



St. Jérôme  
Church of England  
Bilingual School

# Education Plan

April 2016

Executive Headteacher:.....  
(Reverend D Norris)

Chair of the Governing Body:.....  
(Ian Fernandes)

Date:.....

Review Date:.....

## **Vision for our Education Plan**

The vision for St. Jérôme Church of England Bilingual School is to provide an outstanding Church of England Primary School that enables children to achieve exceptionally well in all areas of the English National Curriculum and in addition to develop a high level of fluency in an additional European language (French). The school will develop as a centre of excellence for the teaching of language and communication skills and this will ensure that all children, including those with English as an additional language, make rapid and sustained progress in literacy skills. The development of the school will be grounded in and engaged in research at an international level into the most effective pedagogy for teaching language skills to raise standards and hopes to make a contribution both locally and nationally to raising standards in English Literacy, bilingualism and the teaching of Modern Foreign Languages to primary school age children.

St. Jérôme Church of England Bilingual School will be an outward looking school that is a centre of excellence in primary school modern language provision, seeking to actively support, enrich and resource other schools locally. We believe that the introduction of compulsory language learning at KS2 in other primary schools will require significant support and we would want to provide outreach and inspiration to other local schools.

St. Jérôme Church of England Bilingual School will be a Church of England Primary School with a strong Christian ethos. In addition to providing a rigorous and challenging academic education St. Jérôme Church of England Bilingual School will provide outstanding opportunities for children to develop spiritually, morally, socially and culturally. Children will experience living and learning in an inclusive and welcoming Christian community in which staff will model the school's explicit Christian values and all members of the school community will be expected to uphold them too. The curriculum will be linked to the school's Christian values and will enable the children to be inspired and passionate learners who are keen to find out more. Through high quality collective worship and outstanding RE teaching, children will be encouraged to reflect deeply about themselves and how they relate with others in order that they may develop as thoughtful, caring and responsible citizens who are ready to make a positive contribution to the wider community.

## **Curriculum and Education Principles at St. Jérôme Church of England Bilingual School**

### ***1. A flexible approach to curriculum delivery and pedagogy that adapts and evolves to meet the needs of children as determined by rigorous assessment and monitoring***

It is our view that outstanding learning and teaching must be grounded in a clear vision of high aspirations for every child and practice that is highly responsive to the needs of children. The Executive Headteacher, Senior leaders and governors working in partnership with expert advisors (such as experienced School Improvement Advisors at the LDBS and expert researchers in the field of bilingual education) will continually review the quality of education the school provides and the standards of achievement of the children. Assessment and monitoring will inform curriculum delivery and this will be particularly important in deciding on the optimum balance between teaching and learning in English and French in order that children reach the highest standards of attainment in all aspects of the National Curriculum.

### ***2. High standards through effective partnerships***

St. Jérôme Church of England Bilingual School will partner with a range of experts and institutions to ensure that its ambitious vision and education plan is delivered. Our partnership with Holy Trinity School and the expertise of our Executive Headteacher will ensure that we

build on the existing success of an effective Church of England school and that leadership and management is outstanding from the beginning. Our partnership with Holy Trinity and with other bilingual primary schools (such as Ecole de Wix and Bromley Bilingual) will ensure that we can learn and share best practice and our staff will be able to collaborate to develop innovative and effective practice in a bilingual context. Our partnership with international expert in bilingual education Peeter Mehisto will enable the development of our school to be both grounded in and be a context for research. Peeter has extensive experience of developing, supporting and monitoring bilingual programmes internationally and will provide training for our staff and contribute to our self-evaluation through quantitative and qualitative action research in classrooms. Our partnership with Harrow School will enable St. Jérôme Church of England Bilingual School to receive support in lessons and during the enrichment programme from boys at Harrow. It will enable St. Jérôme Church of England Bilingual School to offer language enrichment activities connected to the range of languages on offer at Harrow School and provide positive role models for our pupils.

### ***3. Language and communication skills at the heart of the curriculum***

Our curriculum will have a very strong and relentless focus on the acquisition and development of outstanding language and communication skills. Our priority will be to ensure that all pupils meet or exceed national expectations in English speaking, listening, reading and writing in EYFS, Key Stage 1 and Key Stage 2. Excellent progress in English will form the basis for high achievement across the curriculum and a foundation on which the pupils will develop a good level of fluency in French and in later years, will have the opportunity to learn Spanish. It is the intention that every lesson and enrichment learning opportunity at St. Jérôme Church of England Bilingual School will have both a language and content objective to ensure that every opportunity is taken to develop excellence in language. For example, a history lesson about the Tudors may also include key objectives related to English grammar and the use of time connectives and an Art lesson about landscapes may also provide an opportunity to use geographical vocabulary and adjectives for description in French.

### ***4. A bilingual learning environment and experience.***

St. Jérôme Church of England Bilingual School will provide an early partial immersion learning experience where children will have the opportunity to learn and communicate actively in both English and French. Classroom learning environments will reflect both the English and French languages and all signage and communication in communal areas will be in English and French. Staff will model the use of English and French so that children become familiar with the use of both languages for communication. Classrooms and the school library will include books and resources in both English and French. There will be opportunities for the explicit teaching of language and for the development and application of language through cross-curricular learning and additional optional enrichment. The routines of school life, for example collective worship, lunch and play times, will provide planned opportunities for the use of both English and French for children to communicate in real and meaningful contexts. The school website will contain a wide range of digital learning materials that will enable children and their families to access learning resources in both English and French in the home. There will be regular opportunities for children to communicate with French native speakers through the use of video-conferencing and email, visitors, links with other bilingual schools and through residential visits to France.

### ***5. A cross-curricular and thematic curriculum linked to the School's Christian Values***

St. Jérôme Church of England Bilingual School will meet all of the requirements and regulations of the Statutory Framework for the Early Years Foundation Stage. Creative learning opportunities will be planned to enable the children to fulfill all aspects of the Prime and Specific Areas of learning and learn through playing and exploring, active learning and creating and

thinking critically. Every opportunity will be taken to develop learning through child-led and initiated play and through carefully planned focused tasks and challenges. Opportunities will be planned for children to learn inside and outside the classroom and progress in learning will be rigorously monitored through frequent observations and assessments of children. Teaching and leadership in EYFS at Holy Trinity is outstanding (Ofsted 2012). The Assistant Headteacher at Holy Trinity School is an EYFS specialist and will provide guidance and support in the establishment of the EYFS at St. Jérôme Church of England Bilingual School by mentoring new staff at St. Jérôme Church of England Bilingual School, leading staff training and monitoring the quality of learning and teaching

In Key Stages 1 and 2 St. Jérôme Church of England Bilingual School will teach the Primary National Curriculum for England, which we believe will provide our children with a broad and balanced curriculum experience that will prepare them well for their secondary education.

St. Jérôme Church of England Bilingual School will draw from the cross curricular thematic planning linked to Christian values that has been tried and tested at our partner school Holy Trinity and will have the benefit of the work that the school will be doing to bring these plans in line with the new Primary National Curriculum in September 2014. Subject leaders from Holy Trinity School will provide advice and support in creating the curriculum at St. Jérôme Church of England Bilingual School and ensuring that it is fully and appropriately resourced. This will enable the teaching staff at St. Jérôme Church of England Bilingual School to focus on the development of the bilingual aspect of the curriculum and in ensuring the curriculum provides significant opportunities for the development of language in both English and French.

In November 2012, Ofsted made the following comments about the curriculum at Holy Trinity School:

*'The curriculum is rich and vibrant with opportunities for the pupils to learn new information and develop skills, as well as practice ways to work together and develop caring relationships'*

*'The curriculum provides a wealth of interesting topics and very good links to make the most of pupils' skills in order to reinforce learning. Extra-curricular activities add to the extremely strong spiritual, moral, social and cultural dimension that lessons provide.'*

The intention behind including cross-curricular themes in the curriculum lies not only in the manner it can be used to make learning meaningful and exciting, but also in its benefit in helping children to understand the links between subject areas, as well as providing opportunities for the application of English, French and mathematics across the curriculum. The child's ability to link and see relationships across curriculum subjects mirrors and helps support the linguistic development they experience as their brain forms linkages between words of the same meaning across English and their Additional Language(s).

## **6. A strong learning focused culture and outstanding teaching that develops learners who are resilient, resourceful, reflective and reciprocal**

Our partner school Holy Trinity is currently working with Professor Guy Claxton and the Wren Academy (Ofsted Outstanding) to embed the Building Learning Power (BLP) approach to learning across the school and increase the proportion of outstanding teaching. The BLP approach was used to develop the learning culture of the Wren Academy when it opened and its success led to Ofsted describing the quality of its teaching as 'stunning' in 2011. BLP will also be incorporated into the learning and teaching approach at St. Jérôme Church of England Bilingual School in order to develop outstanding teaching from the very beginning.

The BLP approach is about helping young people to become better learners, both in school and out. It is about creating a culture in classrooms - and in the school more widely - that systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively. Children who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach.

Building learning power is based on three fundamental beliefs:

1. BLP believes that the core purpose of education is to prepare young people for life after school; helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with uncertainty and complexity
2. BLP believes that this purpose for education is valuable for all young people and involves helping them to discover the things that they would really love to be great at, and strengthening their will and skill to pursue them.
3. This confidence, capability and passion can be developed since real-world intelligence is something that people can be helped to build up.

This whole school approach to learning has already provided Holy Trinity with a shared understanding about what outstanding learning and teaching looks like in classrooms and has encouraged the children to take increased ownership for their own learning. Lesson planning at Holy Trinity now considers how key learning capacities are being explicitly taught and how teachers can actively support children to become more effective learners.

### ***7. Learning and teaching enhanced by the use of technology***

Our partner school Holy Trinity was the first primary school in the local area to pioneer the innovative use of Apple technology for the benefit of children's learning and we will fully draw on this expertise and continue to develop the use of technology to enhance and accelerate learning. We believe that it will be vital to teach children to use new technology safely, wisely and responsibly to improve and enhance their learning. The use of mobile technology at St. Jérôme Church of England Bilingual School will enable children to be learning in every part of the school and to capture and share their learning creatively with others.

### ***8. Learning beyond the classroom and strong links with parents***

We believe that at St. Jérôme Church of England Bilingual School we are educating children in partnership with their parents and it is our expectation that children will be inspired by the learning they are doing in school and will want to extend this at home. We will provide high quality support and guidance for parents with regular parent workshops and high quality resources on the school website.

## **The Curriculum Plan**

This section contains a description of how the curriculum will be delivered in each phase. Subjects where there is no significant phase specific difference in delivery (e.g. RE, PSHCE) are described at the end of the section.

### **EYFS**

The priority in EYFS will be to ensure that all children settle into school and make excellent progress in every area of the EYFS curriculum. A particular priority is that children make rapid progress in English language and literacy skills whilst having the opportunity to become familiar with speaking and listening in French.

We recognise that children entering the school will be at differing stages of development, may speak a wide range of languages at differing levels and most will have begun the EYFS in another setting. As is the practice at Holy Trinity School each family will receive a home visit prior to admission in which teaching staff will ascertain levels of development, language(s) the child speaks at home and begin to build a positive working relationship with the family. Information gained during the home visit will enable staff to effectively plan for learning and ensure a smooth transition into the school. As the school grows and expands and is more aware of the specific needs of its cohorts it is expected that such visits will be able to be offered to families in other local community languages if required by staff recruited to reflect the diversity of the local population. It is the intention to always value and celebrate home languages whilst prioritising the formal development of English and French.

On entry to reception children will be assessed so that a benchmark can be established and teachers and key workers will carefully track progress against the Development Matters Framework for the EYFS to ensure that any children who are not making expected progress are given additional support.

It is important from the children's' first day to develop positive behaviour and attitudes to learning and this is developed by the careful establishment of effective classroom routines and setting high expectations. Children in EYFS will be introduced to the school's Christian values through stories and teaching in collective worship. For example the story of the good Samaritan will be used to teach the children about compassion as the children are taught to 'love their neighbour'. A guide to the school's Christian values and using these at home will be produced to provide parents with ideas of how to reinforce the values at home. Children will receive special awards for demonstrating the school values in the classroom and will be encouraged to report when others have been compassionate, told the truth or taken responsibility. A simple charter of rights linked the UN Convention on the Rights of the Child will be established in each classroom and the school's ethos of responsible behaviour will be based on the responsibility of each person in the school to uphold the rights of everyone else. Newly appointed staff at St. Jérôme Church of England Bilingual School will be invited to visit our partner school Holy Trinity to see how this is done effectively and will receive training from the UNICEF Rights Respecting School Team. Holy Trinity School achieved the Rights Respecting School Award in 2011. The school values and class charter will be on display in the classroom in English and French.

The EYFS classrooms at St. Jérôme Church of England Bilingual School will be creative and language-rich environments that provide opportunities for imaginative role-play, early reading, mark-making and writing. They will celebrate a wide range of languages including home languages but will primarily provide strong opportunities for the development of English and French. There will be a selection of high quality texts in both English and French and role-play

areas will include opportunities for using English and French. For example, a role-play shop environment will be used to enable children to buy and sell items using English or French.

Children will learn functional classroom language and instructions in both English and French and we will adopt the One Person One Language (OPOL) model so that children will become familiar with initiating spontaneous conversation in both English and French. Staff will play alongside children providing high quality models of English and French. Whole class and small group taught sessions will be led by staff in their agreed language. There will be a story in English and French each day. Children will learn to count and name 2D shapes in English and French. Children will sing songs with actions and say short prayers in English and French. Children will be taught simple games in French that they can play at play time and lunchtime. Children will hear adults conversing in both English and French.

The EYFS curriculum will provide both child initiated play based learning opportunities and adult led focused tasks in all the areas of learning. Opportunities will be identified by staff for learning in French and to include elements of French culture. For example, children will learn about French national days and celebrations, which will often link to work in RE and support the Christian ethos of the school (La Fete des Rois (Epiphany), La Chandeleur (Candlemas), Mardi Gras (Shrove Tuesday), Paques (Easter), Noel (Christmas). They will learn to name fruits and vegetables that are eaten at snack time. In the topic 'People who help us' the children will be introduced to the equivalent emergency services in France (e.g. Sapeurs-pompiers, gendarmes).

Staff will monitor children's engagement and progress through regular observations and will use handheld mobile devices to photograph or record evidence of progress and achievement electronically. We will use the Speech, Language and Communication Progress Tools developed by The Communication Trust to track children's progress in speaking and listening in English. These tools aim to provide a relatively quick way of determining where children are against where they should be for their age and provide more information about how these vital skills are progressing. Children who need additional English support will undertake proportionally more focused tasks in this area and receive additional support. The most able children who are making excellent progress will be provided with additional opportunities for learning in French.

We will provide rigorous daily English phonics teaching throughout EYFS and KS1 (and beyond if necessary) following the DfE approved Letters and Sounds programme. We will use the expertise of Holy Trinity School, which already delivers small vertical group phonics teaching across EYFS and Key Stage 1 by phonic stage of development, and where 97% of children annually achieve the required standard in Year 1. Regular assessment and tracking of progress will inform groupings that will be fluid to enable children to progress at the most appropriate rate. The vertical grouping in EYFS and KS1 will also enable children who are new to the school to be quickly assessed and placed in the correct group or to be placed in a group to consolidate learning or ensure that any learning gaps are plugged.

Children's progress in reading will be closely monitored and children will receive regular reading assessments that will inform their groupings for guided reading (explicit teaching of reading by staff) and their placement in the independent and home reading scheme. We will replicate the success of the 'story sack' initiative at Holy Trinity School that has effectively engaged families in supporting their child's reading by encouraging them to talk about the story and act it out or retell it using props. We will provide guidance for parents and carers and offer workshops for families in how to effectively support their child's language development at home.

Children will be introduced to the BLP approach through listening to stories about characters who show resilience, reciprocity, resourcefulness and reflectiveness and these aspects will be incorporated into learning challenges across the areas of learning.

It expected that all children will be enabled to achieve at least a Good Level of Development in all areas of the EYFS curriculum by the time they leave Reception and that they will have developed the ability to communicate in French.

## Key Stage 1

Learning and teaching in Key Stage 1 will build on the foundations laid in the EYFS and the transition from Reception to Year 1 will be carefully managed (see transition section). Classrooms will continue to be bilingual in nature as described for the EYFS.

The following table outlines the approximate allocation of curriculum time in Key Stage 1. This would be reviewed and adapted according to the children's needs.

	<b>Approximate Weekly Time Allocation (Hrs)</b>	<b>Comments</b>
<b>English</b>	6	Taught in English and includes small group phonics teaching
<b>French</b>	2	Taught in French
<b>Mathematics</b>	5	Taught in English with one optional enrichment each week
<b>Science</b>	1.5	Taught in English with one optional enrichment each week
<b>Religious Education</b>	1	Taught in English with one optional enrichment each week
<b>History</b>	3	Delivered through integrated cross-curricular topics with opportunities to learn in English and French and links to other subject where appropriate (thus extending time available for the topic)
<b>Geography</b>		
<b>Art</b>		
<b>DT</b>		
<b>Computing</b>		
<b>Music</b>	0.75	Taught in English with one optional enrichment each week
<b>PSHCE</b>	0.5	Taught in English and French
<b>PE</b>	2	Taught in French
<b>Total hours per week</b>	21.75	



## ***Developing high standards in English Literacy***

It is envisaged, at this stage, that teaching of core subjects (English, Mathematics, Science and RE) will be delivered in English in order that there is a strong focus on developing high standards in English that will prepare children to achieve highly in national tests at the end of Key Stage 1 and prepare them for the challenges of Key Stage 2.

Children's progress in reading will be closely monitored and children will receive regular reading assessments that will inform their groupings for guided reading (explicit teaching of reading by staff) and their placement in the independent and home reading scheme. Any child who does not make sufficient progress will receive additional support (e.g. FFT Wave 2) or will be offered the Reading Recovery Programme. Holy Trinity School has demonstrated that effective early intervention to accelerate progress can ensure that no child leaves KS1 below national curriculum level 2b and this will also be the target at St. Jérôme Church of England Bilingual School.

The Sutton Report Toolkit 2012 states that when class size is reduced to 20 or below there is evidence of improvements in attitudes and behaviour as well as gains in the relevant subject area. To enable focused literacy teaching across the school, strong positive modelling from adults and the meeting of individual need, class sizes will be reduced for literacy lessons in English across Key Stage 1, with elements of teaching by national curriculum stage not age and rapid intervention by trained teachers for any child whose progress falls below expected levels. This is made possible through the appointment of specialist literacy support teachers and careful planning and design of the learning space to enable 3 teaching spaces per year group. This approach has been highly effective at Holy Trinity in accelerating the rate of progress of classes.

### We believe this approach enables:

- teachers to plan targeted activities more precisely to meet all children's needs and accelerate progress
- the lowest attaining group to benefit most from the strong language role model provided by the teacher
- the highest attaining group to forge ahead with more sophisticated reading and writing strategies to secure their own rapid progress

In addition we will seek to train a team of volunteers who will read with pupils needing extra support on a one-on-one basis. This will include students from our partner school Harrow School.

## ***Developing high standards in French Literacy***

There will be a daily French lesson of approximately 25 minutes that will focus on the development of vocabulary and speaking and listening skills and begin to introduce children to the 36 phonic sounds of the French language enabling them to begin linking phonemes and graphemes. These sessions will be active and multi-sensory and will include action songs, mime, drama, role-play and games. Where possible and appropriate the content of French lessons will be linked to other learning across the curriculum. For example, when the class is learning to tell the time and solve time problems in Mathematics this will be reinforced with the vocabulary needed to communicate the time in French. Staff will identify such opportunities at the beginning of each term when collaborating on long-term curriculum plans. It is believed that this will benefit and reinforce the learning in the curriculum subject in the same way that

incorporating English and Mathematics across the curriculum has been proven to raise standards.

There will also be the following additional opportunities for the development of the French Language:

- During the daily act of worship there will be opportunities for children to hear and speak in French and to learn songs and say the Lord's Prayer and other prayers in French.
- Games requiring French language at playtimes and lunchtimes and the opportunity to watch cartoons and films in French during wet playtimes
- As children move through the school there will be an increasing expectation that they will support the development of language of younger children. For example, older children will lead playground games in French or read stories to younger children.
- A daily opportunity for children to extend their learning in the core subjects through an optional curriculum enrichment session in French. Such sections will provide reinforcement activities in French that will compliment the learning in English.

### ***Cross-curricular learning in English and French grounded in the school's Christian ethos and values***

The following example seeks to illustrate the potential learning opportunities within our approach to cross-curricular learning that is grounded in the school's Christian ethos. One of the topics to be studied in KS1 over a half term will be entitled 'Food Glorious Food' and it will encourage children

- to be thankful to God for the harvest, for those who have grown, produced or prepared our food and to celebrate and enjoy the food we eat in all its rich variety. To take responsibility for not wasting food and sharing what we have with those who do not have so much. To find out what it means when a food product is Fairtrade. The importance of the Eucharist meal for Christians and the Passover Meal for Jews. To reflect on why Jesus said, 'I am the Bread of Life' (School values, ethos, SMSC and RE)
- to discover where the food we eat is grown or produced and locate these places on a world map. To find out how food is transported to the UK by land, air and sea. To find out what kinds of food are produced in England, France and other Francophone countries (Geography and French language and culture)
- To find out differences between food and meals in France and England and design restaurant menus using desk-top publishing (Computing and French language and culture)
- To learn about different kinds of farming and food production in the UK and France (Geography, DT and French language and culture)
- To find out Louis Pasteur (Science and French language and culture)
- To make observation Still Life drawings and paintings of fruit and vegetables in the style of Vincent Van Gogh and to describe them in French (Art and French language and culture)

- To consider what people ate in the past, how this might be different from today and how this was effected by significant inventions e.g. Fridge Freezer or significant events e.g. a war (History)
- To consider the importance of a healthy balanced diet and the choices we make for a healthy lifestyle (PSHCE and Science)
- To prepare food safely (Design Technology)

In Key Stage 1, Children will reflect on what makes an effective learner and how they learn best and most effectively. All lessons will be planned to teach an aspect of learning capability and the children will develop a shared vocabulary for talking about their learning. At the end of lessons or projects children will evaluate the skills and knowledge they have learned, how they did this, how effective it was and how they could do it even better next time. Children will reflect on their learning in learning journals and will set themselves personal targets to improve their learning. Teachers will use the wide range of materials that accompany the BLP approach to ensure this is integrated across the curriculum.

## Key Stage 2

St. Jérôme Church of England Bilingual School teachers and senior leaders will monitor the progress of every child and it is expected that some more able children may be able to begin aspects of the Key Stage 2 programme of study (particularly in French literacy) whilst still in Key Stage 1 and this will be achieved with careful differentiation of learning activities and opportunities for extension and enrichment.

The following table outlines the approximate allocation of curriculum time in Key Stage 1. This would be reviewed and adapted according to the children's needs.

	<b>Approximate Weekly Time Allocation (Hrs)</b>	<b>Comments</b>
<b>English</b>	5	Taught in English
<b>French</b>	3	Taught in French
<b>Spanish</b>	1.5	Taught in Spanish
<b>Mathematics</b>	5	Taught in English and French
<b>Science</b>	2	Taught in English and French
<b>Religious Education</b>	1	Taught in English with one optional enrichment each week
<b>History</b>	3	Delivered through integrated cross-curricular topics with opportunities to learn in English and French and links to other subject where appropriate (thus
<b>Geography</b>		
<b>Art</b>		
<b>DT</b>		
<b>Computing</b>		

		extending time available for the topic)
<b>Music</b>	0.75	Taught in English with one optional enrichment each week
<b>PSHCE</b>	0.5	Taught in English and French
<b>PE (includes swimming)</b>	2	Taught in English and French
<b>Total hours per week</b>	23.75	

It is the aspiration of St. Jérôme Church of England Bilingual School that for those children who are making excellent progress in English and French that national curriculum content will increasingly be delivered bilingually. This is not a fixed position and would be reviewed as children progress through the school and the evidence of their rapid progress is confirmed by our action research. It is anticipated that in a two form entry school it will be possible to provide different proportions of English and French to different groups if necessary including accommodating any children who arrive as beginners in either language.

Having developed a functional level of French vocabulary and gained confidence in listening and speaking, children will begin a more formal study of the French language in KS2 (3 hours per week). This will include speaking, listening, reading, writing, spelling and grammar. Children will have a reading book in French and home learning tasks in French. Children will have access to a wide range of learning resources and multi-media resources in French. There will be regular opportunities to video conference and email with native French speakers in France and other Francophone countries and a residential visit to France will be planned. Additional opportunities for developing French will include for example:

- Performing in a play/ drama in French and leading worship in French
- Joining an optional enrichment book group to read and discuss more challenging texts in French
- Writing and illustrating picture book stories for younger children
- Teaching French lessons to younger children and to children in other schools
- Taken part in the production of the school French newspaper and or TV channel by writing and editing articles and producing podcasts and films

Children will increasingly use ICT as they develop independence in their learning and will undertake extended projects and learn digitally. For example our teachers will design their own online learning pathways using iTunesU and will create digital learning resources and textbooks that include animations, audio files and podcasts. Children will purchase educational apps to support achieving their individual targets and will update online learning portfolios and blogs. These methods have been successfully trialed and developed at Holy Trinity School and have been shown to increase motivation, engagement and independence in learning.

In Key Stage 2 children will build on the firm foundation of understanding themselves as a learner that they have gained in Key stage 1 and will continue to seek to develop the capabilities of an effective learner. Children will become familiar with such concepts as noticing, imagining, questioning, reasoning, making links, listening, revising, capitalizing, collaborating, distilling, planning and reasoning. Teachers will plan opportunities for children to develop these independent learning capacities and they will reflect on these in their learning journals. In key

stage 2 children will be involved in delivering learning activities for younger children and coaching and mentoring them in becoming effective learners.

## **RE, Worship and Christian Ethos**

Our partner school Holy Trinity is an SIAMS outstanding Church of England School and our proposed Executive Headteacher an experienced SIAMS inspector. Holy Trinity School was the first school in the Diocese to achieve the RE Quality Mark Award Gold. We believe this provides the capacity for St. Jérôme Church of England Bilingual School to quickly develop this important area of school life that we would intend to be judged as outstanding in our first SIAMS inspection.

As a Church of England school, RE will be a core subject that will be inspected as part of the schools SIAMS Inspection. Local Clergy will be encouraged to work collaboratively with the teaching staff to enrich the RE provision in both RE and collective worship.

Harrow enjoys strong inter-faith relations and children at St. Jérôme Church of England Bilingual School will learn about all the major world religions. The school's RE subject leader will be encouraged to take an active role in the Harrow Standing Advisory Council for Religious Education (SACRE) and this will enable St. Jérôme Church of England Bilingual School to foster positive relationships with other faith and community leaders. As part of the community of Harrow children will visit other places of worship, for example Hindu Temple at Neasden, Mosque in Harrow and Wealdstone, Stanmore and Canons Park Synagogue and welcome visitors to the school in order to gain an understanding of other religions, and knowledge and practice of tolerance and respect towards people of all faiths and no faith. There will be children from a wide range of faith backgrounds attending St. Jérôme Church of England Bilingual School and within this ethos of respectful and thoughtful study, children will be encouraged to develop and grow in their own identity and share aspects of their own faith to support the learning of others.

Daily Collective Worship will further enhance knowledge and understanding of Christian faith and practice. Children will be given opportunities to worship, pray and reflect. It will be a time for singing and music, celebration of achievement, learning about contemporary events and just being together. It will be a spiritual experience.

Holy Trinity School is currently working with Dr Rebecca Nye who is an international expert on Children's spiritual development and the Diocese of London's Centre for Children's Spiritual Development and for Godly Play training is at Holy Trinity School. Godly play is a method of reflective story telling using objects that encourages children to reflect deeply on biblical stories. Godly play exists in a number of French speaking countries and this will provide further opportunities to integrate language into the spiritual life of the school and into collective worship.

One of the intended outcomes of the school is to foster in the children the values set at the centre of the school's Christian ethos, including compassion, responsibility, service, humility and trust. The time of Assembly and Collective Worship will be an important time for this to take place at a whole school or whole Key Stage level. Worship in the school will draw from the richness of Christianity as a global faith and will include language and practices from the French speaking world. For example we will introduce the children to Taize chants in French and other languages.

Any child withdrawn from Collective Worship will be provided with a suitable activity and supervision in the classroom.

## **The Creative and Performing Arts**

Creative activities lend themselves well to allowing children to be adventurous with their learning, and a number will be offered to pupils at St. Jérôme Church of England Bilingual School, from blind portrait drawing to musical improvisation. St. Jérôme Church of England Bilingual School will provide the opportunity for children to join a choir, which will sing songs in both English and French. Joining a choir provides opportunities for teamwork of a different kind and reinforces literacy and communication skills taught during the school day. The outdoor curriculum lends itself well to sculpture and creative environmental projects to develop creativity.

In Art lessons, children will encounter and experience a wide range of creative arts, which will excite and inspire them. Holy Trinity School has a full time artist in residence and is linked with the Royal Academy of Art who will support the development of art and design in the school and ensure that it is 'inspirational' as commented in Holy Trinity's Ofsted report in 2012. There will be a particular focus on artists from English and French speaking countries in particular and effective links will be made between art and faith during RE and Collective Worship. Children will also be expected to produce artwork related to the cultural events planned for that term where they will be displayed to parent attendees.

We believe that music is an additional international language that our children will use to communicate. Singing and music will play an important role in the teaching of the bilingual curriculum with children learning songs and raps in French. There will be opportunities to learn musical instruments through the curriculum and then to extend these experiences through optional enrichment activities from Year 3. During their time at the school all children will have the opportunity for whole class instrumental tuition. Holy Trinity School employs a specialist music teacher trained at the Royal Academy of Music who will support the development of the musical life of St. Jérôme Church of England Bilingual School

It is intended that the school will achieve the Arts Mark Gold award for its commitment to excellence in the Arts.

## **Physical Education**

The prevalence of overweight and obese children in Harrow in Year 6 is 34.2% and 20.4% respectively. Though similar to the national levels (33.3% and 18.9%) this is a matter of concern for Harrow as well as the UK as a whole and appropriate education and awareness raising at the primary school level might prove an important gate keeper to hold the obesity epidemic. It will be our aim to support the development of better physical health in this community through careful education in PSHCE as well as PE lessons.

Children will be encouraged to take part in a wide variety of sports and physical exercise – from competitive team games to dance, movement, gymnastics and swimming. Through our close links with Harrow School we will seek to work in partnership to use their sports facilities where possible. These activities will be part of the planned day and also part extension activities and clubs. There will be an annual sports festival that will include a range of competitive and non-competitive sports activities.

The school will effectively use the Sports Premium funding to ensure it delivers high quality PE and games and will report this to parents on the school website.

Once the school is fully subscribed there will be a sports activity offered at least three times a week as part of the enrichment programme

## PSHCE

The Christian values and ethos underpinning St. Jérôme Church of England Bilingual School are directly relevant for successful learning and responsible citizenship in the 21<sup>st</sup> century and through the PSHCE programme children will have opportunities to develop a wise outlook on life and a hopeful approach to their futures.

We will seek to help children to recognise their own abilities and to equally value those of others through regular opportunities for reflection and discussion and providing opportunities for older children to mentor younger children.

PSHCE is an important area of the curriculum in which the intended non-academic outcomes of the school will be overtly addressed. The Christian values of the school will influence the PSHCE curriculum. For example:

**‘Compassion’** is much more than simply feeling sorry for someone, it is suffering with someone. It is the feeling of empathy for others and leads to a desire to act or put oneself in someone else’s shoes. Instilling empathy in young children will help them grow into adults who are more empathetic, accepting and inclusive, who will care more for their environment and for others. In daily school life compassion will be used as a tool to support the resolution of disputes and to enable children and teachers to ‘move on’ once an issue has been properly dealt with and to seek and find forgiveness. We will also encourage the values of compassion and service by establishing links in our local community and by providing opportunities for children to be involved, for example, with local care homes and or winter shelter activities and the Harrow Food Bank. These links will support our intention to develop learners who are also engaged citizens.

**‘Trust’** is essential to human life and lies at the heart of all relationships. Trust involves revealing our vulnerability to others and putting ourselves in their hands. Trust is central to civilised society, to living together in harmony. The journey of rebuilding trust in a mistrusting society begins with us acknowledging that we are all vulnerable, but that by coming together and trusting in each other we are stronger collectively than we could ever have been as individuals. An example of rebuilding trust could be the reconciliation process after WW2 or any other historically relevant events.

The PSHCE curriculum will enable children to explore issues of democracy at a National, European and International level. Children will meet with MPs, MEPs and learn about the role of local and national government and local, national and international institutions. They will be encouraged to take an active role in civic life and will visit the Council Chambers and the Houses of Parliament. There will be opportunities for public speaking and debating in both lessons and through extracurricular clubs.

Provision will be made for children to learn about keeping themselves safe including water safety, road and public transport safety and we will work in partnership with TfL and the Metropolitan Police Force. There will be opportunities for children to undertake cycling proficiency training. The PSHCE programme will include teaching about equality, human rights and will engage children in discussions about the impact of racism and bullying.

There will be an active school council/parliament that will enable children’s voices to be heard and give them an opportunity to take an active role in the leadership of their school and the local community. Children will be involved in fundraising for local, national and international charities. Children will learn about the environment and the impact of our actions on it - there will be an eco-school council that will take responsibility for recycling, monitoring energy use and seeking to reduce the carbon footprint of the school. It is anticipated that the school will achieve the eco-

schools award. The school will be a 'Fairtrade' school and children will learn about the importance of fairness and justice.

An appropriate provision of Sex and Relationships Education will be established in consultation with parents and following guidance from the LDBS.

Children will learn about the dangers of drug and substance misuse and the importance of eating a healthy and balanced diet. The school will support the Walk to School initiative and will seek to achieve Healthy School Status.

The School will seek to become a UNICEF Rights Respecting School and each class will negotiate a charter of rights and responsibilities each year for classroom behaviour that will be linked to the UNCRC.

### **Assessment and Pupil Progress**

St. Jérôme Church of England Bilingual School will use a system (described as "excellent" by Ofsted) for tracking pupil progress that has proved highly successful at Holy Trinity which ensures that monitoring of progress and achievement is robust and can be used to inform learning and teaching and the strategic deployment of resources to raise standards.

Ofsted made the following comments in November 2012 about the systems in place at Holy Trinity:

*'There are excellent systems to track the progress of pupils. One example of how effectively this has been used is in checking the difference made to pupils' achievement of pupil premium funding. This is carefully targeted to provide pupils with access to additional small group sessions and one to one sessions. As a result pupils who receive this premium do as well or better than those who do not. This is an example of how the school promotes equality and tackles any discrimination robustly.'*

*'There is no gap in attainment between different groups of pupils, for example those entitled to free school meals and those that are not. Pupils get very good help when they need to improve quickly.'*

We will ensure that all children who enter St. Jérôme Church of England Bilingual School undertake a baseline assessment on-entry and these assessments will be moderated externally and with experienced staff at Holy Trinity. The initial baseline or end of previous year assessment will be used to set challenging progress targets (termly, annual and for the end of the key stage) that will be reviewed each half term. We will make reference to the predictions by FFT and will set targets for performance in the top 5% of schools.

All children will be formally assessed in speaking, listening, reading, writing and mathematics half termly and class teachers will moderate their assessment judgments internally with colleagues and senior leaders and we will also arrange for periodic external moderation. Assessments will use a range of methods and will be informed by reviewing a range of children's work samples against the APP (Assessing Pupil Progress) level descriptors and by the occasional use of formal tests in Key Stage 2. Assessment data is entered into the Primary Progress Toolkit which provides a number of pre programmed useful tools for analysing achievement and progress and produces a number of highly supportive charts that enable teachers to quickly identify any issues. Senior leaders will hold pupil progress meetings with each class teacher each half term to discuss progress, strategies for raising achievement and any concerns (including pastoral matters and issues relating to attendance or safeguarding). The percentage of children on track to achieve their targets will be reviewed and any children



who are deemed to be making limited or slow progress will be discussed in order that appropriate action can be taken. If it is felt that a child would benefit from additional support and a short-term specific intervention to accelerate progress this will be arranged. All interventions will be regularly reviewed for their effectiveness in raising standards. Attainment will be measured at the beginning and end of the intervention to ascertain how much progress was made and this will be compared against the cost of the intervention in order to ensure value for money.

Class teachers will set termly targets with children who will be involved in monitoring their own progress and achievement. Staff will provide regular, high quality oral and written feedback when marking and assessing and it will be the expectation that all marking and feedback clearly indicates the next steps for learning. It is expected that every child in the school will be able to describe the progress that they have made and what they need to do next to improve. For example a child may be able to describe how they have mastered the use of full stops and capital letters and how they are now focusing on punctuating direct speech correctly.

Senior leaders will work with class teachers and subject leaders to analyse the performance of each class and year group in each subject and will compare the achievement of any significant pupil groups (e.g. EAL, SEND, Boys, Girls, Ethnicity, FSM, vulnerable children etc.). Class, group and individual progress targets will be reviewed and priorities for raising achievement will be identified. These priorities will be incorporated into the annual School Development Plan and will inform decisions relating to staff deployment and the school budget. Pupil progress targets will be incorporated into teachers and support staff appraisal targets and all staff will be held to account for the progress that children are making. Senior leaders will report progress to governors who will in turn hold senior leaders to account and provide robust challenge.

### **Inclusion Provision**

Children sometimes have exceptional needs and will be working either at a significantly higher or lower level than their peers because of a Special Educational Need. We will base our approach to Inclusion on the good practice that has been established at our partner school Holy Trinity.

Others may have educational needs relating to a disability or medical condition e.g. an autistic child who needs additional support developing social interaction skills, or a child with Cerebral Palsy who needs additional support with a physiotherapy and occupational therapy programme.

Where children need a specific intervention to meet an exceptional need the school will use teachers rather than teaching assistants for carefully targeted support insofar as is possible within the school budget. The aim for any intervention will be set out before it begins, and the impact of interventions will be carefully monitored.

Three principles will be balanced when considering any need for additional interventions:

- the child receives the special educational provision which their learning difficulty calls for
- an efficient education is provided for the children with whom they are educated
- the overall use of resources in the school is efficient

If a child has not made good progress for two successive half terms and despite the actions taken then an Individual Education Plan will be established following guidelines in the Code of Practice and involving parents and, as far as possible, the child. The school's policies and procedures are expected to develop over time and will always reflect the legislative framework of the time.

In the case of a child with a medical condition or disability, the Inclusion Leader will support the class teacher in following advice given by external professionals who are already working with the child or from whom the school may decide to seek additional support and advice.

### ***Children whose first language is not English***

The school anticipates that many children joining St. Jérôme Church of England Bilingual School will be learning English as an Additional Language. Some will not hear English spoken in the home or immediate community. Some parents may not have been educated in the UK and form a hard-to-reach group. Even those parents who value education highly and want to support their children to succeed in school might have difficulty supporting their children's reading and writing if they do not speak English or French themselves. Our approach to the teaching the languages is intended to address these issues and enable children to flourish.

The issue has been given careful thought as how best to take a whole-school approach, for example:

- additional teaching support to create smaller teaching groups
- some teaching by stage not age for targeted lessons
- creating a language-saturated environment
- careful planning and provision of vocabulary lists and differentiated activities and the use of a bilingual speaking dictionary with pictures on an iPad
- using teaching assistants to help with appropriate vocabulary for lessons across the curriculum to develop understanding of ideas and concepts as well as content and to pre-teach vocabulary
- using trained volunteers to ensure children are reading aloud regularly
- working with parents on how they can read with their children at home
- providing adult English language classes
- respecting the first language and culture of children in order to help them to flourish
- ensuring that parents teach new vocabulary in their first language and keep the language alive so that the child understands and develops a language for thinking and conceptual learning alongside English
- encouraging parents to come to the school as often as possible to be confident in what the child is learning and to seek help

By way of example, suppose a child enters the school at the earliest stages of learning English, with parents who do not speak English. The child would immediately begin learning phonics in a focused small group led by a specialist teacher with children at a similar stage. The child would be a priority for daily reading aloud with volunteer helpers, first reading individual sounds and then words and books. A parent or carer would be invited to join a workshop and potentially a short course to improve their own English language skills.

By creating the classroom as a language rich environment, each learning area will be well-labeled with relevant vocabulary displayed. For example, the words associated with a water area will include labels (e.g. water, boat, cup) and concepts (e.g. more, less, pour, float, sink) The teacher and support staff will support the child's play based learning through strong language modelling and use of the relevant vocabulary. Clear visual prompts such as a pictorial timetable will also support the development of language associated with classroom routines. There will be positive reinforcement using the whole class and school reward system for progress as the child begins to use the language accurately.

The child would be involved in setting and monitoring progress towards individual language-related targets.

Suppose by the end of the Reception year the child has made a good level of progress but is still attaining at a below average level. On entry to Year 1 the child will be matched with a small group of children at a similar level. The children with the greatest need will be in the smallest learning group. They will receive their language teaching and additional support from a teacher in a small group. The teacher will use a Wave 3 literacy programme to systematically teach the basics skills they need. A parent or carer would be invited to join the child at a book group as part of the enrichment programme.

The cross-curricular approach will provide opportunities for reinforcement of language skills across the curriculum. Drama and the Arts provide opportunities to develop confidence in communication and presentation skills. The humanities provide opportunities for developing reading and writing skills. The Inclusion Leader may suggest further strategies for the class teacher to use to support the development of literacy skills across the curriculum, to scaffold activities for an individual child, for example, through the use of a writing frame to enable the child to focus on the key vocabulary. It will be important for this same vocabulary to be displayed and used around the classroom.

There may be small numbers of children who, despite this whole-school approach, still make slow progress in language acquisition. If necessary these children will receive additional more intensive support from a specialist teacher. The nature of this intervention will depend on the need. For example, if the child has been slow to develop phonic skills then the programme will focus on certain phonemes that are proving difficult with a range of aural activities and listening games such as sound bingo and phonic snap. Children will be encouraged to take these games home to play with their parents and have daily opportunities for practice within school, including with peers as well as teachers.

### ***Children from deprived backgrounds***

Children in receipt of the Pupil Premium will be encouraged to join in the activities offered in the extended day. Pupil Premium Funding will be used to tackle inequalities in achievement and progress of Pupil Premium children and a self-evaluation and action plan published on the school website. Staff will be aware of any particular needs and be sensitive towards them. Financial considerations will not hinder these children from taking part in the full range of school activities. If needed families will be supported to make sure children wear correct school uniform, which itself will be simple but smart, to minimise any feeling of social exclusion.

The locally based curriculum, with regular trips out of school and visits from local experts and volunteers, will ensure a breadth of experiences to inspire children whose families may themselves have narrow horizons and who may otherwise not be aware of the range and quality of opportunities in their area. These will usually be inexpensive but significantly enriching trips.

### ***Children who are in care***

Children in care or who have recently been adopted will be given priority in oversubscription criteria and all staff should be aware of them and their particular needs. Good communication with their carers will be important. The school will liaise with the Virtual Headteacher with responsibility for looked-after children in the London Borough of Harrow and adjacent Boroughs, seeking advice and working to find solutions where needed.

The Head of School will be the Designated Child Protection Officer and the person responsible for Looked After children. It is considered important for the CPO to be a member of the Senior Leadership Team to ensure that whole school strategy reflects the needs of this very important group of children. The right support for Looked After children is often absolutely vital to ensure a

placement is successful and so the Head of School will take the lead in liaising with carers and the Virtual Headteacher and will take a special interest in the progress (social and academic) that any Looked After child is making.

It does not necessarily follow that children in care have Special Educational Needs but there are often barriers to learning and sometimes additional Special Educational Needs. The Head of School will therefore work closely with the Inclusion Coordinator to ensure that the child is able to fully access the full range of school life and, where appropriate, provided with the necessary support to enable learning and progress.

### ***Children with a special educational need or disability***

Pupils with SEN and /or disabilities may come to the school with a Statement of Special Educational Needs, or this may be identified at a later stage within the school. The children will be supported through the stages of the Code of Practice appropriate to their needs (the Class teacher, School Action, School Action Plus, Referral and Statutory Assessment) and the Code of Practice will be followed.

Strategies that the school will use to meet needs include:

*Working with Parents* There will be regular reviews with parents/ carers who will also be involved in target setting, identification of suitable interventions and any decision about the child's needs. They will be kept informed by the child's individual provision map or education plan (IEP). When the school opens in 2015 the Executive Headteacher and Head of School will be appointed to help parents of children with an Education and Health Plan (EHCP) manage their personal budget, should they choose this option. Eventually this role will be taken over by the Inclusion Leader.

*Staff Training* It is the responsibility of the Inclusion Leader to ensure that at least one adult in the school has a very clear understanding of the condition and issues for learning, attending relevant CPD where needed. Information and implications will be cascaded to other staff.

*Seeking external support and advice* Where needed additional advice and support will be used, for example from the Speech and Language or Educational Psychology Service. Additionally Resourced Provisions will also be used where appropriate. The Inclusion coordinator will work with the class teacher to implement suggestions.

*Avoiding prejudice* Through education and adult awareness we would expect to tackle any previous prejudice and ensure that there is no discrimination or harassment.

*Appointing additional adult support within the classroom* Where the needs are physical a classroom assistant may be appointed for that child.

*Supporting within the classroom wherever possible.* As a principle children will stay with their peers, learn with them and be supported by them in order to enhance their mutual self-esteem and confidence. They may have differentiated activities that will enable them to learn, achieve and make progress. For example:

- highly structured tasks;
- the use of writing frames;
- the use of practical apparatus to support conceptual learning;
- the use of practical activities to support learning across the curriculum;
- the use of photographs to record outcomes so that tasks can be tailored to children's needs without over-reliance on worksheets as a way for children to demonstrate understanding;
- the use of ICT to support recording and organising material.

*Withdrawal may sometimes be appropriate.* A short programme of intervention and withdrawal might be appropriate to address a particular area of difficulty. Through the use of provision maps and ongoing assessment the school will ensure interventions have high impact resulting in good progress. When in the week the withdrawal activity takes place will depend on its nature and the other needs of the child. It will be for the class teacher to determine, within timetabling constraints, when this happens.

For example, a child with cerebral palsy may have specific difficulties with activities involving ordering and time. These are crucial concepts across a range of curriculum areas so it may be appropriate for the child to receive one-to-one withdrawal support playing a range of time games and developing sequencing and ordering skills. At the same time, the class teacher may use additional strategies within the classroom such as a visual timetable to support the application of the skills being learned.

For example, an Autistic child may be frightened by the change of environment and noise level during PE, accompanied by difficulties with the change of routine at those times and a dislike of getting changed out of a familiar school uniform. In this situation the child may be withdrawn for a short period by a teaching assistant and then introduced to the activity gradually, perhaps doing PE in school uniform initially and then joining the rest of the class to get changed and joining fully with PE within a few weeks.

### ***Gifted and Talented children***

Holy Trinity School has an experienced lead teacher who manages provision for gifted and talented children and we would expect to draw on this expertise.

The needs of gifted and talented children will be met by:

- Planning for the achievement of Level 6 at Year 6 as an expectation for the most able children and ensuring teachers plan with this in mind from Reception onwards and when setting targets and reviewing progress.
- Teachers will challenge and stretch the most able children in each lesson, through planning work, individually if appropriate, at the right level and through their careful use of questions.
- In keeping with the approach to differentiation taken throughout the school, the aim of additional challenge for the most able children will be to encourage higher order thinking and deeper understanding rather than to accelerate progress through the curriculum.
- For example, if the majority of the class are working on number bonds to 10 there could be a group of children working on number bonds to 20 and two children working on number bonds to 100. The same kinds of activities are available within the classroom but the most able children are stretched through working with more challenging numbers.
- For example, if the majority the class are studying 'life for Victorian children', one child could be engaged in an independent research project, developing resourcefulness and a range of more mature study skills while others are learning early research skills. The aim for some children may be to understand how life has changed for children since the Victorian times but the most able child may be expected to show a greater level of empathy and deeper understanding of Victorian life, or to identify more sophisticated links between the experience for Victorian children with the transportation or science discoveries of the time.
- With a topical approach to the curriculum that makes the most of the local environment there will be many opportunities for the most able to develop and use more sophisticated and

more independent research and presentation skills as well as learning much more deeply than others of their age.

- Optional enrichment activities can be tailored to the particular talents of some children who will excel for example in music or sports.
- Activities to develop Higher Order Thinking Skills will also be planned into the school day e.g. the school could adopt Philosophy for Children as part of the PSHCE programme. Chess will be included in the curriculum enrichment as an excellent way to develop Higher Order Thinking Skills in children regardless of their level of English language learning.
- Support for class teachers from the Inclusion Leader in developing strategies to meet needs.

## **Learning Enrichment**

We believe that children appreciate and learn from a broad curriculum, and the compulsory curriculum available during the school day will serve this purpose and provide all pupils with the opportunities they need to flourish. St. Jérôme Church of England Bilingual School will also offer an optional after-school enrichment programme to serve a number of purposes:

- to extend and deepen learning which will especially benefit the most able, especially with respect to learning the French language
- to provide additional opportunities for children to flourish in the creative and performing arts or in sport
- to offer additional activities which support the aims and values of the school and develop its Christian ethos
- to provide a safe place for children to complete home learning tasks which includes access to ICT and other relevant resources and additional support for those who would benefit
- to support working families and provide consistency for children in this situation

In Key Stage 1 there will be the following options:

- A daily after school French language enrichment club that will build upon and extend learning in the core subjects.
- A before school multi-skills sports club
- A programme of optional lunchtime clubs that will be decided by the School Council but will be likely to include: ICT, Art, Recorder, Choir, Lego, Chess, Drama

In Key Stage 2 there will be the following options:

- Choir, Orchestra, Recorder Ensemble
- Drama, Public Speaking and Debating
- Art
- Chess

- Football, Netball, Hockey, Cricket, Tennis, Gymnastic or Athletics (according to the season)
- French book club, Newspaper and TV Channel
- Home Learning Club

In addition, there will be a range of instrumental music tuition that will be arranged in partnership with the Harrow Music Service. Some of these lessons may take place in the school day.

Each teacher and teaching assistant will be expected to deliver one hour of enrichment activities each week within the academy contract of employment, so the precise range of activities on offer will vary over time and depend on the skills and interests of the individuals. Volunteers from the community will lead some activities. Every volunteer will be expected to fill out an application form and be assessed for suitability, including a DBS check. Every group run by a volunteer will have a paid member of staff supporting and retaining overall responsibility for behaviour and First Aid. Where appropriate this staff member will also feedback to children's own class teachers on any matters related to progress. Professional tutors, including specialist sports coaches and music tutors, will lead some activities.

Some enrichment activities will be free of charge and for some there will be a small charge to cover costs. Wherever possible, funding will be secured from charitable organisations or other funding sources. Charging is particularly necessary where there is a cost for materials and/or where external qualified coaches or instructors lead groups. Children for whom the school is in receipt of the Pupil Premium will be able to attend one paid activity each week free of charge.

### ***Breakfast and Afterschool Club***

St. Jérôme Church of England Bilingual School will offer a Breakfast Club from 8.00am and an afterschool club until 6:00pm for children of all ages each day. This will open as soon as there is sufficient demand, primarily to support working parents. The running of the club will be separate to but in the control of the school and parents will pay to cover running costs. The Club will be mixed age with children from Reception to Year 6. Staff will be trained in their obligations to support the learning of children in the EYFS for Reception children who attend and there will be close liaison between the club leadership and Reception Class teachers. The mixture of ages will enable older children to take some responsibility for supporting younger children, and younger children to learn from the behaviour and habits of older children. There will be a healthy breakfast and afternoon snack and staff will support.

If there is sufficient parental demand it may be possible for St. Jérôme Church of England Bilingual School to provide holiday clubs to support parents and provide high quality enrichment and learning activities for children during the school holidays.

### **Learning opportunities for families**

St. Jérôme Church of England Bilingual School will, based on parental demand, aim to organise English, French and other language courses for parents to attend. These courses will be scheduled at times suitable for parents and teachers. There will also be a significant range of resources available online on the school's website including downloadable sound files to support correct English and French pronunciation and the teaching of phonics.

## **Pastoral Care**

The vision at St. Jérôme Church of England Bilingual School is for a strong pastoral system based on Christian values to provide the vehicle for the education of the whole child and to help children to develop a secure identity that will equip them for life in the 21<sup>st</sup> century.

One of the advantages of a relatively small school is that every adult can often get to know every child in the school. With the priority at St. Jérôme Church of England Bilingual School for investment in teachers to ensure the highest standards of teaching and learning, children will often be taught by more than one teacher in the course of the week. However, without a clear system for managing pastoral care this could mean that no one takes overall responsibility for a child's pastoral care or for developing a relationship with the family.

At St. Jérôme Church of England Bilingual School the main designated class teacher will be responsible for the pastoral care of the children in the class. This means that:

- If another staff member (e.g. a play leader, PPA teacher, or literacy teacher) has a concern or observes something pertinent to the child's learning journey or social development it should be fed back to the class teacher
- Contact with the family should in the first instance always be through the class teacher. If a parent should raise an issue with another teacher, they should be advised to speak to the class teacher in the first instance and the Headteacher only if the issue cannot be resolved
- If a class teacher has identified that a child has particular social or emotional needs, it is the responsibility of that teacher to develop an approach for supporting that child and, if necessary, their family. If needed they would seek advice from the Inclusion Leader
- Once an approach has been developed, it is the responsibility of the class teacher to share the approach with other adults who have regular contact with the child. Any rewards, sanctions and interventions should be applied consistently. The class teacher will need to decide how much to tell colleagues about a confidential pastoral situation, again seeking advice from the Inclusion Leader if needed. Colleagues should be told what is necessary for the child to be treated consistently

The Christian ethos means that time will be invested by the class teacher in getting to know the families of the children in the class so that, when necessary and appropriate, the school can respond to individual needs. Christian affirmation of family life and a recognition of the complexities of modern life means that parents, grandparents and other carers will be welcome partners in the enrichment and extension of school life. Carers will have termly, or more frequently by appointment, meetings with class teachers so that they can hear and share concerns, understand their child's progress and support learning; and to develop trust between school and family.

Through opportunities built into the school week, such as in PSHCE, pupils will be encouraged to reflect on their own situations and taught strategies for managing complex lives to enable them to become resilient adults.

## **Safeguarding**

The school will comply fully with all national requirements for safeguarding and the Executive Headteacher and the designated governor for Safeguarding will monitor this area closely. The Head of School will be the Designated Child Protection Officer and another senior member of staff will act as the Deputy to ensure that safeguarding best practice influences every area of school life. Once the school is open the LDBS will undertake a rigorous safeguarding audit of all



procedures, which is especially important for a new school in a new building with new procedures.

The Head of School will be responsible for reviewing the safeguarding policy and procedures with governors and ensuring that all staff know them and receive training. They will respond to safeguarding-related incidents and will co-ordinate liaison with external agencies such as social services. Where there is long-term issues which impact on the way the child is included in school or the progress that the child is making, the Head of School will involve the Inclusion Leader.

The school will select its ICT support, hardware and software carefully to ensure there are always appropriate filters and that neither pupils nor teachers can access inappropriate material from school. This aspect of the safeguarding policy will also cover the taking of and use of photographs.

School safeguarding procedures will also cover the safe use of medication and the circumstances under which it can be administered in school, including epi-pens, processes for minimising risk on school trips, and guidance on best practice in the rare situation that there may need to be manual handling of children for example if a child was presenting an immediate or urgent danger to themselves or someone else.

This important area will be monitored by a named member of the governing body who will undertake safer recruitment training and who will lead annual reviews of the impact of the policy. There will always be a 'safer recruitment' trained member on any recruitment panel and the school will follow best practice for DBS checks and the single central register.

A part of equipping children for life is equipping them to stay safe and to make wise and mature decisions even in difficult or complex situations, to know their rights and to seek to uphold the rights of others. By identifying clear non-academic targets for the school and a PSHCE curriculum to develop resourcefulness, reflectiveness, strong relationships and resilience the intention is that pupils are empowered to keep safe and to know how to respond if they are ever put in an inappropriate situation at school, at home or elsewhere.

## **Behaviour**

The school's approach to developing positive learning behaviour will be informed by the school's Christian vision and distinctive Christian values. We believe that they provide a solid framework in which a community can live together. We will build on the excellent practice established in our partner school Holy Trinity where behaviour was deemed to be outstanding by Ofsted in 2012. The Executive Headteacher, senior leaders and governors will develop and monitor the school's behaviour policy to ensure that it is effective and consistently applied.

Individual class teachers are responsible for both the pastoral care and learning of children in their class. Behaviour is a major factor in both of these areas. As with other pastoral issues, the class teacher will usually be the person to identify issues and to apply sanctions and rewards. If an issue is serious this would be escalated to a more senior member of staff and parents might be involved.

Each class will negotiate a charter of rights and responsibilities and there will also be a whole school charter and lunchtime charter. Staff will use the language of rights and responsibilities alongside our school's Christian values when discussing behaviour and conduct with children.

Research by UNICEF indicates that this approach can have a significantly positive impact on the standards of behaviour in a school.

It is our expectation that a stimulating curriculum, well-paced lessons and an environment that is conducive to learning will minimise incidences of poor behaviour. However, it is important to have a clear range of rewards and sanctions that are understood by children, parents and staff and which are consistently applied.

Sanctions will be used fairly and firmly where necessary. They will be age-appropriate and graduated. The class teacher will always be the point of contact for the child to provide consistency and so that they know there is one person who is aware of their behaviour throughout the school. Where sanctions become a frequent occurrence, a broader strategy for behaviour modification will be developed which addresses the child's particular situation and which will involve the Inclusion Leader and the parents/carers. The school behaviour policy will include a carefully constructed ladder of sanctions so that every child knows the consequences for poor behaviour and repeated poor behaviour. Clear sanctions will be consistently reinforced by all adults working in the school and staff will receive regular training in this important area.

Major breaches of discipline (such as discriminatory behaviour, deliberate physical assault or damage to property, bullying, foul or abusive language, stealing, refusal to work) are generally rare. They would always be reported to the Executive Headteacher and Head of School and parents will be involved in all such cases.

Physical restraint (positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property) will only be used in emergency situations and as a last resort and a policy will be developed by the school to ensure the parameters for physical restraint are very clear.

Only in cases where the combination of rewards and sanctions has been absolutely exhausted, or where there is clear danger to other members of the school, will exclusions (internal or external, temporary or permanent) be considered. The aim of the school is never to need to resort to a permanent exclusion but it remains as the ultimate sanction.

## **Attendance**

Research shows that missing even small amounts of school can have a significant impact on outcomes for children. Overall school targets and aspirations will be missed if attendance levels are less than excellent. Children will want to attend school if the learning and teaching are outstanding. Our vision is to inspire them with a love for learning in a school where they feel safe, happy, accepted and included.

Class teachers will register a child at the start of the morning and afternoon sessions. Any child arriving late to school will be registered by the school administrator. Lateness of more than twenty minutes will be recorded as an unauthorised absence.

Parents/ carers will be expected to notify the school if their child is absent and give the reason on the morning of the absence. A first day rule will apply and a phone call will be made before 10am on the first day if the reason for absence is unknown. Parents will know that there is an expectation that every child will attend every day unless they are ill or have an unavoidable

appointment. It will be expected that routine appointments such as dental appointments should be made for outside school hours.

Absence in term time will not usually be authorised unless there is a genuinely exceptional reason e.g. a family bereavement or an urgent medical need. Any requests must be made in advance and will not be guaranteed to be authorised. Governors will be informed of any such absence.

If any pupil has an urgent need for prolonged or regular term time absence e.g. because of a need for long-term regular medical care, this may present a potential barrier to learning for the child. As such, the need would be managed in the same way as pupils with other barriers to learning. If progress were to fall below expected levels then the school would apply the same creative approach to developing strategies to support learning as would be expected for a child with any other barrier to learning.

In an area where so many have extended families abroad there can sometimes be an unspoken expectation that families can take children out of school during term time for trips home. We will counter this in a pre-emptive way by making expectations clear at every opportunity including at parents meetings. We will also explain to parents the well-documented negative impact upon outcomes when children miss school.

If a child's absence drops below 95% in any given half term for any reason other than illness the class teacher will talk to the parent. If there is no improvement in the next half term then there will be a more formal meeting involving a senior member of staff and an Educational Welfare Officer. We will work hard together to resolve any issue that the child has which may be causing the problem. If there is a family issue we will work with the parent to offer support. In a small school where relationships are strong, engagement at this level often has a positive impact.

High levels of attendance are an expectation therefore the Head of School will be responsible for monitoring overall attendance and any patterns of absence. The Head of School will be expected to report this data regularly to Governors.

## **Pupil Transition**

### ***Transition: from pre-school settings to St. Jérôme Church of England Bilingual School***

It will be important to provide as smooth a transition into the Reception Class as possible. The proposers have good relationships already with most of the local nurseries, children's centres, pre-schools and playgroups. The Reception teachers will arrange visits to see the children in their familiar settings as well as making home visits. The school will arrange a welcome meeting for new parents to talk to them about the school, the pattern of the day for the children, the things they need to know and how they can help their children prepare for the change. The school will be there to answer parents' questions, as this can be an anxious time, and provide written information which will be available in Gujarati, Polish, Tamil and Romanian alongside the English text as necessary. We will invite children to spend some time at the school, playing, talking, meeting the teaching staff and becoming familiar with the new surroundings prior to starting school.

### ***Transition: within St. Jérôme Church of England Bilingual School***

A smooth transition from Key Stage 1 to Key Stage 2 is essential to ensure the children are happy and confident and experience continuity in their learning. The school will ensure children will meet their new teachers and learning support staff early on. Transition staff meetings will be

held for the teachers, where overall class dynamics and individual pupils can be discussed between KS1 and KS2 teachers.

The school will arrange a meeting for all parents to explain about the key aspects of the transition and how they can support their children in the process.

### ***Transition: to secondary schools***

It is anticipated that children from St. Jérôme Church of England Bilingual School will transfer to a wide range of schools. A broad primary curriculum, our strong programme of PSHCE and pastoral care, and high academic outcomes will ensure children are ready to succeed at secondary level. We are actively seeking to engage and negotiate with local secondary schools about the potential of a continuum of bilingual education for our pupils because they are anticipated to leave St. Jérôme Church of England Bilingual School with fluent modern language skills and it is important to ensure that their linguistic attainment can be maintained and built upon once they leave St. Jérôme Church of England Bilingual School. Although discussions with local secondary schools are ongoing, there is scope for St. Jérôme Church of England Bilingual School to remain involved in a pupil's modern language development once they have left St. Jérôme Church of England Bilingual School through the provision of language summer schools and Saturday classes.

As at Holy Trinity School, Children will be encouraged to make a return visit to St. Jérôme Church of England Bilingual School towards the end of their Year 7 year to share their experiences of Secondary School and feedback will be sought as to how well prepared they felt for the transition and how it could be improved in the future.

### **Timetable, Organisation and Calendar**

The school will broadly follow the London Borough of Harrow Guidelines, to support parents with children in other Borough Schools.

The school year will be divided into three terms, which will be as equal as possible, with a half term-break. Children will attend school for 190 days and teachers up to 195 to allow for additional CPD activities. The core school day is compulsory and runs from 8.45am to 3.15pm. These times are chosen to help to stagger traffic in the area.

Once the school is full there will be fourteen classes of 30 children, two forms of entry from Reception to Y6. By admitting 30 children to each class the viability of the school will be secured. Aside from literacy lessons, children will be taught in classes according to their age. The class teacher will have overall responsibility for the pastoral care and educational progress of the 30 children in his/her class.