

RUNNYMEDE COLLEGE

British International School • Madrid



Founded 1967

Year 1 Curriculum

A Guide for Parents 2009 — 2010

Dear Parents,

The following pages outline the curriculum that your child is studying this year. It should give you an understanding about what is taught and also enable you to help in the learning process.

The areas encompass the requirements of the National Curriculum and in some cases an explanation of the attainment targets has been included. There may be some adjustments in the subject area content as all areas are constantly under review, and they will be adapted to the needs of the children. This guide will be re-examined and revised as necessary during the year.

Should you require any further information about the curriculum or about the school in general, please do not hesitate to get in touch.

Yours sincerely,

A handwritten signature in cursive script that reads "Christopher Say". The signature is written in black ink and is positioned above a horizontal line.

*Christopher Say
Head of Junior School*

General Information

The early years in a child's education are of vital importance. It is therefore our aim to ensure that your child will feel secure, confident and positive in his or her attitude towards school right from the start.

The curriculum is based on experience and activity. Each activity is carefully selected with the child's education in mind. The children are observed and assessed continuously to discover their needs and abilities.

In order to make the work as meaningful as possible to the children, the teaching is made as cross curricular as possible and each term the work, planned in line with the National Curriculum guidelines, will be organised under Science, History and Geography topics.

We aim to provide children with continuity, progression and sequence of development from year to year. With this in mind, we have developed a set of guidelines for each area of the curriculum, details of which are included in this booklet. Records are kept of each child's progress, and these are passed on to the following class teacher to ensure continuity and progress.

We aim to achieve a balance between class teaching, group activities and individual teaching. Each week is planned with this balance in mind in order to maximise opportunities for development throughout the time spent at school.

We believe in the importance of a stimulating, interesting environment where displaying children's work is seen as an important way of reinforcing the 'message' that we value, and care about, the child's efforts.

Social and Emotional Development

As we pointed out earlier, we hope that our children will develop confidence, positive motivation and security.

We also hope that they will develop social skills of consideration for others, working as a group, learning to take turns and to share. Discipline is approached in a positive way and we respect the children first, just as we hope to earn their respect. Rules are simple and adhered to by all, including the teachers. A set of 'Golden Rules' are used as the main focus to encourage positive behaviour in school. Correct behaviour is rewarded each week by a 'Golden Time' session. On the other hand, inappropriate behaviour results in time being lost by a child.

We hope that the children will feel that they are part of a community in which they have a role to play. We expect them to be tidy in class and to help the teachers. In this way the children develop attitudes of responsibility from the beginning.

We have high (but not unrealistic) expectations of the children and we find they live up to them. Each child is seen as an important individual and labels based on stereotypes of race, gender or social class have no place in our school. Each child has talent, potential and special qualities; we seek to foster these, thus enabling each child to grow in positive self-esteem and realise his or her potential.

ENGLISH

Literacy

In line with the National Curriculum, English at Runnymede College is taught daily, according to the Primary Framework for Literacy.

In Key Stage One there is a strong focus on speaking and listening skills. It is important that a child is able to express themselves and attempt to develop their ideas verbally before attempting their written work.

The children continue to learn phonics, using Letter and Sounds programmes. This will develop both their ability to decode words when reading and spell words when writing.

Reading is not just a matter of decoding words, but also understanding the text. Comprehension skills are developed through careful questioning during class carpet sessions and when reading both independently and within a group. They will be exposed to a variety of texts, during the year, enabling them to become enthusiastic and independent readers who enjoy all types of books.

Our aim is to encourage the children to become happy, confident writers, building on the basic skills that they already know. For this reason our learning objectives focus not only on spelling, punctuation and handwriting development but equally on the content of their writing. There will be opportunities to explore fiction, non-fiction and poetry during the year.

Key Stage One children have the benefit of a Support Teacher, which enables some Literacy tasks to be differentiated, in order to make the sessions as beneficial as possible to all levels of development.

The English Curriculum contains the following aspects and pupils are assessed on their progress through them.

Speaking and Listening

Children have conversations with the teacher, in pairs and in a group in order to develop speaking and listening skills. They will have opportunities to:

- a. Listen and respond to stories and poems.
- b. Participate in improvised drama and role play.
- c. Give a small presentation to peers.

Reading

On entering Year 1 children should be able to recognise that print carries meaning, both in books and in the everyday world, as well as recognise individual words or letters in familiar contexts. They should show signs of a developing ability and interest in reading. Children will be read to in groups and have opportunities to read and discuss amongst themselves. Children should begin to read more fluently using the phonic knowledge through individual reading books and group reading.

Writing

The children should be able to use pictures, symbols or isolated letters, words or phrases to communicate meaning. All children will be given opportunities to write independently. They will begin to write simple accounts and stories on their own and should aim to use full stops and some capital letters correctly.

Spelling

The spelling programme is based on the work outlined in the Jolly Phonics scheme and the Literacy Strategy document.

They will be given spelling words to learn at home for tests. These will be based on words related to the 'Key Word List for Literacy' and phonic patterns.

Handwriting

Children will work through the stages outlined below. Year 1 children will be working at both Stages 1 and 2.

Stage 1: Begin to form letters correctly with some control over the size, shape and/or orientation of letters or lines of writing.

Stage 2: Produce properly orientated, legible and distinctive upper and lower case letters in one style.

Homework

Once a week, children take home a list of spellings to learn. They are also expected to read to an adult and talk about their books for a few minutes most nights. They are not required to finish a book every night. An additional booklet will be sent home at the beginning of the school year, which will be followed up by an 'Expectations Meeting' where more details are given.

MATHEMATICS

In Year 1 children will be given the opportunity, through discussion and activities to use and apply maths in practical tasks, real life problems and within maths itself. They will be encouraged to make decisions to solve problems, develop maths language and their skills of communication and reasoning. Above all children will be given every opportunity to see maths as an enjoyable, rewarding and creative subject.

The Primary Framework for Mathematics

In line with the National Curriculum, Mathematics at Runnymede is taught according to the Primary Framework for Mathematics. This strategy consists of lessons structured into three parts: oral work and mental calculation, the main teaching activity and a plenary.

The oral work and mental calculation last about 5 to 10 minutes. The whole class work together to rehearse, sharpen and develop mental and oral skills.

The main teaching activity lasts about 30 to 40 minutes. The children have direct teaching input and are involved in a range of pupil activities. They may work as a whole class, in groups, in pairs or as individuals.

The plenary lasts about 10 to 15 minutes. Here the teacher works with the whole class to sort out misconceptions and identify progress, to summarise key facts and discuss the next steps.

Within the daily mathematics lesson pupils will be covering the following work and will be assessed on their progress.

Syllabus Outline

1. Counting and understanding numbers

Children will reinforce early number recognition to 20 and beyond. Children will count, order and understand the value of number from 0 to 20 extending to 100 during the year. Children will be expected to use the vocabulary involved in comparing and ordering numbers. Pupils will be taught to give a sensible estimate using the appropriate vocabulary.

2. Calculations

Children will understand the operation of addition and subtraction and use the related vocabulary. Children should know addition and subtraction facts up to 10 and be able to recall them rapidly.

3. Using and applying Maths

Children will be taught to use mental strategies in a variety of simple problems or puzzles. For example, problems set in 'real life', money or measurement contexts. They should be able to explain their methods and reasoning orally. Children will have experience in using and organising data.

4. Measures, Shape, and Space

Length, mass and capacity will be taught. Children should be able to compare two lengths, masses or capacities by direct comparison. They should also be able to suggest suitable standard or non-standard units for measuring. Sensible estimates should be made before measuring. Children will be introduced to the vocabulary related to time.

Children should use everyday language to describe features or familiar 3D or 2D shapes. They will learn to use everyday language to describe position, direction and movement.

General Information

The general scheme of work is based on the Abacus. This is supplemented with teacher materials.

Maths Groups

Year 1 are grouped into three sets to provide the appropriate level of maths teaching for the children within the area of number four times per week. The groups are taught by the class teachers and the Key Stage 1 Support Teacher. The groups are flexible. There will be regular meetings between the teachers in order to ensure that the children are making the best progress within their group.

Science has an important place in the curriculum. The National Curriculum for Science is divided into the following sections:

Sc 1 Scientific Enquiry

Scientific skills will be taught and developed throughout Years 1 to 6. As Science is a practical study, its skills are, wherever possible, developed in investigations of a practical nature. Children will be observing, predicting, measuring, hypothesising and will be applying these skills to real life situations.

The elements of Sc. 1. are developed through the teaching of the following Science sections, which form the 'knowledge and understanding' content of the National Curriculum:- Sc. 2. Life Processes and Living Things, Sc. 3. Materials and Their Properties, Sc. 4. Physical Processes.

The teaching of Science in Years 1 to 6 is based on a carefully structured programme of work which ensures thorough coverage of the National Curriculum for Science.

The scheme of work is based on the Science QCA documents and is supported using the best elements of published science material such as 'Ginn Star Science'. It is supported by teachers' own ideas and resources.

Within Key Stage 1 the work is covered through a series of science topics which have varying degrees of duration, depending on the depth of content within each topic. The scheme of work is structured in such a way so that each scientific concept is covered at least once within the Key Stage. Within each Year Group the children will cover elements from each of the three main areas of 'Knowledge and Understanding'.

Outline of the Syllabus

Ourseleves

Through this unit children learn about their senses and how they can use them to explore the world around them. They also learn that humans and other animals move and grow. Experimental and investigative work focuses on:

- exploring and using senses
- observing and describing living things, and communicating what happened in their work.

Within this unit there are opportunities for children to consider how to treat each other and other living things with care and sensitivity.

Light and Dark

This topic will develop children's understanding of the need for light to see things. The children will learn that darkness is the absence of light and that when sunlight is absent, other sources of light are seen more easily.

Sound and Hearing

The children will develop their understanding of the huge variety of sounds and sources of sound they encounter. They will relate sounds to their sense of hearing and are introduced to the idea that sounds travel away from a source.

Pushes and Pulls - Forces of Movement

Children will learn about the different sorts of movement and how to describe them. They relate movement to pushes and pulls and how they affect the movement and shape of objects.

Growing Plants

Through first hand experience, the children will discover that plants are living things which grow and change, and what plants need for healthy growth. They will also become aware of similarities and differences in plants.

Sorting and Using Materials

Through this unit children will have a brief introduction to the characteristics and uses of a range of common materials and vocabulary for describing and comparing materials. This Topic will be returned to in Year 2 Experimental and investigative work focuses on:

- (a) thinking about what is expected to happen
- (b) turning ideas into a form that can be tested
- (b) making observations and comparisons.

Resources

A combination of teachers' resources and published material.

DESIGN AND TECHNOLOGY

Design and Technology is about making things for specific purposes. In this area of the curriculum children are encouraged to investigate needs and to develop or modify products, environments, or systems for doing something.

Design and Technology is a practical activity in which making decisions about what to make and why are as important as producing an end product. Children discuss ideas, plan and most importantly, test out their ideas and make adjustments as a result of their evaluation.

Many aspects of Design and Technology have always been a part of the curriculum in the Primary School. However, the National Curriculum has made us more aware of the processes involved when the children take part in this type of activity, and it has stressed the importance of identifying and linking these aspects.

Through Design and Technology activities, children are encouraged to:

- (a) consider the needs of themselves and others;
- (b) organise and plan their ideas;
- (c) use drawings, plans and models to develop their ideas;
- (d) select materials and allocate resources effectively;
- (e) avoid wastage of materials;
- (f) use equipment safely and correctly;
- (g) evaluate their ideas constructively;
- (h) become aware of other people's reactions to things they make;
- (i) recognise that people like certain things but not others;
- (j) describe their way of working to other people.

Design and Technology opportunities arise from every area of the curriculum. Time spent on Design and Technology may vary from week to week, as some class projects lend themselves more easily to design technology activities than others. Design and Technology classes are linked to class project work and are also carried out as a separate activity independent of the class project. However, over the course of the year children will have experienced a range of tasks that involve a balance of the four main Design and Technology areas (identifying needs, generating designs, planning and making, and evaluations).

I.C.T.

In Key Stage 1 children are taught Information and Communication Technology through the development of specific skills and to facilitate learning in other curriculum areas. We encourage children to develop a positive approach to all aspects of ICT in both recreational and work situations.

Curriculum Organisation

ICT is taught in a cross-curricular way supporting teaching and learning in other curriculum areas. Learning activities are taught in a variety of ways that include:

- Direct teaching to introduce a specific program or skill - either whole class or group.
- Practical experience to gain knowledge of a range of software and hardware.
- Whole class, group, paired or individual teaching as necessary in which children can learn to share, co-operate and support each other.
- Activities that allow for different levels of achievement by pupils and promote extension as necessary.

Resources

Each class is provided with:

- 1 computer network linked to 2 printers (one in the junior school and one in the computer room) with a basic suite of core software installed.
 - Internet access.
- Other resources include:
- Television with video recorder per year group.
 - Tape recorders.

- 2 roamers (kept in ICT coordinators room).

HISTORY

Children in Year 1 and Year 2 will be introduced to History so that by the end of Key Stage 1 they should have:

- learned how to describe past events;
- learned how we find out about the past;
- had experiences enabling them to point to differences between then and now;
- been helped to understand the concept of change.

There are 3 Attainment Targets for Key Stage 1:

Knowledge and Understanding of History

Children will learn to sequence objects into time order and look for differences between the past and the present. They will also learn a vocabulary to describe the past.

Interpretations of History

Children will be taught to recognise the difference between fictional stories and real accounts of the past, verified by evidence. They will be helped to understand that there are different views about the past.

Use of Historical Sources

Children will be introduced to historical sources such as old photographs, buildings and artefacts and given opportunities to find out about the past by investigating these 'clues'. They should also know what a museum is and what they would find there.

Resources

Longman "Sense of History". "Ginn History". Use of library books about historical events and famous people in History. Teacher produced resources.

Specific topics in Year 1

- Toys in the past.
- Homes of the past.

GEOGRAPHY

Geography is concerned with the interaction of people and places, and young children will observe this in the local area. However, a knowledge of more distant places also forms part of a child's early education. Many of our children will already have some knowledge of places further afield, either through direct experience or from what they have gleaned from pictures in books or magazines as well as from television and from conversation with adults and other children. Our geography teaching aims to build on the knowledge and understanding that has been acquired and to make allowances for the differing experiences of children.

As well as learning about places, children will also be acquiring some sense of the skills of geography.

During Years 1 and 2 (Key Stage 1) children will be covering the following Attainment Targets, which chart progress in the acquisition of geographical skills and in knowledge and understanding:

Geographical Skills

Children will develop their ability to follow directions and follow a route using a simple plan. They will use maps to identify and locate features and will draw maps of real or imaginary places. They will also have opportunities to discuss familiar places and identify familiar features in pictures and photographs.

Knowledge and Understanding of Places

As well as looking at the wider world, children will develop their knowledge and understanding of the local area. This involves identifying local landmarks, local land uses and human activities as well as the understanding of similarities and differences between local and other areas. They will have opportunities for learning to identify features of a distant locality.

Physical Geography

Children will have opportunities to increase their knowledge and understanding of a range of physical features such as rivers and land forms. They will also find out about the weather and its effects in different parts of the world.

Human Geography

Children will become aware of the variety of adult jobs and the different uses of buildings and land. They will study the different journeys that can be made and the methods of transport used. They will learn about population settlements—that homes form settlements and that these vary in size—as well as the features of settlements (local services).

Environmental Geography

Children will be given opportunities to increase their knowledge and understanding of different environmental factors. The children will find out about natural resources and study the quality of the environment. Wherever possible these attainment targets will be taught together through topics that provide for cross-curricular work as well.

The topics covered in Year 1

- Mapping Skills (class, school, home and imaginary maps).
- Around the world with Barnaby Bear.
- Homes and settlements.

Resources

Ginn Geography.

Relevant Library topic books.

P.S.H.E. AND CITIZENSHIP

In Key stage one children are taught the P.S.H.E. (Personal, social and health education) and Citizenship Curriculum through the use of circle time, class discussions and through related work in other curriculum areas. Assemblies also play an important role in the delivery of PSHE.

Through PSHE and Citizenship children learn to:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare to play an active role as citizens.
- Develop a healthy, safe lifestyle
- Develop good relationships and respect the differences between people.

Our work in PSHE and Citizenship focuses on 3 main themes:

1. Rules, discipline and morals – keeping safe.
2. Friendship.
3. The school and the environment.

These themes form the basis of all work, both in the classroom and through assemblies.

Resources for Key Stage 1

Teaching resources are taken from:

Citizenship. A scheme of work for key stages 1 and 2 (QCA).

Health for life Ages 4-7 (Nelson).

Citizenship and Personal, Social and Health Education (Folens).

Developing Circle Time (Lame Duck Publishing).

Quality Circle Time in the Primary Classroom (LDA).

Photocopiable Materials for use with the Jenny Mosley Circle Time Model (LDA).

Quality Circle Time in action video (LDA).

Getting Started with Circle Time (Kent Advisory Service).

Each class in Key Stage 1 has a hand puppet for use in Circle Time.

SPANISH

In Year 1 the children are setted for Spanish. There are three groups: one beginner and two first language Spanish.

Foreign Language

Assessment

Pupils are assessed in the following areas:

Oral expression.

Understanding of the spoken language.

Pre-writing.

Pre-reading.

Linguistic capacity by the end of the year:

Greet others and say goodbye.

Ask people how they are.

Ask people their name.

Colour.

Numbers 1-31.

Ask people their age.

Months of the year.

Birthdays.

Days of the week.

Dates.

Pets.

Families.

The classroom.

The weather.

Materials

“Early Start Spanish Tú y Yo”.

Supporting material /flashcards.

El Pueblo de Lolo.

Big books.

Traditional stories.

Lengua y Cultura Españolas

Objetivos generales (Year 1)

Comprender e interpretar discursos orales.

Expresarse oralmente de forma coherente.

Utilizar la lengua oral para intercambiar ideas, experiencias y sentimientos.

Comprender e interpretar textos escritos.

Áreas Temáticas

El colegio.

Los amigos.

Los juegos.

Las excursiones.

El campo: la naturaleza.

La ropa.

La casa.

La comida.

Los transportes: los viajes.

Los oficios.

El circo.

Las vacaciones: la playa.

Las estaciones del año.

Los días de la semana.

Los meses del año.

Los animales.

Relatar experiencias.

Expresar ideas.

Canciones y poemas.

Recursos

Método de lectura: Serie "Lobo Rojo" Yo Leo (Bruño).
"El zoo de las letras".

Diario.

ART

Art plays an integral part in the curriculum throughout the Junior School, and it is incorporated into all areas as a vehicle for learning which can enrich and lend interest. However, in most cases the aim of the activities is not just the finished product for display purposes, important though this is, but mainly to impart essential skills and concepts.

A variety of tasks will be set to help children develop the following skills:

1. Manipulation and hand control.
2. Observation.
3. Memory.
4. Creativity and imagination.
5. Spacial awareness (shape, form and composition).
6. The ability to work individually and in groups.
7. Colouring, painting within a given area.
8. Colour awareness and shading.
9. Work using texture, pattern and line.

These skills are practised in every year at a different and more advanced level, and teachers will ensure a balance of skills that can be achieved through activities such as:

Drawing.

Painting.

Modelling.

Collage and the use of materials.

Printing.

Working with clay.

Children will also be introduced to famous works of art and well known artists, thus laying the foundations for later Art Appreciation.

At every level the children will be encouraged to work with care and take pride in the task in hand. Praise and encouragement by both teachers and parents play an important part in fostering confidence and positive attitudes.

MUSIC

Pupils' understanding and enjoyment of music is developed through activities that include listening and appraising together with performing and inventing. Children are encouraged to respond to sounds and music through movement

and dance and to sing and play instruments individually, in pairs, in groups and as a class.

Performing, Listening and Appraising

Children are taught to listen with concentration, exploring and internalising, i.e. hearing in their heads, and recognising the musical elements of:

- a) pitch - high/low;
- b) duration - long/short; pulse or beat; rhythm;
- c) dynamics - loud/quiet/silence;
- d) tempo - fast/slow;
- e) timbre - quality of sound, e.g. tinkling, rattling, smooth, ringing;
- f) texture - several sounds played or sung at the same time/one sound on its own.

Class Activities

1. A variety of songs are learned including action songs and songs from different cultures.
2. The children's own performances during the year through dance and other forms of expression increase their musical response and understanding of pulse and rhythm.
3. Performing with others gives the children an awareness of other performers and an increasing sense of audience.
4. Class percussion instruments are used with songs, enabling the children to control sounds and increase their confidence, accuracy and expression.
5. The children are exposed to music from different times and places, often extending their emotional response through pictures.

Summary

By the end of Year 1 the children have had the opportunity to explore a variety of sounds and learn a repertoire of songs. They have experienced the joy and satisfaction of performing in front of the Junior pupils and their parents and have a sound basis on which to complete their Key Stage 1 attainment targets in Year 2.

Additional Information

a. Complementary instrumental classes are available on a private basis within the school day. These include piano, violin, guitar, flute, saxophone, clarinet, drums and voice.

Children who wish to take the Associated Board Grade exams can both register and sit the exams in Runnymede, which is an official centre.

b. Every week there is a complete Junior School assembly at which the children either sing together or perform to each other.

c. Every year, each Year group will prepare a show with music to be performed to the whole Junior School and for parents.

PHYSICAL EDUCATION

Learning by doing and moving is crucial to the physical, intellectual, emotional and social education of young children. When they start school, some children show greater physical ability than others but all need frequent, regular opportunities to develop gross and fine motor skills through experience. They must “do” and “feel” while they satisfy their need to be active.

For young children, many actions regarded as simple or taken for granted by adults can represent a considerable challenge. Achieving sufficient control in gross and fine motor skills can bring children real delight and a sense of accomplishing something “really important”. They may be happy to repeat a new movement or skill over and over again. They may be eager to explore and suggest alternatives. Work with children of this age is planned to allow plenty of time for practice, repetition and experimenting. Help is given to make children think about their actions and become increasingly aware of what they are able to do.

As their concentration span is limited, children need variety when working on a specific skill. This also helps to broaden their range and scope of skills while providing different, interesting experiences. How a child deals with a proposed activity isn’t “right” or “wrong”, it is just one of the possible solutions. Discovering by oneself and/or imitating classmates will help to stimulate and develop motor skills as well as body image.

Children are also taught to co-operate with others in order to stimulate a sense of team spirit during work on different skills, tasks, team competitions or simple routine class chores.

Expectations

Planning and performing

Plan and perform simple skills safely.

Children work together safely in a space with the appropriate equipment, and according to the rules for that activity. Skills are combined, such as run and throw, or hop, step and jump. Increasingly difficult skills are mastered, such as skipping while running.

Linking actions

Show control in linking actions together.

Children plan a linked series of actions, such as a jump followed by a roll into a standing position or a simple balance. Movements are controlled and children work softly in their own personal space in the hall or in the playground.

Improving performance

Improve their performance through practising their skills.

Children practise to establish a range of generic skills which they will use across a variety of activities. Using criteria provided by the teacher, children repeat movements to improve how they look or feel, or to achieve the outcome of an action, such as the accurate toss of a ball or a jump to clear an obstacle.

Relationship

Work alone or with a partner.

Children begin to work with a partner, for example playing a simple game together, watching a dance or a series of actions to learn new ideas and improve their own performance.

Making judgements

Talk about what they and others have done and make simple judgements.

Children describe what they and others have done and how it might be improved, such as a higher jump in a sequence or a clearer shape in a dance.

Health related exercise

Recognise and describe changes that happen to their bodies during exercise.

Children recognise and describe how they feel after exercise, for example their heart is beating faster and their breathing is quicker.

SPECIAL EDUCATIONAL NEEDS

Nationally, about 20 per cent of children may have some form of Special Educational Needs (SEN) at some time during their school careers. Special Educational Needs may range from learning difficulties, such as dyslexia or mild behavioural problems, to those high achieving students who may be considered gifted and talented.

At Runnymede College we acknowledge that a small number of pupils will need additional support and guidance on account of their special educational needs. It is the responsibility of the SEN department, therefore, to liaise with teachers and parents in order to identify, assess and address special educational needs when they arise.

The earlier an educational difficulty is identified and addressed the more probable it is that the specific difficulty

will be overcome. It is for this reason that the child's passage through the Junior school is carefully monitored, starting from Nursery all the way through to Year 6. Therefore, a special emphasis is made on liaising with the Early Years and Infant teachers through classroom observation and ongoing assessment of children's progress with teachers.

SEN Policy

The SEN Department has drawn up a policy which is the result of a general consensus on special educational needs at Runnymede and on the roles and responsibilities of management, staff, pupils and parents. It also clearly sets out the procedure to be followed once specific needs have been identified.

Referral

When a teacher or parent shows concern about a particular child a process of referral is followed where the parent or teacher fills in a referral form explaining what the problem is and how it has been addressed up to the present time. According to the nature of the problem, the school psychologist will liaise with both teachers and parents in order to obtain as much information about the child as possible. Assessment of the child may also involve testing to identify specific learning difficulties. When necessary, the child may be referred to outside specialists for further testing and/or treatment.

Individual Education Plans

Once the specific difficulties have been identified the school psychologist will liaise with the classroom teacher in order to develop a common plan of action that will address the child's needs within the classroom context. This common plan of action is called an Individual Educational Plan (IEP). The IEP sets out the main areas of work which the teacher is going to carry out with the specific child. The teacher also specifies the targets s/he hopes to achieve by the end of each term. The child's progress is, therefore, reviewed at the end of each term and new targets and approaches are agreed upon. The child's parents are regularly informed of the progress made and are advised as to how they can best help their child at home.

Screening

Central to the work of the SEN department is the early identification of difficulties. The screening of children starting at the Foundation Stage is crucial for an effective intervention. Screening is carried out through observation, regular meetings with teachers or through formal assessment. A process of intervention and monitoring is activated once difficulties are identified and cases reviewed at the end of each term.

Intervention

Intervention may take place in a variety of ways:

1. Within the normal classroom context, following the basic school curriculum, with differentiated work appropri-

ate for a child's particular needs which can be taught and monitored by the class teacher.

2. Within the normal classroom context children having similar needs may be placed in small groups which will receive individualised support on specific areas of the curriculum.

3. A child or a small group of children, who have similar needs, may be withdrawn from the classroom to work with the school psychologist or support staff. This work may take the place of some part of the curriculum. Every effort will be made for withdrawal to take place at a time which is not going to interfere with the teaching of any new concept in the classroom. The work will focus directly on the specific skill development necessary to enable the child to have greater access to the curriculum in the future.

4. For children who require a greater provision than the school can provide the SEN department will contact outside agencies for extra support.

The main objective, through this method of intervention, is to help the child overcome his/her difficulties and minimise, as far as possible, the interference which these may have on learning processes. Our purpose, therefore, is to ensure that early identification, assessment and intervention in the Junior School will enable a child to make a smooth transition into the Senior School in later years.