

Vernon Primary School



Study Book Policy



Introduction

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

Aims of study work

- To create an awe and wonder in learning; to support children to find enjoyment in learning in a meaningful, creative and exciting way.
- To provide children with a purpose and clear end point for their learning.
- To provide a talking tool for children's knowledge, enabling them to remember and know more over time.
- To provide the opportunity for children to take pride in their work and consider its presentation.
- To promote a love of learning for life.
- To demonstrate the knowledge which the children have acquired throughout the term.

Principles - The Curriculum

The curriculum in Key Stage 1 and 2 is planned and taught using a thematic approach when appropriate and relevant. Each term the curriculum is planned based on a particular theme and a curriculum map is produced. Throughout the year the emphasis on the theme focus will change. This 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 theme 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. Adaptive teaching is 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 in Key Stage 1, through to Year 6 in Key Stage 2, create a study book each term, reflecting the curriculum and their acquisition of knowledge. These books showcase the final end points of each unit of work, acting as a talking tool for learning and enabling children to remember the knowledge they have acquired throughout the term. The study book brings together the end points for Science and every Foundation subject, demonstrating the knowledge the children have in each subject within the termly theme. It provides the children, teachers and parents with a talking point for learning.

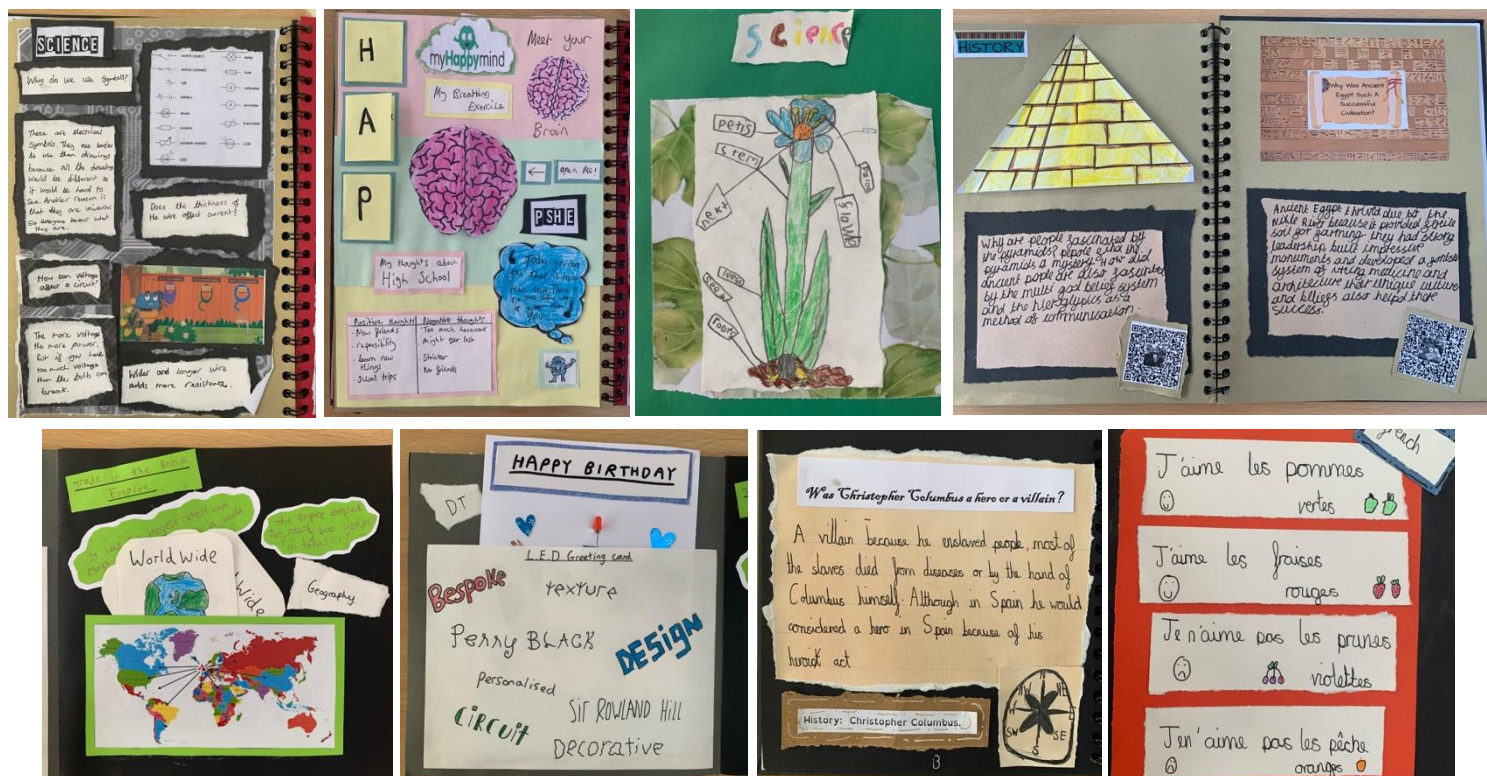
The children in the Early Years Foundation Stage have one book for the year; this is used as a 'Learning Journal' and is used to evidence individual learning and showcase specific pieces of work across their time in reception.

Presentation

Each child presents their work in bespoke books which 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 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. This method develops children's independence and creativity, two of our school values.

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. Children in Key Stage 1 take ownership for mounting, cutting and sticking work in their study book to aid independence, as well as developing these critical skills ready for Key Stage 2. As children move through Key Stage 2, this develops further and becomes more child-led and by Year 6, children will be responsible for designing and making their own study books and making decisions about layout and presentation, encouraging more individuality.

The children take their study books home at the end of each school year. They are proud to talk about their knowledge in each curriculum area within an innovative, creative termly book.



Examples of Science and Foundation subjects study book pages from Year 1 to Year 6.

Assessment

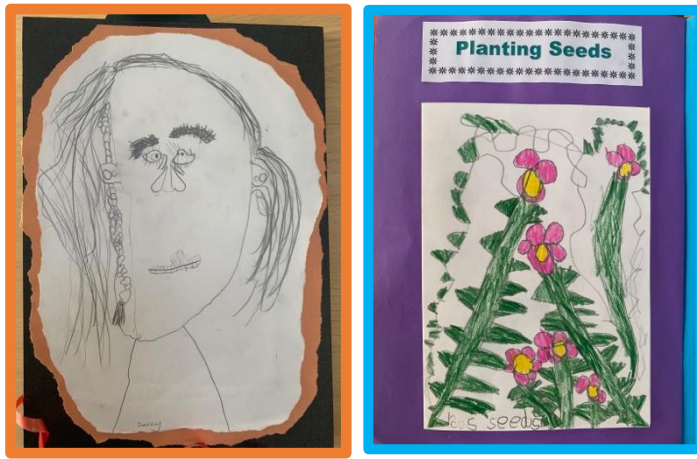
The quality of work within the study book needs to be interpreted in terms of the process that the child has experienced in reaching the end point for a unit of learning. It should not be made on value-judgements we have as adults in terms of presentation. It should always be assessed on the learning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

The study book page generated by each child for Science and each foundation subject, is used by teachers as a tool to support assessment in that subject and meeting the necessary end point. The study books help to inform teachers how well children have understood and retained learning. However, teachers will draw upon a range of work to gain a holistic view. At the end of each term, a summative assessment judgement will be given on FFT by teachers using the assessment criteria.

Early Years Foundation Stage

The Early Years Foundation Stage is also planned using a thematic approach; however, this carried out with more emphasis on child-initiated learning in line with continuous provision. The theme 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 themes 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.



Examples of EYFS work

Eve Worthington

Subject Leader for Study Work

Policy date – June 2024

Review Date – June 2027

Ratified by Governors – June 2024

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 ensure that Study Books reflect the end point for the termly theme.
- 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 front cover.
- DO develop the skills to trim, tear, 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 ongoing Study Books and examples of finished books.
- DO not mark study work in books, except to correct a spelling in pencil.
- 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.