

Vernon Primary School



Study Book Policy



'Nobody Else is Quite Like Me'

Introduction

This policy outlines the aims, principle and strategies for study work at Vernon Primary School.

Aims of study work

- To create an awe and wonder in learning; supporting children to find enjoyment in learning in a meaningful, creative and exciting way.
- To provide children with a purpose for their learning and see how they have progressed.
- To provide the opportunity for children to take pride in their work and think about its presentation.
- To promote a love of learning for life.

Principles - The Curriculum

The curriculum in Key Stage 1 and 2 is planned and taught using a holistic approach. Each term the curriculum is planned based on a particular topic and a curriculum map is produced. Throughout the year the emphasis on the topic focus will change. This holistic approach allows teachers to concentrate on the quality of teaching and learning outcomes. Teachers exercise rigour and integrity in conceiving the links between subject areas across the curriculum. Where a unit does not link to a topic in a meaningful way it must stand-alone, as is often the case for discrete subjects, such as, Religious Education.

Throughout study work the balance of teacher directed and pupil generated work promotes children's ownership of the learning. Differentiation is implicit in the teaching approach and reflected throughout planning and outcomes. A variety of teaching strategies allow the child to experience whole class, group and individual learning with opportunities for collaborative working.

Study books

Each child from Year 1 through to 6 will produce a study book each term, reflecting the holistic style of teaching and learning in the school. The study book draws together a collection of cross curricular work demonstrating what the children have learnt. It provides the children, teachers and parents or carers with a snapshot of learning throughout the topic and enables teachers to evaluate a range of learning from cross curricular learning from across the curriculum.

The children in the Early Years Foundation Stage have one book for the year, this is used as a 'Learning Journal' and is used to evidence individual learning and showcase specific pieces of work across their time in reception.

Presentation

Each child presents their work in bespoke books which are ready covered and contain a sufficient number of pages to allow teachers to capture the children's learning in all foundation subjects throughout the term. Within the study books, work is presented in a range of different ways to excite and motivate the children to learn and then to celebrate their work once collated as a final piece. For example, it may be mounted work, be presented in small books, as a QR code, it could include photos or pop out work. It includes hands on, first-hand experience, which may include experiences with school visitors or educational visits out of school.

Throughout Key Stage 1 children are supported in presenting their work, children are involved in discussion of what could go in their study book and how it could be presented, however the work is predominately teacher led. Children in Key Stage 1 do take ownership for mounting, cutting and sticking work in their study book to aid independence as

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well as developing these critical skills ready for Key Stage 2. As children move through Key Stage 2 this develops to become more child led and by Year 6 children will be responsible for making their own study books and making decisions about layout and presentation, encouraging more individuality.

Assessment

The quality of work within the study book needs to be interpreted in terms of the process that the child has experienced in reaching a learning outcome. It should not be made on value-judgements we have as adults in terms of presentation. It should always be assessed on the learning and the impact of this on the child. Quality is about scaffolding learning so all children can achieve.

Assessment of learning in the study book is outlined in a standard format each term and is assessed against the given objective. At the back of the study book there is an assessment and evaluation sheet where the teacher can assess the children's work related to objectives and 'milestones' taken from the Curriculum 2014. It highlights how the children have produced a piece of work (individually, through group or whole class work) and then evaluates it, indicating their attainment in line with the school assessment system (Emerging, Expected, Exceeding). The children also have a section in the assessment grid to self-evaluate their work. This can be completed using a traffic light system for the children to self-assess their own work (**green**- they felt they achieved the learning objective and produced a quality piece of work, **amber**- they felt they partly achieved the learning objective and **red**- they found this subject/ topic area challenging and felt they aren't secure with the learning objective).

Early Years Foundation Stage

The Early Years Foundation Stage is also planned using a holistic approach, however is done so with much more emphasis on child-initiated and directed learning. The topic will change more regularly in the Early Years Foundation Stage and will reflect the interests of the child.

The children in Foundation stage also create a 'Learning Journal' that reflects the 17 areas of development. There are also strong links to the termly topics throughout the year. To celebrate each child's development throughout their first year in school and show their progress, the 'Journals' aim to contain a selection of the children's work to different stages of their learning. For example; independent writing (child's name) may be included at the start and end of the journal to reflect on the achievements of each child.

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Guidelines for Study Books

DO remember that the work and the book are the vehicle for the child to develop a love of learning.

DO insist on quality of learning and of learning outcomes for *all* children.

DO balance the degree of teacher-led and pupil generated work.

DO encourage children to take ownership for their Study Book and start to develop independence from Year 1

DO ensure that Study Books reflect the whole curriculum.

DO evaluate whether the book meets the developmental needs of the child or your own value-judgements.

DO use a variety of papers and techniques for presenting pages.

DO get the children to make their own cover.

DO develop the skills to trim, mount and glue work neatly.

DO ensure work is aesthetically pleasing.

DO insist on neat handwriting in black ink pen or silver/ white pens if writing on black paper.

DO use guides on plain paper for written work.

DO insist on parallel margins when drawing borders.

DO display on-going Study Books and examples of finished books.

DO not mark study work in books, except to correct a spelling in pencil.

DO include an assessment and self-evaluation sheet at the back of the book.

DO encourage children to invite parents to share in the Study book work as it progresses.

DO retain Study Books as a Record of Achievement to celebrate the child's work for the year.

DO send Study Books home at the end of the academic year for the child to own and enjoy.