



Education Brief

Context -

Chellaston Fields Spencer Academy will be opening in September 2019 and is part of Derbyshire County Council's development plan for education in South Derbyshire. It will cater for the educational needs of the children from the new homes being built in South Derbyshire, particularly Regents Place and will strive to be central to community development. The dwellings range from affordable homes to larger four-bedroomed properties.

We are very pleased to have the opportunity to open a brand new school and have already appointed the Principal, Joanna McGregor, who is working behind the scenes with Angela O'Brien, our Primary Education Director. They are preparing policies, developing the curriculum and planning to ensure that the school is working towards an outstanding OFSTED judgement from the very beginning.

The academy will be a part of the Spencer Academies Trust and is close to Wyndham Primary which is an outstanding academy within the Trust and also leads on educational development through research across Derby, Derbyshire and beyond. George Spencer Academy is a Teaching School and provides the following;

- Initial Teacher Training
- School Leadership Development
- Continuing Professional Development for teachers and teaching assistants
- School to School Support
- Opportunities to develop research-based learning and teaching initiatives, particularly in mathematics as an area Maths Hub.

The new academy will be well supported by the Trust's central team and by the other schools within the group.

The area is very close to an outstanding secondary school, Chellaston Academy.

What will Chellaston Fields Spencer Academy offer?

A local school that grows with the community with a focus on providing a high quality standard of education for all of our pupils. These are our aims –



Our Aims

1. Excellence in Learning and Teaching

At Chellaston Fields Spencer Academy we have a strong belief that every child has the right to a quality education regardless of background or ability, and have an entitlement to the opportunity of a secure progression route in their learning and development. We are a learning community that practises inclusivity, innovation, collaboration and flexibility, while inspiring and nurturing lifelong learning for students and teachers. We strive for excellence by ensuring that our practices are based on current and informed research. We hold ourselves accountable for the outcomes we achieve.

2. Raise Standards through the GROW Curriculum

The 'GROW' curriculum at Chellaston Fields Spencer Academy will challenge and stimulate our children into asking searching questions, shape their learning and enable them to develop into independent critical thinkers and learners. Our GROW curriculum is rooted in the principles of meaningful, engaging, valuable and challenging. A great curriculum coupled with effective teaching will lead to fabulous outcomes.

3. Raise standards by involving families, parents and the community

We believe that it takes a community to educate a child. Home-School partnerships are crucial in allowing our children to grow and flourish, therefore parents will be regularly informed of their child's learning, will be invited to join their children in lessons and will be encouraged to attend creative and curriculum workshops. We aim to ensure that parents are ever present in the learning process.

We aim to put community at the heart of our school and of our teaching and learning by encouraging involvement with the locality to add an extra dimension to our children's learning.

4. Staff Training and Succession Planning

At Chellaston Fields Spencer Academy we build lifelong learners and our staff are always motivated in developing their own practice. We endeavour to ensure that our staff are highly skilled and that we provide continued professional development opportunities from the Trust and Teaching Alliance to help them to continue to develop themselves and provide the highest quality teaching and learning opportunities for the children.

5. Unlock potential

We have high expectations and have strong belief in all children achieving greatness with a desire to unlock, release and liberate potential being integral to everything we do. We will strive for excellence, remove barriers and ensure that all children receive a day rich in teaching and learning experiences. We will give pupils to opportunity to be independent and collaborative and use coaching partners to develop great learning habits. No moment in learning will ever be wasted. We strive to inspire our children, empower them and watch them to GROW.



Vision -

Our vision at Chellaston Fields Spencer Academy is that –

All children will receive the highest quality education and opportunities so that their potential is unlocked and they can GROW.

Our GROW motto supports this and is an integral part of our vision.

G – Great communication skills

R – Resilient, confident learners willing to take risks

O – Opportunity to be curious and independent

W – Working together to enjoy and achieve

This motto unlocks the four core principals of Chellaston Fields Spencer Academy:

Great communication skills.

To unlock potential for our children and to prepare them for the future we believe that building them into ‘great communicators’ is crucial. Great communicators listen to others, they ask questions, show empathy, speak confidently and inspire others around them. Developing the pupils ability to deepen their thinking and questioning will lead to mastery learning. We also know that presenting skills are sought after in the modern world.

Resilient, confident learners willing to take risks.

Building resilience in our learners is crucial in allowing them to *grow* and learn. Risk taking is essential and we want our children to feel confident in bouncing back from mistakes and learn from them. The learning opportunities will have challenge tasks and work around growth mindset will be shared with the children. We will celebrate examples of resilient behaviour and learn about famous people who demonstrate these qualities.



Opportunity to be a curious and independent

Through the GROW curriculum we will develop curious learners who are always questioning, reflecting and challenging their own thinking. We will develop the skills required to be self-motivated. We have a strong desire to ensure that doors are opened for our children and their potential unlocked. In order to bring about this change, the design of the whole delivery process of learning is able to embrace 21st century technology alongside, fun, adventure and significant, deep-seated opportunities to learn and explore.

Working together to enjoy learning.

We believe that when working in collaboration we can achieve great things. Team work is a crucial skill for our children to develop and at Chellaston Fields Spencer Academy. We will use strategies such as Kagan Structures, talk partners, peer support, group work and learning mentors to create a learning together ethos. Our curriculum is engaging, innovative and creative to ensure that our children are having fun whilst learning. We strive to create memories every day.

Chellaston Fields Spencer Academy School Growth Plan

	2019	2020	2021	2022	2023	2024
Reception	30	30	30	30	30	30
Year 1	15	30	30	30	30	30
Year 2	15	15	30	30	30	30
Year 3	15	15	15	30	30	30
Year 4	15	15	15	15	30	30
Year 5	15	15	15	15	15	30
Year 6	0	15	15	15	15	15



Chellaston Fields Spencer Academy's Aspirational Targets

	Chellaston Fields Spencer Academy Targets	National Data 2017
EYFS Outcomes	75% GLD	70.7% GLD
Year 1 Phonics Check	90% to meet expected standard	81% met expected standard
End of KS1 Outcomes	Meeting expected standard Reading 85% Writing 85% Maths 85%	Meeting expected standard Reading 74% Writing 65% Maths 73%
End of KS2 Outcomes	Meeting expected standard Reading 85% Writing 85% Maths 85% SPAG 85%	Meeting expected standard Reading 71% Writing 76% Maths 75% SPAG 76%
Attendance	96%	95.6%

Curriculum Strategy

The 'GROW' curriculum at Chellaston Fields Spencer Academy will challenge and stimulate our children into asking searching questions, shape their learning and enable them to develop into independent critical thinkers and learners. The curriculum is based around a new text every half term which the children will receive. This allows for vocabulary to be developed and a love of books and literature to be developed at an early age. The delivery of the curriculum will have a strong emphasis on talk, active learning and project based.

The curriculum will be created on the National Curriculum and the Early Years curriculum to ensure breadth and balance. It will engage and excite all learners and provide the best opportunities for deeper learning. Wherever possible we will encourage children to plan the direction of their learning, instilling independence and a positive attitude towards being a lifelong learner.

Building resilience is crucial in ensuring that our children are lifelong learners and have a positive mental health and well-being. Children will be helped to develop a growth-mindset, believing that with hard work and determination, anything can be achieved. All staff will be trained in this philosophy so that they too can model it. Each teacher will carry out practitioner research and will trial something in their classrooms and report back on the impact.



Varied enrichment opportunities will be provided to all children to consistently enhance their learning experiences and at least one visit or visitor will be used to enhance the curriculum each half term. Our curriculum offers opportunities to inspire creativity, curiosity and build aspirations. It is extremely important to us that the curriculum unlocks potential in all of children and allows them to flourish.

Developing the holistic child is of utmost importance and, with this in mind, we offer a broad and balanced curriculum which encompasses academic subjects, sport, music and spiritual, moral, social and cultural education.

Children will learn a modern foreign language and this will be enhanced through the study of at least one book per year written in a different country. This may be an African folktale, a Japanese picture book or a Chinese traditional story. The children will be immersed in the culture of the country through detailed and careful planning based on teacher research. Through our links with Universities we will look at opportunities to invite students from different cultures to spend a week in a classroom so that children can learn first-hand about different places and ways of living. Our business partners locally will be asked to contribute, if links are appropriate to their commerce. Using our connections, we will aim to set up safe internet links to schools in faraway places so that children can learn first-hand about the lives of peers in different continents.

The hidden curriculum is around leading by example. Teachers and all adults working in the schools will be expected to treat everyone with utmost respect. Chellaston Fields Spencer Academy will be a non-shouting school and children would be expected to follow this example. Good behaviour will be expected and there will be disappointment if this is not the case, with children being given opportunities to put things right in an appropriate way. Examples of good learning behaviour will be celebrated with pupils and parents.

In Reception, children will follow the Early Years Foundation Stage curriculum with a focus on learning through purposeful play, phonics, books and literacy. The learning will be child-led and based upon questions arising from natural curiosity and interests. Good use will be made of outdoor learning with opportunities to develop reading, writing and numeracy skills woven through all activities.

The extended curriculum will be through the provision of after school activities led by members of staff and outside providers.

The curriculum will be full of 'WOW' moments so that learning is real, exciting, fun and challenging. The organisation of the curriculum will allow time for flexible and deep learning, for children to spend whole afternoons on one particular piece of learning and to carry out investigations, hear from experts, use outdoor learning and go on visits.



The curriculum focus on global links and building community will lead naturally into learning about other cultures. Knowing and understanding about other cultures and human diversity helps to build respect and tolerance. Comparing and contrasting will lead to children developing a clearer understanding of UK values. It is our responsibility to do our best to prepare children to be successful in this Global Community, however exciting, challenging and uncertain that might be.

Home-School partnerships are crucial in allowing our children to *grow* and flourish, therefore parents will be regularly informed of their child's learning, will be invited to join their children in lessons and will be encouraged to attend creative and curriculum workshops. We will use Class Dojo to make meaningful communications home and to share personal achievements.

We aim to put community at the heart of our school and of our teaching and learning by encouraging involvement with the locality to add an extra dimension to our children's learning.



Curriculum Programme -

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	6.25	Mandatory	1.25 hours including phonics/SPAG Planning supported in all years by a specialist teacher.
Mathematics	6.25	Mandatory	1.25 hours including basic number skills training. Planning supported in all years by a specialist teacher.
Thematic study linked to high quality literature	7	Mandatory	3 days - 2 hrs 2 days 1 hr Includes IT and computing, RE/global citizenship, PSHE, humanities, music, art, listening to a high quality story and some science
PE	2	Mandatory	
Science	1	Mandatory	Some Science may not naturally link to a literacy theme.
Language	1	Mandatory in KS2	Chinese/Japanese French
Holiday activity	Some opportunities to meet, socialise and learn informally during the holidays	Voluntary	May be targeted at PP children, or other groups needing support. Organised by PE Coach
Parents' sessions during the working day	Once per half-term to celebrate the learning	Mandatory	Organised by class teachers
After school clubs	Organised for all children with the expectation that most will attend at least one club	Voluntary	Sports activities organised by Sports Coach Catch-up Club Science Club Performing Arts Club Choir
Breakfast Club		Voluntary	In the school building - external provider
After School Care		Voluntary	In the school building - external provider



Our School Day –

7.30am GROW breakfast Club – Targeted early day interventions, early day invites for vulnerable children and families
8.45am Doors open for collaborative learning with Parents – GROW skills
9.00am School Starts
Session 1 – Maths Focused
Morning Break
Session 2 – English Focused
Lunch – delivered through family style dining approach
Mindfulness
Afternoon Sessions – Thematic Study – including Science, PE, Modern Foreign Languages, ICT, History, Geography, RE, PSHE, Art and Design
Interventions
GROW Assembly
3.30pm End of School
3.30pm – 4.40pm After School Club, Parent Collaborative Learning Sessions (family learning), Sports Clubs
3.30pm – 5.30pm Paid for After School Provision

Mathematics

Maths will be taught daily from EYFS, through Key stages 1 and 2. The focus of the mathematics learning will be on the mastery of numeracy concepts and skills in order to be able to use the fundamentals of the subject fluently to solve problems and to reason. A high quality mathematics education is vital as mathematics has so many links to other areas of life such as science, technology, financial understanding – most types of employment require mathematical knowledge and the ability to use this to solve problems. The beauty and enjoyment of mathematics will be modelled leading children to appreciate the power of mathematics and to become more curious about it. Children will, as suggested in the National Curriculum move through the programmes of study at the same pace, not moving on before they have fully mastered the ideas. Children who quickly understand need to be able to apply their learning to challenging problems before moving on.

The structure of mathematics lessons will be based on the work of Daisy Chock Christodoulou using the following tried and tested model. This model follows this structure -



- Pre-teach the concept
- Use multi-choice questions – children challenging each other through rich discussion to deepen understanding and put right misconceptions
- Application of knowledge and understanding

Lessons move at a quick pace, children who demonstrate understanding quickly move off to apply what they now know, but a deep understanding of the concept is developed before moving to a new area of mathematical learning.

Great communicators can discuss their problem solving strategies and we will be encouraging the children to use their mastery knowledge and skills to – Explain, Convince, Teach and Invent.

English

English is the key that unlocks the whole curriculum. Oracy, Talk for writing, Speaking and listening in classrooms, Reading, Writing and Phonics will be emphasised from the earliest years and facilitated through a collaborative pedagogical model. Writing begins with mark making and compelling reasons to write. A desire to write and an understanding of the purpose is key. Children will be encouraged to form letters and words, write imaginatively, form sentences, extend and develop ideas throughout paragraphs and across a range of genres, ultimately writing with fluency and style. There is a rigorous focus on secretarial skills required of competent writers through emphasis on phonics, spelling, handwriting, sentences structure and punctuation.

There will be a relentless focus on the acquisition of the meaning and appropriate use of extended vocabulary from the earliest years. Rigorous assessment, supported by school leaders, will identify gaps in the acquisition of the skills imperative to written communication and personalised programmes will be developed which enable children to overcome any barriers they may face, with an unconditional expectation that pupils achieve short term goals and long term aspirational targets.

Our English curriculum will be underpinned by a real-world appreciation of the many audiences, genres and foci for writing, explicitly modelled and articulated to children in order to accelerate their mastery of the written word. Pupils will write for a range of audiences and purposes. The use of authors in school will be a common occurrence so that pupils are frequently inspired to produce outstanding outcomes and to view themselves as authors, and staff subject knowledge further enhances.

Staff will access the best training and be expected to research what works well both nationally and internationally in the teaching of English. They will lead on approaches to the teaching of spelling strategies, grammar and phonics. The Trust already uses Rainbow Grammar and Jason Wade's approach to phonics.



Reading

Our reading curriculum will be underpinned by a desire to bring a love of books to pupils' right across the age range. Through a range of reading experiences, pupils will be introduced to a wide range of authors, genres, classics and modern literature so that they can develop an awareness of their own reading preferences and an ability to explain their choices. The range of texts on offer to pupils will be extensive and a school wide reading culture will establish reading habits which lead to competent, fluent and expressive readers from a very young age.

Texts will be central to our GROW curriculum and incorporated in our Thematic topic learning. The understanding of vocabulary and the authors use of language to create effect will be a relentless focus, extending understanding of a wide range of texts, supporting writing outcomes and establishing a deep appreciation of authorial intent.

The ability to infer, deduce, articulate, explain, research, note, re-word and extrapolate information from digital media and paper based texts is central to the curriculum model and establishing behaviour for learning. The ability to analyse a text, identify and discuss themes, characters, intended audience, organisational features and explain viewpoint with clarity progresses naturally from oral to written methods.

Phonics

The teaching of phonics will be a high priority, with dedicated daily phonics sessions throughout Foundation and KS1 and 2, embedding the core skills of segmenting and blending. We will ensure consistency in our approach through the adoption of a well-researched and proven systematic synthetic phonics program. This will be underpinned by outstanding teacher subject knowledge, rigorous assessment, pace, high levels of pupil engagement and achievement, progression in the level of challenge and a core expectation that pupils master the skills necessary for competent reading, writing and spelling. The program we will follow will enable daily, dedicated rehearsal of segmenting, blending and handwriting to ensure a multi-sensory approach, and will remain focused on our approach to extending and developing understanding of the meaning of challenging vocabulary from the earliest years. There will be no separation between phonics and spelling, with a consistent approach to the teaching of encoding words. All staff will be intensively trained in the teaching of phonics.



Thematic Study

Each study will be 6 weeks long and will include;-

4 weeks book based project, children will help to choose the book

1 week studying a famous person

1 week studying the news – local and global

These topics will include the teaching of Design and Technology, ICT, Music, Art and Design, History and Geography. This cross curricular planning will engage and motivate our children whilst ensuring that they receive a broad and balanced curriculum.

The use of technologies for learning will be embedded across all aspects of the GROW curriculum. Discreet ICT learning will include key skills and will develop progressively through Key Stages.

Science

Science will be included in the project learning, finding out about a famous person will include scientists and so will items of interest in the news. Some knowledge and skills will need a separate and unlinked session. One hour per week has been set aside for this, though it may be chunked into larger quantities of time.

In Early Years and Key Stage 1 the principal focus is for children to experience the world around them, to ask questions and explore. Children will have opportunities to observe the natural and man-made world. Curiosity will be encouraged and children will develop their understanding of the world through noticing changes over time, classifying, noticing patterns and carrying out simple tests. Children will be given plenty of 'hands-on' opportunities for learning and secondary resources will also be used if appropriate. There will always be a focus linked to scientific knowledge for the explorations.

This understanding of the world will be broadened in lower Key Stage 2 by further exploring of everyday phenomena and the relationship between living things and familiar environments. Children will be encouraged to suggest their own questions to investigate and to choose appropriate methods for carrying out the scientific enquiry and record the results. They will be encouraged to draw conclusions and to use simple scientific language to communicate what they did and what they found out. Children will begin to use simple scientific equipment to measure and to collect data.

In upper Key Stage 2 children will be taught to plan and carry out a variety of scientific investigations in order to find the answer to questions. They will learn about the need to control variables to gain accurate and meaningful data. They will take measurements using a range of instruments and become more precise.



Children will use more complex methods of recording including diagrams, labels, keys and different forms of pictorial representation.

Children will check their findings with further testing to test predictions and will be encouraged to present their findings in written and oral forms using scientific evidence to support or refute ideas or arguments.

Science box resources including teachers and will be borrowed from the Secondary schools within the Trust.

SMSC – Spiritual, Moral, Social and Cultural Development

SMSC runs as a golden thread throughout the GROW curriculum. Important opportunities to explore empathy and understanding are provided through the rich topics covered, these incorporate moral dilemmas, community challenges, wide social concerns and contemporary issues. Through its approach to the curriculum and its nurturing ethos that celebrates the value of every individual, Chellaston Fields Spencer Academy will embed positive attitudes, feelings of high self-worth, pride in personal contribution, learning resilience, life resilience and aspiration. We will use Philosophy for Children and the Starfish story for delivering this aspect. We will use the Go Givers website for resources and thought provoking material.

British Values

British Values run throughout our GROW curriculum and will be discussed regularly as part of our GROW assemblies.

The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At Chellaston Fields Spencer Academy these values are reinforced regularly and in the following ways.

Democracy

Democracy will be embedded at our school. Pupils will always be listened to by adults and will be taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils will also have the opportunity to air their opinions and ideas through our School Council and regular pupil questionnaires and pupil voice. The elections of the School Council members and other Pupil Leadership roles are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.



The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, will be consistently reinforced. Our school will have clear rules, which are deeply embedded in everything we do every day. Our pupils will be taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we will educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils will be encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. Whether it is through choice of challenge; of how they record; of participation in our planned numerous extra- curricular activities; our pupils will be given the freedom to make choices.

Mutual Respect

Our pupils will know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

Tolerance of Those with Different Faiths and Beliefs

Through our teaching and modelling of respect, this will include an understanding of showing tolerance of those who have different faiths and beliefs. Chellaston Fields Spencer Academy will enhance pupils understanding of different faiths and beliefs through religious education studies; SMSC work; visits to other schools in different settings to participate in celebrations such as Diwali; welcoming visitors from other schools and enjoying a depth of study throughout the curriculum. Beliefs, traditions and customs will be studied, with visitors being invited into our school to enrich and extend understanding. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

Physical Education

FS

Throughout Foundation Stage, children will be encouraged to spend time in the FS Garden where they can choose which physical activity they would like to partake in. Some choose sports and games, gardening, challenges in the sandpit or even construction. This is key to developing the children's fine and gross motor skills and allowing the children to set their own challenges.



KS1

Key Stage 1 is seen as a vital time in the children's lives to build upon the fundamental skills they have developed and extend these within structured environments and gaming situations. Within these years, children take part in physical activities such as gymnastics, bench ball, dodgeball, dance and athletics.

KS2

Throughout Key Stage 2, children extend their learning and physical development further by thinking strategically to partake in competitive situations. Again, skills such as throwing and catching, balance and movement are vital and are used throughout the curriculum. Sports such as Netball, Football, Archery, Tri Golf and Cricket are all fantastic ways to take charge in their learning and develop their physical ability.

There will also be an appreciation and understating of fitness, of the benefits and effects of exercise, and the importance of a healthy life style for long term health and well-being will be developed from the earliest years. Families will be encouraged to participate in healthy activity alongside pupils during healthy schools focused weeks.

Modern Foreign Language

The teaching of a Modern Foreign Language will begin in Key Stage One in order to build pupil confidence and resilience in listening, speaking and deriving understanding. Learning will begin with songs, rhymes and simple vocabulary; saying Hello, Goodbye Thank you etc. Learning will focus mainly on speaking. We believe that an additional language is best acquired through immersion, through making mistakes and through repetition. Technologies will be used extensively in order to capture learning and provide rich opportunities for evaluation, feedback and assessment. This methodology will be continued through Key Stage 2.

Delivery and planning of the GROW curriculum

Beginning in EYFS, through Key Stage One and Two, the GROW curriculum is a high-energy context driven approach to learning and teaching requires high-order interactions between staff and learners, and peer-to-peer, throughout the session.

This approach features continuous collaboration, discussion, research and investigation supporting children in developing their oracy, literacy and numeracy. It also supports children in developing their social and emotional intelligence by positioning them as architects of their own ambition in the context of community, society and World studies.

Co-construction of learning, a focus on the accumulation of knowledge and skills and an emphasis on appropriate narratives, contexts and attributes of independent thinking and learning is a seam throughout school. The integrity of learning is



reinforced through outstanding teaching, firm and high expectations and challenging content.

Feedback is rich and 'just in time' ie; it happens in-situ, in the classroom where a clarity of learning dialogue is emphasised and rooted in the culture of the classrooms and the school as a whole. Chellaston Fields Spencer Academy's GROW curriculum approach draws its' research basis from Educational Endowment Fund research that found high quality feedback to be the most important factor in securing rapid progress.

High challenge is built into every session. Oracy and articulacy are a key feature as we strive to create 'great communicators'. Children throughout the school are asked to verbalise responses as well as providing robust and rigorous written evidence. Children are asked to justify, rationalise, explain and expand ideas and offer their developing view of the world and their place within it. High challenge at Chellaston Fields Spencer Academy will support the development of aspiration and self-worth – it will expand the cultural horizons of every child and unlock their potential.

High engagement is achieved through exciting, dynamic and stimulating learning that is linked to problems, dilemmas, challenges, real-world contexts and contexts that children recognise. Heightened participation in sessions is achieved through a clear focus on the contribution of every individual, the use of resources and the high expectations of the teachers and the children themselves.

Weekly planning will be detailed and will highlight particular children who have been noticed from the previous week to need attention in order to improve their rates of progress. In each week there will also be a focus on a particular group of vulnerable children to ensure their learning is boosted. Each week has a question as the focus for learning based on Bloom's Taxonomy. This ensures that higher order thinking skills are developed. The Bloom's Taxonomy Teacher Planning Kit provides question types for each of the levels of thinking.

Breaks and Lunchtimes

There will be a wide range of provision, a consistently high adult:pupil ratio for all breaks. There will be high expectations of pupils and a variety of team games will be promoted and encouraged.

Behaviour

We aim to create a positive, happy and caring environment so that all of our children are able to make the most of their education and realise their full potential. We will have a positive approach to discipline and rely heavily upon the use of praise and rewards. Within school we aim to provide a stimulating and supportive environment where high standards are set and even small achievements are celebrated.



We will endeavour to develop the self-esteem and confidence of all pupils, ensuring to the best of our ability that, with perseverance, children learn to see mistakes positively as learning opportunities and eventual success through endeavour.

The children's work is valued, and effort is recognised and rewarded. The children will be taught to respect all members of the school community and their property. We recognise that the ethos of the schools depends upon the quality of the relationships within them. Adults will endeavour to present good models of behaviour thus creating an atmosphere of mutual respect.

Each half term pupils will collect 'Dojo Points' on classdojo.com. These points are given to pupils by all staff throughout the day. 'Class Dojo', a monster themed computerised system, is used to record the behaviour throughout school and as a tool for tracking. At the end of each term pupils receive a 'Dojo Certificate' in the area which they received the most 'Dojo Points'.

Building Community

Each half term parents/carers and visitors from the local community, including local businesses will be invited to share the learning. Classes will showcase their best learning with children explaining what they have learnt over the half-term. There will then be an assembly where each class will share an overview of the highlights.

There will be regular information sessions, good written and electronic communication and regular opportunities to meet with staff to share views.

Regular social activities will be organised and each school will quickly draw together parents to help with the organisation of these. Examples might be a summer barbeque, sports day, fireworks night, family trips out, family quiz nights, board games evenings etc.

The school will also be available for community use and the field will be offered to local sports teams providing opportunities for children to play sports at weekends.

Local businesses will be approached for support with resources, governors, people to present the world of work to children and to engage positively with the schools at an appropriate level.

Chellaston Fields Spencer Academy will make links with local church groups, local sports clubs and take part in any local community events. Half-termly coffee mornings with the Principal will be held for sharing of views and ideas for further development.

Global links will be made by studying one book per year from a different culture and by inviting people to share their lives with the children as described in the vision section. Overseas students from the University of Nottingham will be invited to spend



a week in a classroom to share as much as possible about their country and their culture. There will also be other opportunities to develop a deeper understanding of global links throughout the curriculum, for example, through the study of places in Geography, the origin of foods and other commodities. Every chance to engage children in thinking of the wider links will be used and leaders will expect to see these links in planning.

After School Provision

After school there will be a mixture of paid-for and free provision. Staff will be required to offer one club per week. There will also be sessions after school for family learning with parents. Breakfast club will be offered and there will be opportunity for targeted interventions before and after school for vulnerable children and families.

Our Approach to Teaching Learners with SEND

At Chellaston Fields Spencer Academy we will ensure that all pupils in our school are equally valued by having equal access to a broad and balanced GROW curriculum which is differentiated to meet individual needs and abilities.

- We will have effective management systems and procedures in place for SEN, taking into account the current Code of Practice (2015)
- We will have successful communication between teachers, children with SEN, parents of SEN children, Teaching Assistants and outside agencies
- We will acknowledge and draw on parents' knowledge and expertise in relation to their own child
- Through the Parent meetings the children will be encouraged to take an increasingly active role in their targets, progress and next steps.
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We will have an effective review cycle which allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle, as explained within our SEN Policy.
- Through our GROW Curriculum, we will ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning.

The SENCO will work with all agencies – CAMHS, school nurses and National Health Services, Safeguarding and Education welfare. The SENCO will link with



community groups and charities that work within the area. All pupils with additional needs will be supported and targeted throughout the whole school day.

Pupil Transition

Chellaston Fields Spencer Academy will be offering a **flying start** programme to all new starters, 2019. This programme will offer opportunities throughout the summer term to help children and families become acquainted with others and help them to understand the school ethos and vision.

Measuring Performance and Setting Challenging Targets

Data and assessment are at the core of every area of learning and teaching. Assessment will take the form of both formative and summative assessment. Formative assessment will be ongoing throughout the year and AfL will be used effectively in all lessons to ensure that children are making progress.

Termly assessments will be collected from staff and they will all be involved in collation, analysing and setting new targets. Opportunities for moderation will be key in ensuring consistency across the school and moderation across the Spencer Trust Schools will also consolidate judgements.

Progress will be monitored vigorously so that any children falling behind or not progressing as expected will be quickly identified and interventions will be timely.

Children will be encouraged to self-assess and there will be a strong ethos of learning from mistakes and responding to feedback. This fits with the growth mindset ethos of being able to do things with effort and perseverance. Time will be given each morning for children to reflect on the previous day's learning and to respond by making improvements to tasks in purple pen by responding to the comments made by their teacher.

All children will have target maps and will reflect on their progress regularly by themselves, with their peers and with their teacher. These maps will also ensure that children become increasingly aware of what the next steps in their learning need to be. Progress will be tracked and children needing to make accelerated progress will be targeted for interventions.

There will be a computerised system which places emphasis on quality dialogue rather than numerical input. There will be discussion around provision, intervention, additional resources required and evidence of success from the previous week.

Children will be rated 1,2,3 or 4 dependent on what is needed for them to be successful in the week to come.



- 1 – quality teaching
- 2 – intervention required
- 3 – additional support required
- 4 – unlikely to reach ARE

Regular RAG meetings will focus teachers on the learning for the week to come and allow time to celebrate what went well in the previous week. Also this is time built in for professional dialogue about teaching and learning with a mentor.

Pupils not meeting targets will be recorded and allocated specific interventions to support them and ensure that targets are being met.

Parents and Carers will be made aware of the progress their children are making through half-termly report slips, termly meetings and a full written annual report. Teachers will be expected to build positive relationships with parents reporting on what is going well as well as what needs to be done to improve. This is especially important in a new school community. If teachers suspect an issue or problem with a child, then they will be expected to communicate directly with parents so that home and school can work closely together in the best interests of the child and learning.

There will be a Home/School Diary to record messages and parents will be encouraged to share their views in this. They will receive messages about school events in written form, through text messaging, via email and the school website.

Parents will be encouraged to support homework activities, reading and basic number fact learning and a termly project based task. Each half-term an overview of the planned learning will be published so that parents are aware of what their children are learning about at school and can supplement the learning with family activities.

School Development Cycle

Each year when the School Development Plan is being drafted, parents will be asked to share their ideas on the way forward with the development priorities. This will be done by posting the priorities in the entrance hall for two weeks, including over a Parents'/Carers' Evening, leaving post-it notes underneath the priorities and asking for suggestions.



Monitoring School Improvement

The leadership team will monitor and evaluate following a monitoring plan, this will include the following:-

- Regular reviews of the phase Rapid Improvement Plans
- Subject reviews
- Book scrutinies
- Environment scrutinies
- Progress of vulnerable groups
- Progress in each class
- Individual progress
- Formal and informal teaching observations
- Pupil Premium reviews
- General learning walks to gather any general/new strengths/concerns
- Monitoring planning
- Monitoring global links
- Weekly Weigh-in – percentage of pupils who are secure in each subject?
- Progress of NQTs
- Staff catch-up chats
- Tracking data sheets – updated
- Moderation between schools
- Monitoring of the impact of special events
- Monitoring the impact of CPD
- Learning from others
- Principal reviews across the Trust

There will be many other forms of monitoring, dependent upon the emerging priorities for the school.

External review of standards and performance will be rigorous and carried out by the CEO of the Trust each term, external School Improvement Partner visits and the schools will engage with Derbyshire in their annual review.

The School Development Plan will remain under constant review and will be amended in response to additional priorities identified at any point in this process.