



Together, we learn and grow

Shepherdswell Academy

Teaching, Learning and Assessment Policy

2022 – 2023



Collaboration



Courage



Curiosity



Creativity



Community



Every child deserves to be the best they can be

Review date: January 2023

Shepherdswell Academy – Teaching, Learning and Assessment Policy

Aim of this policy

As Shepherdswell Academy, we are committed to high quality teaching and learning to raise standards of achievement and attainment, while broadening experiences for all our pupils. This policy reflects the aims and objectives of the school and supports its vision and ethos.

The aims of this policy are to:

- Provide a personalised learning experience for every pupil that takes full account of their individual needs', interests and aspirations
- Ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives
- Ensure that pupils are highly literate and numerate, able to apply their knowledge and skills to new and different situations, to achieve well in school and beyond
- Make links with the learning that pupils do inside and outside the classroom
- Focus upon the continual raising of standards of teaching and learning in the school, to inspire and motivate pupils and staff
- Identify and share good practice in teaching and learning across all curriculum areas, to ensure high quality and effective teaching and learning
- Provide guidance for teaching and learning to establish clear criteria for best practice and consistency, in line with national standards (appendix 1)
- Improve levels of achievement and attainment for all

Principles of teaching and learning

Learning and achievement is the purpose of the whole academy and is a shared commitment. At Shepherdswell Academy and as part of the East Midlands Academy Trust we recognise that education involves pupils, parents, staff governors, the community and the Trust, and for optimum benefit all should work closely together to support the process of learning.

In partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- Encourage pupils to value the diversity in our society and the environment in which they live
- Encourage pupils to become active and responsible citizens, contributing positively to the community and society
- Encourage pupils to learn and grow through collaboration, courage, curiosity, community and creativity
- Encourage pupils to respond positively to opportunities, challenges and responsibilities of a rapidly changing world
- Recognises the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievement
- Provide rich and varied contexts and experiences for the pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- Develop individual characters with lively, creative, enquiring minds, good thinking skills and positive attitudes
- Encourage all pupils to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- Develop pupils' confidence, resilience and capacity to learn and work independently and collaboratively, being able to learn through making mistakes and problem solving

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- Provide a knowledge rich curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of all pupils
- Ensure pupils can develop as literate, numerate and technologically competent individuals within a broad, balanced, exciting and challenging curriculum

Ethos

The ethos and atmosphere underpin the agreed aims and beliefs of our school, where together we learn and grow, through collaboration, curiosity, courage, creativity and our community.

All staff contribute to develop this ethos through:

- Providing a calm and effective working environment, in which all pupils achieve
- Providing a welcoming environment
- Providing a safe and fair environment, in line with our behaviour policy
- Being positive role models
- Valuing and celebrating the pupils' success and achievement
- Effective time management of their professional time
- Developing positive links with all stakeholders and the wider community
- Reviewing personal and professional development in order to ensure a high level of professional expertise

Roles and responsibilities

Teaching and learning is a shared responsibility and all members of the community have an important part to play, see appendix 2 home school agreement.

All members of the school community should work towards the school's aim by:

- Esteeming all pupils as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of the behaviour expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work

The Headteacher will:

- Work in conjunction with the Senior Leadership Team to ensure all school staff, pupils and parents are aware of and comply with this policy
- Provide leadership and vision in respect of equality
- Provide guidance, support and ensure a continuous professional development programme is in place for all staff in order to develop teaching and learning throughout the school
- Ensure all teaching and support staff are line managed and arrange professional development meetings throughout the year
- Monitor and evaluate teaching and learning across the school regularly and use this to inform improvements
- Ensure teaching staff have their statutory planning, preparation and assessment time
- Reduce unproductive and unnecessary teacher workload associated with marking planning or tracking pupil progress that does not contribute to raising of pupil standards
- Work closely with the link governor

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Senior Leadership Team will:

- Monitor and evaluate the quality of teaching, learning and assessment across the school in collaboration with the Headteacher, including pupil progress meetings, observations, learning walks, planning and book looks, pupil voice and staff voice
- Monitor the achievement and attainment of pupils by analysing data and by discussions with the class teachers
- Line manager teachers and support staff
- Be part of a network of schools in order to share good practice, and arrange for teachers to be linked with teachers in other schools
- Keep up to date with new developments and resources
- Provide training, guidance, challenge and support for staff in response to identified development needs
- Work closely with the Headteacher and the nominated governor

Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all pupils to reach the highest standard of achievement
- Check pupils' understanding systemically, identifying misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary
- Use assessment well in order to help pupils embed and use knowledge fluently or check understanding and inform teaching
- Recognise the needs of each individual pupil according to their ability and aptitude
- Ensure that learning is progressive and continuous, building on what had been previously learnt
- Support pupils to remember in the long term the content they have been taught and to integrate new knowledge into learner concepts
- Develop a rigorous approach to the teaching of reading in order to develop pupil's confidence and enjoyment in reading and link materials at the early stages of learning to read that are closely matched to pupils' 'phonics knowledge'
- Be good role models, punctual, well organised and prepared with appropriate curriculum knowledge
- Have a good knowledge of the subjects they teach and keep up to date with educational developments and be reflective
- Provide clear information on school procedures, expectations and pupil progress
- Have a positive attitude to change and develop their own practice and expertise through engaging with CPD opportunities
- Create an environment that allows the pupils to focus on learning
- Establish positive links with all stakeholders and the wider community
- Work collaboratively, promoting a coaching culture to strive for excellence using a shared philosophy and common language related to our values and ethos

The pupils are encouraged to support the school's aims by:

- Attending school and being punctual
- Being organised and ready to learn
- Following and promoting positive behaviour expectations, being good role models to one another
- Taking an active part in all school life
- Taking increased responsibility for their own learning and demonstrating our school ethos and values

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The parents are encouraged to support their child's learning by:

- Ensuring that their child attends school every day, is punctual, well rested and in good health
- Ensuring that their child arrives in school wearing the correct uniform and bringing the necessary equipment
- Providing support for the behaviour expectations within the school and for the teacher's role
- Participating in discussions concerning their child's progress, achievement and attainment
- Supporting the school's homework expectations and give due importance to it
- Actively support the Home-School Agreement

Planning

The foundations for the curriculum development is the Academy Improvement Plan, developed through a process of collaboration of staff and colleagues within the Trust, and approved by governors.

A yearly overview has been drawn up in collaboration with all schools across the Trust and has been carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE and the Early Years Foundation Stage Statutory Framework. We follow a cross curricular approach where some subjects are taught through a topic or theme and some are covered as discrete subjects.

Medium term plans ensure appropriate progression of the learning is taking place, building on previous knowledge and skills, while providing challenge, ensuring all learning objectives are being taught.

Weekly plans for English, Mathematics and the foundation subjects develop this learning and adapt it to the individual needs within the class, enabling all pupils to access learning and achieve.

All plans are based upon previous data and assessment, pupil needs and curriculum expectations.

Learning environment

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc.)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- Resources will be available to for all pupils to access, to aid their learning
- Book corners will be comfortable, inviting and attractive
- Labels and posters should be used wherever possible or appropriate to reflect the language diversity in the school
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- Pupils will be involved in the maintenance and care of all equipment and resources

Classrooms will provide a stimulating and purposeful learning environment, including learning walls, and celebrations of the pupils' work.

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Assessment, recording and reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning and interventions. Formative assessment is used to guide the progress of individual pupils. It involves identifying each pupil's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their learning.

In Key Stage 1 formal assessments are carried out each term, and teacher assessment is collected six times a year in addition to this.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage 1, using SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment is used in EYFS within six weeks of starting school and Foundation Stage Profiles are maintained. At the end of Early Years Foundation Stage using the evidence gathered, pupils learning is assessed against the Early Learning Goals.

Pupils in the social communication department are assessed against their individual EHCP targets, alongside a set of development outcomes based on early stages of learning and development.

These assessments and data will form an important evidence base to judge progress and the quality of teaching and learning.

Feedback to pupils about their own progress is achieved through discussion and the marking of work and follows the Marking and Feedback Policy.

Records of progress kept for each child are:

- Updated six times a year by the class teacher and data lead
- Retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave

Reporting to parents is completed twice a year through consultations and a written review and once through a full written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) are made available to parents, governors, our trust, local authority and national government.

Celebrating achievements

Weekly awards assemblies celebrate the achievements of the pupils, both academic and behavioural.

These include achievement certificates, effort marks, sports award and class attendance awards, as well as awards the pupils have achieved in events they have participated in outside of school.

A weekly assembly also takes place to reinforce and celebrate our school ethos and values of collaboration, curiosity, courage, creativity and community, at Shepherdswell each day we are ready, respectful and safe.

Home/School learning

Homework is considered a valuable element of the learning process and at Shepherdswell Academy, we encourage parents to work with their children at home and provide workshops to support this.

We believe that homework should be set to:

- Involve parents in their children's learning
- Help parents keep abreast of what their child can and cannot do
- Take advantage of the home context to apply learning
- Encourage children to talk about their work to their parents and explain what they are doing and how
- Extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies
- View learning as a life-long process and not just restricted to school hours

The schools agreed practice for homework is that:

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- Homework is set on a regular basis, for all years
- Homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning number facts, spellings and projects
- Homework may sometimes consist of preparation for work yet to be done
- Pupils should understand exactly what they are expected to do and how to do it
- Homework should sometimes involve the participation of the parents
- Pupils' who have made insufficient effort during class time may occasionally be asked to complete work at home

Monitoring, evaluation and reflection cycle

There is a regular monitoring, evaluation and reflection cycle within school, which is undertaken by the senior leadership team. This includes regular learning walks, planning and book looks, observations, data analysis and pupil voice.

A termly review of the monitoring, evaluation and reflection cycle is held with all members of the teaching staff within each year group, including a pupil progress meeting, which included discussions around the whole school provision map and the impact of interventions that are being used.

Subject leaders also monitor their area of responsibility annually, through deep dives, which drives their action plan and subsequent improvements that need to be made, ensuring progression within learning is taking place, so the pupils' knowledge and skills builds on for previous learning and prepares them for their next steps, thorough an ambitious curriculum.

The purpose of the Monitoring, evaluation and reflection cycle is to:

- Make secure judgements of teaching and learning across the school against the Teachers' Standards and other relevant standards
- Monitor and evaluate the progress of pupils during a lesson and over time
- Monitor and evaluate the effectiveness of our curriculum
- Judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- Identify group and individual training needs across the teaching and support staff

The Performance Management cycle also informs learning and teaching and takes place on an annual basis.

This will be reported to the Local Governing Body in any teaching and learning report. The Local Governing Body are committed to fulfilling their responsibilities.

Continued professional development

Shepherdswell Academy believes that all staff should be involved in a continuing process of improvement. The school is committed to fostering a positive ethos of continuous learning.

Continuing Professional Development (CPD) is the means by which our school is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, values and vision of the school.

All forms of professional development will be based on the following principles:

- All staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work
- All staff will have regular opportunities to discuss their development needs and professional aspirations
- All staff have a responsibility to participate in school focused CPD and personal career development

Appendix 1A: National Teacher Standards



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 1B: HLTA Standards

HLTA NATIONAL ASSESSMENT PARTNERSHIP STANDARDS

Those awarded HLTA status must demonstrate, through their practice, that they:

PROFESSIONAL ATTRIBUTES

- 1 Have high expectations of children and young people with a commitment to helping them fulfil their potential
- 2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- 3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- 4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- 5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
- 6 Demonstrate a commitment to collaborative and cooperative working with colleagues
- 7 Improve their own knowledge and practice including responding to advice and feedback

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- 8 Understand the key factors that affect children and young people's learning and progress
- 9 Know how to contribute to effective personalised provision by taking practical account of diversity
- 10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- 11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- 12 Know how to use ICT to support their professional activities
- 13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- 14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- 15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- 16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

PROFESSIONAL SKILLS – PLANNING AND EXPECTATIONS

- 17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities
- 18 Use their area(s) of expertise to plan their role in learning activities
- 19 Devise clearly structured activities that interest and motivate learners and advance their learning
- 20 Plan how they will support the inclusion of the children and young people in the learning activities
- 21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

PROFESSIONAL SKILLS – MONITORING AND ASSESSMENT

- 22 Monitor learners' responses to activities and modify the approach accordingly
- 23 Monitor learners' progress in order to provide focused support and feedback
- 24 Support the evaluation of learners' progress using a range of assessment techniques
- 25 Contribute to maintaining and analysing records of learners' progress

PROFESSIONAL SKILLS – TEACHING AND LEARNING ACTIVITIES

- 26 Use effective strategies to promote positive behaviour
- 27 Recognise and respond appropriately to situations that challenge equality of opportunity
- 28 Use their ICT skills to advance learning
- 29 Advance learning when working with individuals
- 30 Advance learning when working with small groups
- 31 Advance learning when working with whole classes without the presence of the assigned teacher
- 32 Organise and manage learning activities in ways which keep learners safe
- 33 Direct the work, where relevant, of other adults in supporting learning

**Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*

Appendix 1C: Teaching Assistant Standards

TEACHING ASSISTANT PROFESSIONAL STANDARDS

Personal and professional conduct	
1	Having proper and professional regard for the ethos, policies and practices of the school in which your work as professional members of staff.
2	Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
3	Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.
4	Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
5	Committed to improving your own practice through self-evaluation and awareness.

Knowledge and understanding	
1	Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer.
2	Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3	Share responsibility for ensuring that your own knowledge and understanding is relevant and up to date by reflecting on your own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4	Demonstrate a level of subject and curriculum knowledge relevant to your role and apply this effectively in supporting teachers and pupils.
5	Understand your role and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Working with others	
1	Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
2	With the class teacher, keep other professionals accurately informed of progress or concerns you may have about the pupils you work with.
3	Understand your responsibility to share knowledge to inform planning and decision making.
4	Understand your role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5	Communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Teaching and learning	
1	Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
2	Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
3	Use effective behaviour management strategies consistently in line with the school's policy and procedures.
4	Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5	Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6	Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources

Appendix 2: Home School Agreement

	<h3 style="margin: 0;">Our Home and School Agreement</h3> <p style="font-size: 1.2em; margin: 0;">‘Together we learn and grow’</p>	
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<p style="text-align: center;">Communication</p> <p>We believe that communication between home and school should be open, honest and built on trust and respect. This interaction will support your child, so they can achieve and succeed.</p>	<p>At Shepherdswell Academy we strongly believe that:</p> <p>Together, we learn and grow through</p> <p>Collaboration</p> <p>Curiosity</p> <p>Courage</p> <p>Creativity</p> <p>and</p> <p>Community</p> <p>Every day we are ready, respectful and safe</p>	<p style="text-align: center;">Home Learning</p> <p>We believe that you are partners in your child’s education and by working together we can foster the values and skills needed to enable you child to become learners for life.</p>
<p style="text-align: center;">Attendance</p> <p>We believe that every child has the right to an education and to achieve this every child should be at school for every day the school is open. Each child’s attendance should be in line with the national expectation of at least 96%. Every child should arrive on time each day and be ready to learn.</p>	<p style="text-align: center;">Safeguarding</p> <p>We believe that all children have the right to be safe from physical or emotional harm. All children the right to have their needs met, to be healthy, well fed, clean and warm. If we have any concerns, we will share these with you and will refer to outside agencies when appropriate.</p>	<p style="text-align: center;">Our Values</p> <p>We believe our ethos of ‘together we learn and grow’ underpins all we do. From this we can create a culture where we can thrive, through collaboration, curiosity, courage, creativity, and community.</p> <p>Enabling us to become positive role models and citizens now and of the future.</p> <p>Every day we are ready, respectful and safe, ensuring we all belong.</p>
<p style="text-align: center;">The Environment</p> <p>We believe that it is important that your child is learning in a clean, safe and engaging environment. Which we all play our part in looking after.</p>		<p style="text-align: center;">Challenge and Aspiration</p> <p>We encourage all children to be the best they can be, by fostering a ‘can do’ attitude. We create an environment where all children feel safe and secure, so they embrace challenge and see it as a positive.</p>

<p>At Shepherdswell we believe that by working together in partnership, we can ensure that every child achieves, so they can be the best they can be.</p> <p>By supporting this home/school agreement, we have set the foundations on which to grow.</p>		
<p>As a pupil at Shepherdswell school, I will:</p> <ul style="list-style-type: none"> 😊 Come to school every day I can and be ready to learn. 😊 Follow the school values and engage in all learning. 😊 Behave positively following the school expectations. 😊 Do the best I can and put effort into all I do. 😊 Know my targets and how to achieve them. 😊 Look after the school environment and resources. 😊 Talk to an adult if I am worried, upset or need help. 😊 Complete any home learning on time. 😊 Read 5 times a week for 10 minutes at with an adult at home and be able to answer questions about what I have read. 😊 Take home letters given to me. 😊 Think of my future and aim for my dreams. 	<p>As a parent/carer at Shepherdswell Academy I will work in partnership with the school to:</p> <ul style="list-style-type: none"> ✓ Ensure that my child comes to school every day to start their learning on time; wear the correct uniform; have had a good breakfast and have everything they need for the day. ✓ Develop a positive relationship with the school to support my child’s learning and welfare. ✓ Support the school’s policies and guidelines and respect each other and the school environment. ✓ Immerse my child fully in the diverse curriculum of the school and show respect for all cultures. ✓ Support my child’s home learning, including overseeing any reading by listening to my child for 10 minutes 5 times a week and complete any homework tasks set. ✓ Work with the school to share information to keep my child safe, including letting the school know if my child is going to be absent. Informing the school of any changes of details and any concerns that may affect my child’s work or behaviour. ✓ Read and respond to all letters and communication from the school. ✓ Attend parent’s consultations, family learning and other discussions about my child’s progress so we can work in partnership in developing my child’s learning. 	<p>As the staff at Shepherdswell Academy we will work with all stakeholders to ensure all children can achieve their full potential. We will:</p> <ul style="list-style-type: none"> ★ Monitor every child’s attendance and support parents in ensuring their child attends school. ★ Do all that we can to make sure all children are safe from emotional or physical harm, sharing information with outside agencies where needed. ★ Provide a balanced, rich and ambitious curriculum through a range of high-quality learning experiences and an inclusive ethos, to enable all children to achieve and succeed. ★ Provide a clean, organised, stimulating and interactive learning environment, where children feel safe, secure and excited about learning. ★ Offer opportunities for all children to develop knowledge, skills and attitudes to promote a love of learning, promoting positive learning behaviours. ★ Promote positive working relationships with all members of the community, putting the children at the centre of all we do. ★ Share information and events, so that parents/carers can fully support their children and play an active role in their learning and engage with school life.
<p>Pupil’s name: _____</p> <p>Class Teacher’s Signature: _____</p>	<p>Parent’s Signature: _____</p> <p>Date: _____</p>	