals and annual Performance Management Reviews for Support Staff.

4.3 Assessment for Learning (AFL)

Assessment for Learning focuses on assessing pupils' learning process and should be part of the classroom practice. It is part of recording pupils' progress. Teachers are expected to use appropriate Learning Objective (LO) for their pupils and provide constructive feedback to improve their learning.

AFL helps;

- Our deaf pupils to focus on their learning

- Teachers to understand pupils' progress in learning
- To encourage those pupils who are less confident to contribute to the class discussion and work

AFL at Frank Barnes:

- Share learning objectives and outcomes with pupils
- Create opportunities for effective questioning to identify what pupils already know, identify gaps in their knowledge and scaffold the development of their understanding to enable them to close the gap between what they currently know and their learning goals
- Create opportunities for feedback from pupils on where they are now and what they need to improve
- Create opportunities for peer and self-assessment

4.4 Marking and Feedback

Marking serves both as an assessment record tracked by the teacher, as well as to provide feedback to the child on their work and learning. We understand that effective marking plays an important role in involving the child in improving and further developing their learning.

Our aims for marking:

- To provide positive feedback, noting examples of good practice of work and demonstrating value, thought and effort;
- To promote self-esteem, confidence, interest and respect for their work;
- To be accessible to the child – enabling the child to understand through reading and discussion;
- To focus on some errors and strategies for improvement;
- To be sensitive to abilities of individual pupils;
- To support teachers and TAs with recognising achievements and next steps;
- To show focussed improvement on areas of learning.

When marking, teachers and TAS will use the most appropriate method for the teaching context which includes:

- Giving verbal (signed) feedback through a dialogue with the child;
- Writing comments and/or observations;
- Providing symbols (e.g. smiley faces/stickers/stamps for rewards);
- Pupil self-marking;
- Good work certificates/charts;
- Using symbols to demonstrate how the work was completed:
 - I = independent;
 - SS – some support;
 - FS = full support.

4.5 Use of technology to enhance pupils' learning

At Frank Barnes, all pupils have access to a variety of technology hardware and software in the classroom to support pupils' learning in and out of the classroom. Computing is taught across the curriculum through different subjects by making use of computers, laptops, iPads, Interactive Whiteboard and camera. Each classroom has at least one desktop computer, Interactive Whiteboard or Smartboard, and a lockable charging dock for iPads.

We use Information Communication Technology (I.C.T.) as part of our classroom practice, as we recognise that it is important for our pupils to develop effective computing skills to support their communication and access to information while making effective use of the online platforms to further develop their competency and skills in written English. With the provision of technology, hardware and software, pupils learn to create eBooks.

All pupils from Reception to KS2, have an iPad with keyboard and stylus pen. They also have access to school laptops to work on specific software e.g. Microsoft Office.

We also provide software to support pupils' learning such as;

- Wigits with BSL Bundle to create learning resources with sign graphics
- Clicker Communication app on pupils' iPad to support with structuring their writing and developing knowledge of visual vocabulary
- Online Maths resources (White Rose and Power Maths)
- Collins Big Cat Online eBooks to support their reading using iPad

We also provide Online Learning Platforms;

- **Seesaw** – a digital app-based platform that allows pupils, teachers and parents/carers to share, complete and upload worksheets, videos and images. It is part of our daily school activity.
- **Evidence Me** - to record the children's observations and progress. The app includes a parent portal where appropriate photos and videos can be shared between home and school to support learning and track the child's progress. It also allows school to share documents and videos with web links for parents.

Frank Barnes has set up one multi-function room as our dedicated Green Screen Suite, where our staff use the room to film BSL stories, FBS weekly news, educational videos that are accessible and signed in BSL to support teaching & learning in the classroom and for home/online learning. Pupils are taught how to use Green Screen filming and how to work with editing app (iMovie or Go Ink Green Screen app) to edit their videos.

We have Camden IT technicians who provide half day of on-site support, twice a week to resolve any logged calls. Staff should use Camden IT website <http://support.camdensitss.org.uk> to log calls.

4.6 Initial Assessments/Baseline Assessments

Prior to placement at Frank Barnes, pupils attend an assessment morning in school. Teachers assess pupils using a range of age or ability-appropriate materials. These will include sample activities for English and Maths, as well as basic knowledge and skills such as reading/writing and counting. Teachers carry out the assessment for a full morning in class to assess whether the child's needs can be met at Frank Barnes. They will complete a Placement Assessment Form describing the child's communication and academic abilities as well as any needs. The SENCO and other professionals, e.g. SALT/OT/PT will also contribute to the assessment procedure and make a decision in collaboration with the Class teacher and the Headteacher whether the school is able to meet the child's needs.

4.7 Target Setting

Assessment data is used to establish targets at national, LA, school, class and pupil level. Broadly speaking, the principle of setting targets is to ensure that teachers plan ahead for individual pupils, ensuring that achievable and realistic expectations of achievement and attainment are set. Targets are shared with parents and other professionals (as and when appropriate) in Annual EHCP Reviews and as well as with pupils in child-friendly language. Setting targets at termly Pupil Progress meetings allows us to review and measure outcomes and set targets/expectations of pupil progress at individual, class and whole school level for each subject.

4.7.1 Attainment Targets

Teachers set attainment targets for pupils based on individual ability and learning needs. There are expected trends for each cohort with different expectations of progress i.e. each cohort is expected to make certain number of sub-band/band progress (emerging, developing and secure). Using the Classroom Monitor scoring system the targets are set as follows:

- Annual progress of 4 to 5 sub-bands for "mainstream" deaf pupils
- Annual progress of 2 to 3 sub-bands for SEN pupils with mild/moderate learning difficulty/delay
- Annual progress of 1 sub-band for SEN pupils with profound learning difficult/delay

These targets are reviewed termly and are monitored carefully. When targets are achieved sooner than expected, these will be adjusted accordingly so that we are constantly aiming to raise attainment by raising targets. Conversely if targets are not being achieved, this will be raised at the Pupil Progress Meeting where the teacher, SENCo and professionals work together to provide intervention strategies to support pupils' learning and development.

4.7.2 Individual targets

Individual targets are set by the Class teacher. These targets are written in the Provision Maps and are S.M.A.R.T. (specific, measurable, achievable, realistic and time-related). They are shared with the pupils in simple child-friendly language. Pupils themselves are also encouraged to self-reflect and set their own

targets against areas for improvement and are displayed in the classroom as reminders to themselves and rewarded when they are achieved.

4.8 Record Keeping

We recognise the importance of keeping records of the outcomes of assessment as evidence of pupil progress and attainment. We provide records of assessment and pupil progress for different groups of people who need this information for different purposes. We update our summative assessments termly using Classroom Monitor.

The DHT for Teaching and Learning has the overall responsibility of ensuring that assessment records are up to date. Class teachers are responsible for inputting assessment data into Classroom Monitor at the end of each term for core subjects, and in the child's Annual EHCP progress report in advance of the Annual EHCP Review meeting. Assessment data is recorded and tracked in Classroom Monitor that are designed to monitor each pupil's progress and target levels in the following ways:

- Each term over the academic year for core subjects (Classroom Monitor);
- Annually for duration of pupils' school career for all subjects (Classroom Monitor, Provision Maps, Teacher's Report).

Teachers are expected to feed into the School Improvement Plan (SiP) for each academic year.

Effective records enable teachers to:

- Track progress of individual pupils using bands for the core subjects each term/non-core subjects annually;
- Identify patterns of progress of pupil progress and find "gaps" in pupils' knowledge and skills;
- Measure starting point and statutory end-of-key-stage/exit points of progress;
- Set individual targets for improvement;
- Discuss pupils' progress with parents/carers and other professionals;
- Identify and diagnose behaviour issues and incident patterns;
- Identify intervention strategies to support learning and development.

Effective records enable the Governors, Headteacher and Senior Management Team to know (through data analysis and Performance Management):

- Whether different groups of pupils (e.g. boys/girls, SEN/Mainstream Deaf) in the school are making sufficient progress;
- Whether there are any significant shortcomings or successes;
- Whether the school is on track to achieve individual pupil attainment targets;
- How the school's pupil attainment data compares with national data and with other schools for the deaf through Sign Bilingual Consortium (SBC) and CRIDE;
- Which aspects of the curriculum and teaching need attention/strengthening/intervention?

- Pupil Premium funding and expenditure/impact.

4.9 Reporting

We recognise that reports should have a positive effect on pupils' attitudes, motivation and self-esteem. They give an account of a pupil's progress and areas for development through setting targets for the future. Reports are intended to support the home-school partnership by encouraging and empowering parents to be involved in their child's learning.

When writing reports, teachers will record and consider the following:

- What has been taught, learned and what needs to be learned next;
- The knowledge and skills that have been acquired
- Any particular achievements and progress made, including positive suggestions for further development or action;
- Any support that has been provided and has impacted the pupil's learning;
- Any information that will support and motivate the pupil and his/her family to raise attainment.

At Frank Barnes, reports include:

- Annual EHCP Progress report to parents and statementing borough (for the Annual EHCP review);
- End-of-year Progress report for Year 6 leavers;
- Provision Maps (reviewed termly);
- Secondary Transfer reports;
- Parent-teacher meeting reports (as appropriate);
- Governors reports on Teaching and Learning (termly).

We understand that EHCP, Annual Review and Progress reports are a statutory requirement and should include the following:

- Summary of attainment in all National Curriculum subjects studied;
- Emerging, Developing and Secure levels for NC subjects;
- Summary of the pupil's attendance record;
- Results of National Curriculum SATs and Teacher Assessment with a comparison to national averages for pupils of the same age;
- Annotated/marked samples of work to demonstrate progress;
- Prepared list of strengths/achievements/areas for development.

Annual EHCP Review reports and Provision Maps are a statutory requirement for all pupils.

5. Document Control

This is Frank Barnes School's Teaching & Learning Policy as at Spring 2021. This policy will be reviewed on a 3-yearly basis.

Date Approved	7 th July 2021
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