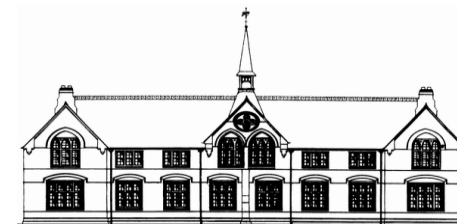


New Town Primary School

Whole school provision map

Quality First teaching



At New Town Primary School we strive to ensure that all pupils have the opportunity to learn in a colourful, stimulating environment which provides regular opportunities for the children to absorb information and culture. All children are given personalised targets thereby allowing them to access the curriculum at a level that is appropriate for them. There is then the capacity for them to develop beyond expectations. The children are surrounded by a diverse range of cultures and ethnicity which enlightens and enriches their learning by broadening their perspective of the world. All children are supported by adults in the classroom and playground and staff endeavour to apply the most appropriate learning style to each child.

ENVIRONMENT	LEARNING	STAFF	MONITORING PROGRESS	RESOURCES
<p>Age appropriate tables and chairs in each classroom. Carpet in classrooms to avoid echoing and over stimulation providing a productive environment for learning.</p> <p>Interactive whiteboards in all classrooms. Teachers have the capacity to vary their teaching to cater for visual, auditory and kinaesthetic learners.</p>	<p>There is access to the internet in every classroom giving both staff and pupils the opportunity to broaden their knowledge.</p> <p>A range of literacy and numeracy resources including alphabet mats, high frequency words, number lines and 100 squares are available on the tables.</p> <p>Furniture is organised in a</p>	<p>All classes have the expertise of a qualified teacher.</p> <p>Teaching assistants working within every classroom. Teachers and teaching assistants are trained in many areas of SEND and other school matters.</p> <p>The skills of two highly regarded HLTAs are utilised through teaching intervention groups in each</p>	<p>APS grids in core subjects.</p> <p>Use of Target Tracker assessment tool. All staff are trained in the use of target tracker and value the benefits of regular teacher assessment.</p> <p>Assessment of pupils every term by class teachers whereupon the progress is analysed by members of the senior leadership team to</p>	<p>Portable lap tops available for classroom use. Equipment is easily accessible in order to support children's learning.</p> <p>Well resourced infant and junior libraries with a variety of fiction and non fiction books. The school also offers a large array of guided reading books. Teachers use a variety of techniques when teaching</p>

<p>Internet access in classrooms and communal areas.</p> <p>Stimulating classroom displays to assist children with their learning. A range of information is displayed on the walls as well as examples of Children's work. The displays are changed regularly introducing the children to new topics covering all areas of the curriculum.</p> <p>Two large halls available for use by all classes as well as assemblies and school performances</p> <p>Stimulating, colourful shared areas and corridors creating a welcoming nurturing environment where children can feel safe and valued.</p> <p>A range of play areas to allow children to be entertained both physically and mentally.</p> <p>Two playgrounds, an adventure playground and a</p>	<p>systematic way that is considered to be the most productive for pupils in each class. Clear labelling of both school equipment and pupils belongings ensures that all resources are easily identifiable.</p> <p>Thoughtful positioning of children during group work and carpet activities. Some children may require a specified location and extra thought is given should a child have a sensory need.</p> <p>Well resourced and attractive book corners in every classroom. Children are regularly encouraged to select books independently and to read books for their own enjoyment. Books are available for children of all abilities and ethnicities to enrich their learning and strengthen their desire to widen their knowledge of the world.</p> <p>Work is carefully Differentiated to cater for children of all abilities.</p> <p>A Reward chart is displayed in</p>	<p>key stage.</p> <p>All staff are trained in: First aid Team teach Safeguarding</p> <p>Teaching assistants are trained in ways to implement speech and language therapy and precision teaching. All staff are trained in strategies to support children with Autism spectrum disorders.</p> <p>Teachers and teaching assistants within a classroom work collaboratively as part of a team. Teachers share their planning with all staff under their supervision and delegate tasks according to adults area of expertise.</p> <p>A diverse range of cultures and languages are seen within the staff.</p> <p>We have a Governing body comprising of parent, teacher and community governors.</p>	<p>identify areas of strength and weakness. Consequently any barriers children may encounter in their learning can be identified and dealt with swiftly.</p> <p>Assessment of learning through marking of books. Positive comments are written in children's books with an additional target directed at furthering learning.</p> <p>Use of assessment for learning during teaching sessions. Assessment for learning is an effective assessment record allowing children to recognise their achievements as they occur. Peer marking and mini plenaries are also utilised as a form of self assessment.</p> <p>In early years foundation stage they continually monitor progress through observations and photographs. Early years practitioners are trained to support pupils and record progress in individual pupil portfolios.</p>	<p>reading and guided reading is a valuable method for acknowledging children's comprehension of books.</p> <p>All pupils are given a reading record book to accompany their reading book. This is an effective form of communication between school and parents and shows ongoing progression of children's ability.</p> <p>Separate interventions room to support learning. Adults with sufficient expertise support children to improve learning and confidence.</p> <p>Age appropriate play equipment for use at lunchtime and playtime. An opportunity to develop social skills and heighten learning through play.</p> <p>Bi-lingual books written in European and Asian languages.</p> <p>Personalised exercise books enabling children to take</p>
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<p>Multi Utility Games Area. Children are given the opportunity to broaden their physical skills by using all outside areas of the school. They are encouraged to improve their social skills through the implementation of team games. Pupils regularly interact with adults and peers whilst developing their play skills. Opportunities for children to take risks and fulfil their curiosity within a safe, secure environment.</p> <p>Colourful outside area in foundation stage equipped with age appropriate learning aids.</p> <p>Pupils take pride in areas all around the school as modelled by staff.</p>	<p>all classrooms. Enabling children to recognise the value of their work and have a positive attitude to learning.</p> <p>Recognition of positive behaviour through individual classroom strategies. Further acknowledgement is gained during a whole school assembly when manners and positive behaviour are praised.</p> <p>Visual timetables in all classrooms.</p> <p>Use of visual stimulus to enhance children's learning. Working walls offer children the opportunity to refer to information relevant to their learning. Furthering independence and confidence.</p> <p>The school offers the children the opportunity to participate in a wide variety of extra curricular clubs. It is our intention to make children's education as enjoyable as possible. We encourage the potential for them to discover a talent that had previously</p>	<p>An Emotional literacy support assistant that nurtures pupils and promotes self esteem. The impact of ELSA work has been evident through observations of children whose confidence has grown and who exhibit widening self belief.</p> <p>Children feel valued by all adults who promote a positive approach to enhancing relationships.</p> <p>Pupils and parents are greeted every morning by a respectful admin team and our community caretaker. Parents are then able to discuss any matters , informally, with their child's class teacher.</p> <p>Experienced SENCo and Equality services teacher. The SENCo carefully monitors extra provision that is being provided for pupils who may have a special educational need or disability. Liaising closely</p>	<p>Consultation meetings with parents occur twice a year and an annual report is presented to each pupil at the end of the academic year. This highlights the children's achievements and sets targets for them to work towards in their learning journey.</p> <p>Children are expected to reflect on their achievements and continue to set aspirational objectives. We deliver a curriculum that allows the children to become resilient learners and highlights their individuality.</p> <p>Children use the four B system within the classroom initially they must put careful thought into their work and use their Brain. They can use visual resources around the room to support them with particular reference to the Board. If it is appropriate they can confer with a Buddy or alternatively they can seek advice from the Boss. This approach prepares the</p>	<p>pride in their work with a positive attitude.</p> <p>A wide range of learning tools and equipment are easily accessible in classrooms, intervention rooms and the SENCo room.</p> <p>Sensory nurturing environment and time out zone located in the SENCo's room.</p>
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	<p>gone unrecognised.</p> <p>Several qualified teachers working in all year groups to improve the delivery of teaching thereby extending children's learning. Children are enabled to become independent learners so they can take ownership of their work and set aspirational next steps.</p> <p>Activities can be carefully planned or spontaneous continually broadening the inquisitive nature of young children.</p> <p>Children are encouraged to rehearse their ideas verbally or using whiteboards giving them the confidence to record work independently.</p> <p>Differentiated homework is given regularly and daily reading is an expectation.</p>	<p>with outside agencies to ensure we gain the best possible outcome for our students.</p> <p>A teacher with expertise in teaching children who have English as an additional language. An adult selects students in order to facilitate their education. Our school prides itself on its diverse range of cultures and ethnicities. We provide extra provision for beginners to English and work closely with outside agencies to ensure all languages are catered for effectively.</p>	<p>children as they progress through the school and reinforces their individual targets.</p> <p>Recognition of qualitative assessment to ensure motivation and a continual desire to learn is maintained.</p> <p>Prior learning checks to ascertain the depth of children's knowledge supporting ongoing summative and formative assessment.</p>	
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